

Tennessee Comprehensive Accessibility and Accommodation Manual

Tennessee Department of Education | 2022-23

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TN Department of Education

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Section 1: Introduction

All students have the right to meaningful access and opportunities for participation in instruction. The strategies, accessibility, and accommodations used during instruction need to also be available to the greatest extent possible for assessments. This manual provides information related to universal administration conditions, accessibility features, and accommodations to ensure access to

- Achievement grades 3-8,
- End of course (EOC),
- Grade 2,
- Tennessee Comprehensive Assessment Program Alternate (TCAP-Alt),
- Multi-State Alternate Assessment (MSAA),
- WIDA ACCESS,
- Alternate (Alt) ACCESS,
- ACT, and
- National Assessment of Educational Progress (NAEP) assessments.

> *Accessibility features and accommodations should be selected to meet the needs of the individual student.*

The first section provides general information about the TCAP assessment system. It includes an explanation of the accessibility features and accommodations available for students in the paper-based testing (PBT) or computer-based testing (CBT) process. It also includes an explanation of the accessibility features and accommodations available for students testing in the computer-based testing platforms of MSAA for the Alternate Assessment and WIDA ACCESS for English Learners. The second section describes considerations for teams to use when developing the individualized educational program (IEP), individualized learning plan (ILP) and/or Section 504 plan for students.

Intended Audience

This resource is intended to guide 504, ILP, and IEP teams in decision-making regarding state assessment accessibility and accommodations. Parents/guardians are critical members of the team as well as the student. Please ensure they are adequately informed of the options for accessibility and accommodation. For the purposes of this guide, the following definitions are used:

- Students with disabilities (SWDs) are students who are eligible to receive services identified through the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act (Section 504).
- English learners (ELs) are non-English language background students who qualify for English as a second language (ESL) services via a department-approved English language proficiency screener.

Tennessee's Statewide Student Assessments

The Tennessee Comprehensive Assessment Program (TCAP) includes assessments in mathematics, English language arts, social studies, and science, as well as alternate assessments for eligible students with the most significant cognitive disabilities.

Students who are classified as ELs will also participate in the English Language Proficiency Assessment, WIDA ACCESS for ELs and WIDA Alt ACCESS for ELs.

Inclusion of all students in large-scale assessments and grade-level standards is mandated by both federal and state law. *See* 20 U.S.C. § 6311(b)(2). Certain accessibility supports and/or accommodations are provided for students who need them during instruction and assessments to support access to grade-level content. To ensure this goal of access is met, educators must be familiar with standards and accountability systems at the state and district levels.

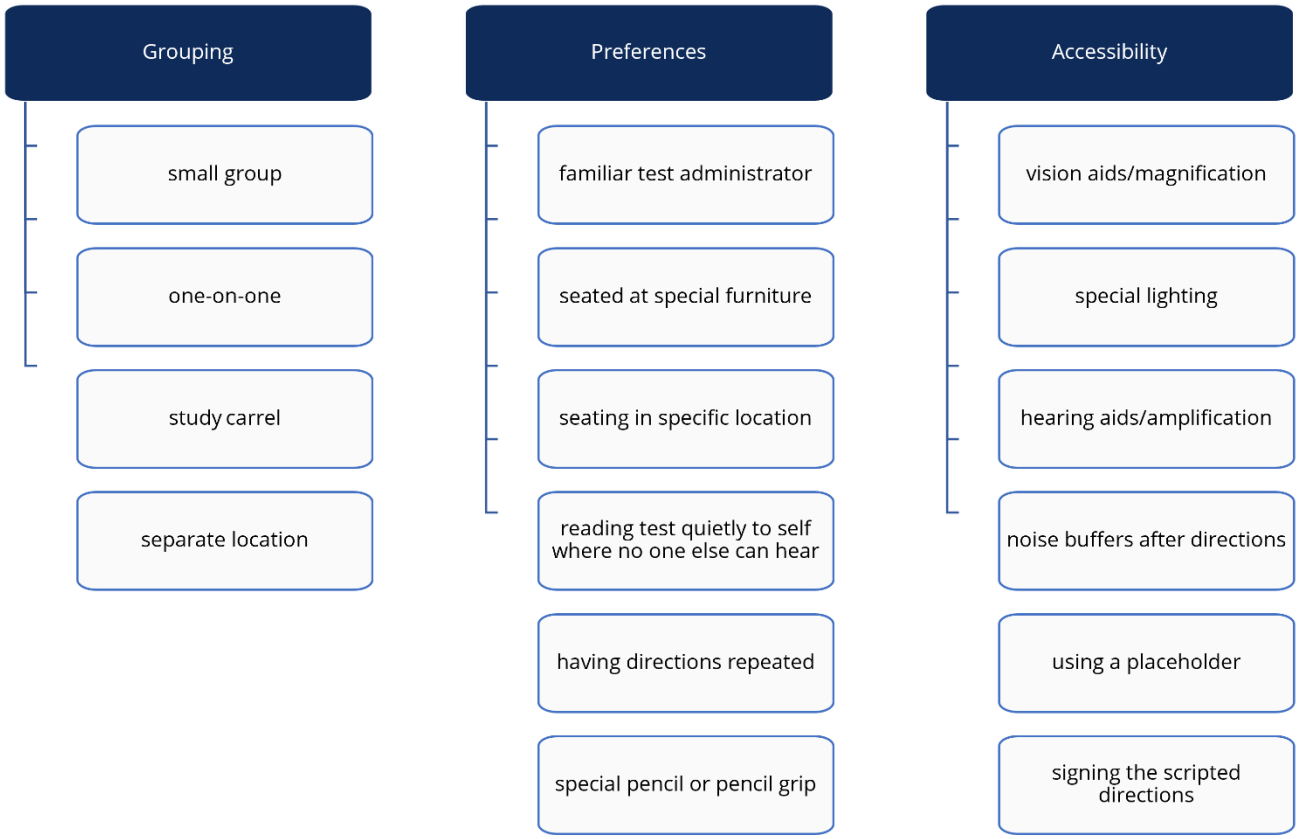
For additional information regarding the Tennessee assessment system, including the Alternate Assessment and the English Language Proficiency Assessment, please visit the department's website or LiveBinders

Section 2: Universal Test Administration Conditions

Test administration manuals address the need to provide students with an appropriate testing location that is comfortable and free from distractions. Test administration conditions are specific testing situations and conditions that may be offered to any student in order to provide a comfortable and distraction free testing environment.

Universal test administration conditions for TCAP are available to any student who needs them and are not considered test accommodations. A student's IEP, 504 plan, or ILP (Individualized Learning Plan) may include them as an accommodation during instruction and classroom assessments; however, it is not required to be addressed in the IEP, 504 plan, or ILP in order to receive as an accommodation on state assessments.

Universal test administration conditions for any student includes:



Section 3: Accessibility Features

Accessibility features for TCAP are available to any student with an identified need. A student's IEP, 504 plan, or ILP may include these as an accommodation during instruction and classroom assessments; however, it is not required to be addressed in the IEP, 504 plan, or ILP in order to receive as an accessibility feature on state assessments. A student should only use a test accessibility feature option that they typically need and use during daily instruction and assessment. It is recommended that a consistent process be used to determine these support(s) for individual students.

If requested by a parent or student, a test administrator (TA) may allow a student an additional optional time period (calculated by the department), to ensure students are able to finish the assessments completely. *See* T.C.A. § 49-6-6015(b). The required times represent testing time appropriate for 95% of students. TAs may add the optional additional time, up to the amount listed in parenthesis, as requested while adhering to all test security measures and test procedures. Additional time allowed pursuant to T.C.A. § 49-6-6015(b) does not supersede a Local Education Agency (LEA) or public charter school's obligation to comply with the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.), or Section 504 of the Rehabilitation Act (29 U.S.C. § 794). *See* T.C.A. § 49-6-6015(c). Additional time requested, therefore, should NOT take the place of extra time accommodations outlined in a student's individualized education program (IEP), individualized learning plan (ILP), and/or Section 504 plan.

> *The amount of additional time if requested by a parent or a student is outlined in the Test Administrator Manual.*

Table 1: Accessibility Tools

Accessibility Tool	Administrative Guidelines	Additional Considerations for Use
Highlighter	Before testing: Test administrator provides student with highlighter(s).	Students may use a highlighter to highlight text in a passage or item in their test book as needed to recall and/or emphasize. Highlighters must not interfere in tracking marks or answer selecting area.
Straight Edge Line Reader/Mask Tool	Before testing: Test administrator ensures the student has direct access to a blank straight edge or blank masking card or turns on the accessibility feature in the testing platform.	Allows students to track the line being read. Students are able to focus their attention on a specific piece of text at a time. This may be a note card, ruler, etc., as issued during daily instruction. The student may cover or uncover answer options and/or text with blank masking cards as needed.

Accessibility Tool	Administrative Guidelines	Additional Considerations for Use
		The masking tool is recommended for students who have attention difficulties. It may also be needed by students with print disabilities or visual impairments. Students may need to mask content not immediately needed which may be distracting.
Auditory Aids	Before testing: Test administrator ensures student's access to necessary auditory aid. During testing: The student uses amplification device assistive technology (e.g., FM System), noise buffers, or white noise machine provided by the student or by the school.	The student should continue to use the same auditory aides during assessment as required during daily instruction. Music is not permitted to be played during the assessment. If headphones are used only as noise buffers, they should not be plugged into a device.
Color Overlay	Before testing: Test administrator provides student with access to colored overlays or turns on the accessibility feature in the testing platform.	Students will use the same color overlay and or color contrast during assessment as are required in daily instruction. Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities.
Place Marker	Before testing: Test administrator provides student with place marker (e.g., post-it note or plain bookmark)	The student may use place marker to "bookmark" items to review later.
Eliminate Answer Choices	During testing: The student may use removable markers within the test booklet (e.g., small strips of paper) to help them track answers they have eliminated.	Please do not make any stray marks on the answer document as that may conflict with accurate scoring.
General Administration Directions Read Aloud and Clarified and/or Repeated as Needed	During testing: The test administrator reads aloud the general administration directions only per the test administration manual. A student may raise his	A student may raise his or her hand and request the directions be repeated. The test administrator may clarify directions upon request.

Accessibility Tool	Administrative Guidelines	Additional Considerations for Use
	or her hand and request the directions be repeated.	No passages or items may be clarified.
Magnification/Enlargement Device	Before testing: The test administrator provides the student with magnification/enlargement device. If computer-based testing, the test administrator should ensure it is preset.	The student uses an external magnification or enlargement device to increase the font or graphic size (e.g., projector, CCTV, eye-glass, mounted or hand-held magnifier, electronic magnification system, etc.). The student should use the same type of magnification equipment during assessment as is used daily.
Redirect Student to the test	During Testing: The test administrator redirects the student's attention to the test without coaching or assisting the student in any way.	There is no limit to the number of times a test administrator can redirect a student back to the test. Examples: providing reminders to stay on task and focused during the assessments; providing a visual cue to the student to remain on task.
Student Reads Assessment Aloud Self.	Before Testing: Test Administrator ensures student's testing environment is conducive to read aloud to self.	During Testing: The student reads aloud the assessment to self in a manner which will not be overheard by other students

Section 4: Accommodations

Accommodations address how the student will participate. They do not alter or change what the student is expected to know or what content is assessed.

Accommodation are for students served under an IEP, 504, or ILP for English Learners

Accommodations

- reduce or decrease barriers to access or participation,
- maintain the intent of rigor of the task,
- ensure the assessment allows students to demonstrate their true mastery level,
- are available to students if listed in their IEP, 504 plan, or ILP; and
- are designed to provide access to students, not ensure proficiency.

Allowable accommodations for state testing are listed in Table 2.

Table 2: Allowable Accommodations for State Testing

Accommodations	Administrative Guidelines	Additional Considerations for Use
Adult Transcription	Note: Modes of testing cannot be mixed. A student's answers must be submitted all on paper or all online. Scribing: Before testing: An adult is secured for the testing session. The test administrator who is scribing must be a licensed employee of the school district. Transcribing: Before, during, or after testing: Two adults are secured. The test administrator who is transcribing must be a licensed employee of the school district.	Scribing: A student reads each item from the screen or test booklet and the dictates the response to an adult. Dictation can be given orally, on paper, or with assistive technology. The adult then marks the student's answer directly on the test. The adult may assume appropriate spelling for written responses, but the student must indicate correct capitalization, grammar and punctuation. Students should be given the opportunity to review and edit any responses entered by adult during scribing. Transcribing: An adult mark selected response items on the paper-based answer document. An adult transfers student responses produced using

Accommodations	Administrative Guidelines	Additional Considerations for Use
		Assistive Technology onto the paper-based answer document. All student responses must be transcribed verbatim. Two adults must be present during the transcription. Once the transcription is complete, any copies must be shredded or deleted.
Assistive Technology	Before testing: Test administrator ensures the student has access to the necessary assistive technology device (e.g., computer, braille writer, etc.).	This accommodation requires adult transcription. Two adults must be present and must transfer the student's responses exactly as written to the paper-based answer document. The use of assistive technology, including Braille writer, for the writing response and/or other open response items is allowed on the TCAP assessments. Internet access, spell check, grammar check, and word prediction ahead functions **must be turned off**.
Braille or Large Print	Before testing: Test administrator ensures that a braille kit or large print test has been ordered for the student.	Braille testing must be addressed in the student's IEP. Students may mark responses directly in the test. The Braille kit comes with transcription instructions. Students using Braille can have more than double time but still not go beyond the school day.

Accommodations	Administrative Guidelines	Additional Considerations for Use
Extended Time	Extended time is defined as up to double time and may not extend beyond one school day.	Provides additional time for a student to complete the assessment beyond the time allotted for the test or subpart.
Visual Representations for Math	Before testing: Test administrator ensures the student has access to the necessary manipulatives for testing (e.g., abacus, cubes, tiles, rods, or blocks). This **would not** include things such as multiplication charts/tables, number lines etc. typically used by students with math deficits who are not visually impaired.	This accommodation is only applicable for students with a visual impairment and may not be used on the non-calculator sections of the assessment. This accommodation may be used in place of scratch paper for students who typically use an abacus or other manipulatives.
Rest or Break	Rest or break needed due to fatigue, behavior plan, sensory needs, and/or health related needs.	This accommodation is not to be confused with a break provided for all students such as a stand and stretch break or break between subparts.
Oral Presentation (Read Aloud)	Before testing: Test administrator ensures only students who receive this accommodation are included in the oral presentation group and adheres to the directions for test administration.	Provides an oral presentation of directions, test items, and answer options on the assessments for students. Refer to the Oral Accommodations Considerations when deciding whether this accommodation is needed for a student. See the appendices for Oral Presentation Guidance by Subject Area.
Word-to-Word Dictionary	Before testing: Test administrator ensures student has access to a bilingual published, paper dictionary.	Provides a bilingual published, paper dictionary for the student to use during testing. This should be the same type of dictionary used by the student for daily instruction.

T.C.A. § 49-6-6001(j) states:

> *"A student whose individualized education program (IEP) or section 504 plan under the Rehabilitation Act of 1973 (29 U.S.C. § 701 et seq.) allows for testing accommodations shall be allowed to use the same testing accommodations while taking an assessment under the Tennessee comprehensive assessment program (TCAP) or an end- of-course."*

Unique Accommodation Request

If a student with a disability and/or an EL requires an accommodation that is not listed in their IEP, 504 plan, or English Learner ILP, and it does not change the construct being measured by the test, the school may request approval for use of the unique accommodation by completing the form (here).

The unique accommodation request form must be submitted at least six weeks prior to testing. If there is an emergency, please contact Nancy Williams at Nancy.E.Williams@tn.gov for assistance. A copy of the form must be kept in the student's records and, if appropriate, retained at the district office.

Accommodations by Assessment

The chart below organized by assessment must be followed when determining appropriate accommodations. If an accommodation is not on the approved list per the assessment, the team may follow the unique accommodation request process. An "x" indicates allowable accommodations for a student with a disability and/or an active EL served under an IEP, 504, or ILP plan. EL students who are no longer active (L or W) receive accommodations through an IEP or 504 plan.

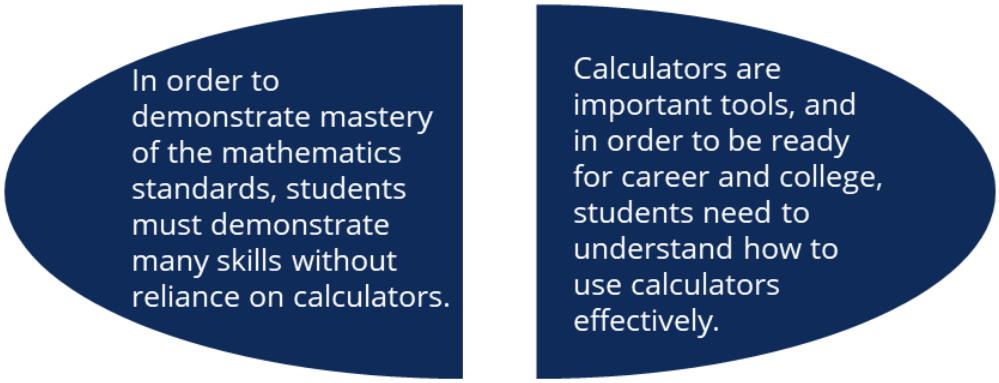
Table 3: Allowable Accommodations for Grades 3-8 and EOC

Allowable Accommodations for Grades 3-8 and EOC	ELA		Social Studies		Math		Science	
	IEP/504	ILP for ELs	IEP/504	ILP for ELs	IEP/504	ILP for ELs	IEP/504	ILP for ELs
Adult Transcription*	x		x		x		x	
Assistive Technology*	x		x		x		x	
Braille or Large Print	x		x		x		x	

Allowable Accommodations for Grades 3-8 and EOC	ELA		Social Studies		Math		Science	
	IEP/504	ILP for ELs	IEP/504	ILP for ELs	IEP/504	ILP for ELs	IEP/504	ILP for ELs
Extended Time* Except for those items which measure fluency in both ELA and math	x	x	x	x	x	x	x	x
Visual Representations for Math					x			
Rest/Breaks	x	x	x	x	x	x	x	x
Unique Accommodation Request	x		x		x		x	
Word-to-Word Dictionary		x		x		x		x

Calculator Policy

The Calculator Policy is based on two concepts:



- Therefore, at all grade levels and in all courses, the math assessment will include both calculator-permitted subparts and calculator-prohibited subparts.
- There will be one calculator-prohibited subpart and two calculator-permitted subparts at all grade levels.
- Information on the rationale, administration guidelines, and calculator types can be found in the TCAP Calculator Guidance document located in appendix B.

Oral/Signing Presentation Accommodation Considerations

Oral presentation (read aloud, Text to Speech, or signing) is an accommodation available to students with an IEP, 504 plan, or English Learner ILP if the IEP, 504 or ILP team determines that oral or signing presentation is required for the student to access the assessment.

Students who communicate with sign language may have a human signer as an accommodation. The human signer will read the assessment using the conventions of the student's sign language (e.g., American Sign Language (ASL)).

The following questions should be used by the IEP, 504, or ILP team to help determine if a student's disability and/or limited English proficiency is significant enough to warrant oral presentation. For a student with a visual impairment, the IEP team must consider the impact of the visual impairment on the student's ability to access printed text. Questions a team may want to consider in discussions determining oral presentation include:

- Does the student have a documented decoding or fluency deficit which precludes access to printed text?
- For students with an IEP, does the student have a goal to address the deficit listed in the present level of educational performance?
- Is the student engaged in intensive intervention through their IEP, 504, or ILP to address the specific deficit?
- For students identified as active EL, does the student show limited reading ability in English?

NOTE: EL students who score a 4, 5, or 6 on the reading portion of WIDA ACCESS for ELs from the prior testing year should be considered reading at grade level; therefore, a read aloud accommodation should not be necessary.

Section 5: Making Decisions about Statewide Assessment Accommodations

The following guidelines are recommended for making decisions about accommodation for statewide assessments:

Accommodations should facilitate an accurate demonstration of what the student knows or can do.

Accommodations should not provide the student with an unfair advantage or interfere with the validity of a test; accommodations must not change the underlying skills that are being measured by the test.

Accommodations must be the same or nearly the same as those needed and used by the student in completing classroom instruction and assessment activities.

Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery.

Accommodations for Students with an Injury

Students with an injury (e.g., broken arm or hand) may use any of the following accommodations if their IEP or 504 team determines that the injury makes it difficult to participate in an assessment. Any injury-related accommodations must be documented in the IEP or 504 plan. The accommodations available for consideration are as follows:

Table 4: Accommodations for Students with an Injury

Accommodation	Description
Adult Transcription	Scribing: A student reads each item from the screen or test booklet and the dictates the response to an adult. Dictation can be given orally, on paper, or with assistive technology. The adult then marks the student's answer directly on the test. The adult may assume appropriate spelling for written responses, but the student must indicate correct capitalization, grammar and punctuation. Students should be given the opportunity to review and edit any responses entered by adult during scribing. The teacher scribing must be a licensed employee of the school district. Transcribing: An adult marks selected response items on the paper-based answer document. Student answers can provided orally, using gestures, or an adult transfers student responses produced using Assistive Technology onto the paper-based answer document. All student responses must be transcribed verbatim. Two adults must be present during the transcription. The teacher transcribing must be a licensed employee of the school district. Once the transcription is complete, any copies must be shredded or deleted.
Assistive Technology	Assistive technologies can be used for written response items. Internet access, spell check, grammar check, and word prediction functions must be turned off. This accommodation requires adult transcription.
Extended Time (Except for those items which measure fluency in both Math and ELA)	Extended Time can be used when a student needs extended time. If extended time goes beyond double time, a unique accommodation request must be submitted. No subpart may be extended beyond a single school day and all security protocols must be followed.

Temporary Impairments

A student is eligible for a 504 plan if their 504 team determines that the student has a physical or mental impairment which substantially limits one or more major life activities. Some impairments are temporary in nature, meaning expected to last for six months or less. Major life activities include, but are not limited to, reading, writing, concentrating, seeing, hearing, breathing, or thinking. If a student has an injury that necessitates a testing accommodation, the district should follow its local 504 policies and procedures, evaluate the student, and draft a 504 plan if the student is found eligible. More information can be found here.

Procedures for Assessing Students Who are Blind, Deaf, or Deaf/Blind

Students who are blind, deaf, or deaf/blind are assigned to the test form with items that reduce barriers for vision and hearing. Additional test administration procedures are also provided to the test administrator and include:

- Alternative text to be read to a student who has vision impairment. For example, for an item that includes a bar chart, a verbal description of the bar chart is embedded in the item for a student who has difficulty seeing the bar chart
- Guidelines for administering items and suggestions for developing tactile symbols, using object replacements, and providing sign language interpretation

A student is assigned to this test form if the student has one or more of the following conditions:

- Low vision; uses vision for some activities of daily living
- No functional use of vision for activities of daily living, or unable to determine functional use of vision
- Hearing loss aided, but still with no significant loss
- Profound hearing loss, even with aids; and/or undetermined functional use of hearing
- Uses braille (contracted or uncontracted)

Section 6: ACT Accessibility & Accommodations

ACT is a nationally normed assessment that may be used to satisfy both students' graduation requirement and district accountability measures. This section only refers to the state ACT windows.

Qualifying students may take the ACT with accommodations. In order for a student to receive a college-reportable ACT score, accommodations must be submitted to ACT according to the deadline in the Schedule of Events for spring or fall testing which is posted to the ACT state testing landing page. Accommodations requests must be supported by documentation.

Not all accommodations that are listed on a student's IEP for TCAP assessments may be applicable for use on the ACT. In these cases, it is recommended that students take the ACT using only ACT-approved accommodations. Using non-ACT approved accommodations will result in a student receiving a non-college reportable score.

Non-college reportable scores may satisfy a student's graduation requirement for a regular diploma but will count against school and district participation rates.

For more information on the ACT Test Accessibility & Accommodations User Guide click here.

Section 7: NAEP Accessibility & Accommodations

The National Assessment of Educational Progress (NAEP) is a nationally normed assessment of reading, math, science, and other subjects for 4th, 8th, and 12th graders. NAEP is a no-stakes assessment for students, teachers, schools, and districts (other than Shelby County, which participates in NAEP as an urban district). Only state and national data are released. Students with disabilities or those receiving EL supports must be included at a minimum participation rate of 85%. This means that a school must ensure that 85% of each population in the tested grade participates in the NAEP assessment. States that fail to meet inclusion rates are identified in NAEP reporting.

NAEP may be taken with or without accommodations. In order for students to receive accommodations on NAEP, they must be currently receiving the documented accommodations for state assessments. School coordinators must enter requests for accommodations in the My NAEP system according to the deadlines for each assessment.

Not all accommodations that are approved for use by a student's IEP, 504 plan, or ILP on state assessments may be applicable for use on NAEP. For example, NAEP does not allow read-aloud accommodation on reading tests, even if students receive this accommodation for Tennessee's ELA test. In these cases, students should be allowed to participate in NAEP without the accommodation.

Several accommodations provided on the Tennessee assessments are not necessary for the NAEP assessments because they are available for all students through universal design elements. NAEP accommodations are only allowed for students with disabilities and English learners. More information about NAEP accommodations is available here.

Section 8: Alternate Assessments

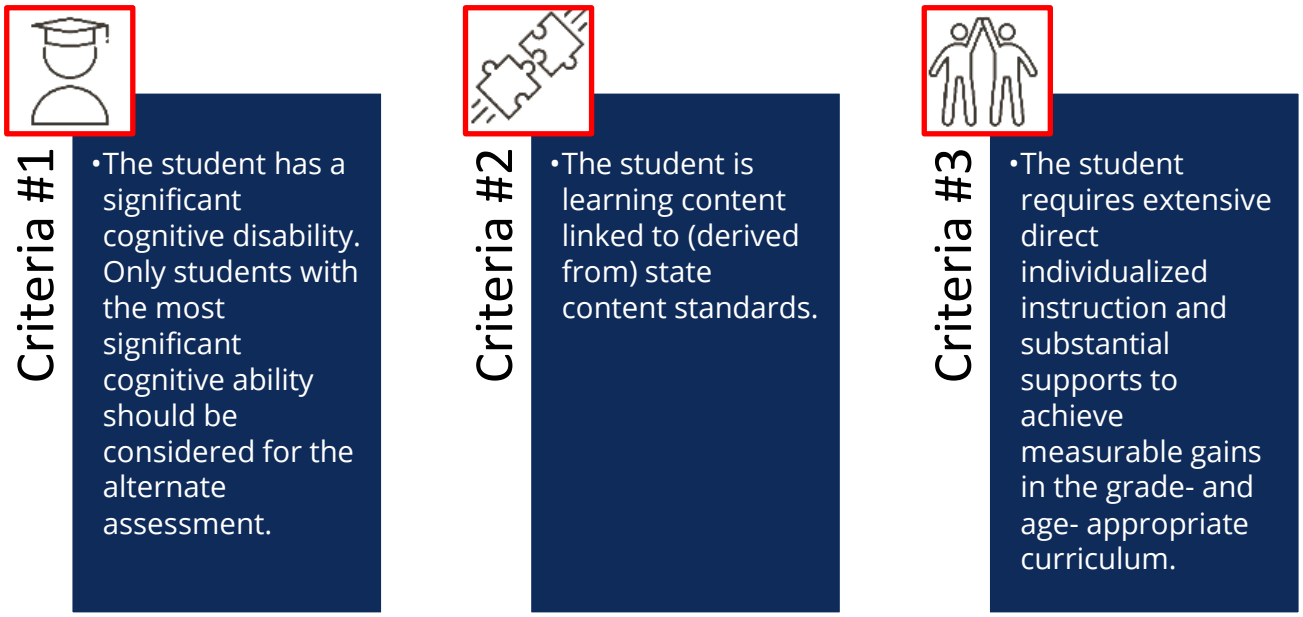
All students have the right to meaningful access and opportunities for participation in instruction. The strategies, accessibility, and accommodations used during instruction need to also be available to the greatest extent possible for assessments.

The structures of alternate assessments are designed around the student's physical and/or cognitive disabilities in a way that allows them to answer test questions and participate in the test as independently as possible. For example, a variety of accommodations are built into the test design in order to accommodate each student's personal mode of communication (e.g., sign language, eye gaze, augmentative communication devices, etc.).

Participation in the alternate assessments should only be considered for those students who meet all three of the following criteria:

> *Alternate assessments are designed for students with significant cognitive disabilities (about one percent of the student population).*

Figure 1: Criteria for Alternate Assessments



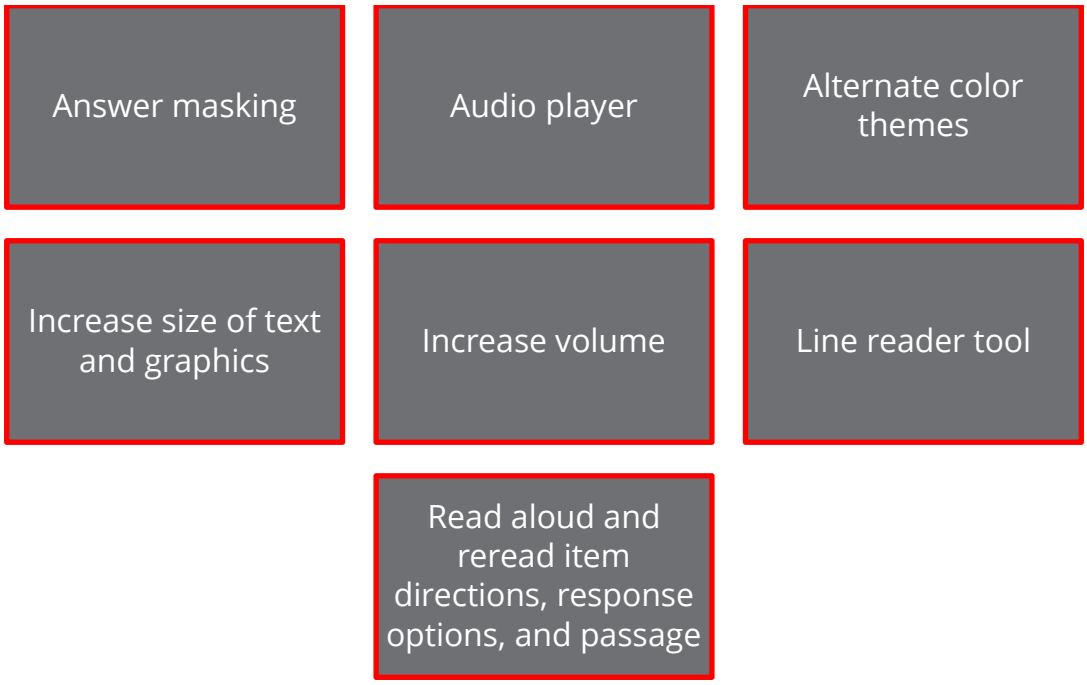
Multi-State Alternate Assessment (MSAA) Features and Accommodations

The MSAA is the ELA and Math alternate assessment platform for the alternate assessment. It is computer-based and a few of the assessment's accessibility features may be provided by the test administrator or may be enabled by the student at the time of the testing. Students and test administrators should become familiar with these features and may practice using them with sample items prior to the test administration. Refer to the MSAA Online Assessment System User Guide for Test Coordinators for additional explanation

and details. The guide can be found on the MSAA Assessment website, www.msaaassessment.org.

The test can be administered in several sittings with students not needing to complete the test at one time. There are no time limitations for each question or for the entire test.

Some of the assessment's accessibility features available for test administrators to provide or enable for students are:



Accommodations are changes in the materials or procedures of the assessment that do not alter the construct being measured. A student may use the accommodations that are in the IEP that are consistent with the MSAA accommodations policies. Refer to the MSAA Assessment User Guide for Test Administrators for directions on how to enable student testing.

Table 5: MSAA Allowable Accommodations

MSAA Allowable Accommodations	How to Access
Assistive technology (AT) or assistive communication devices (AAC) A student may use assistive technology devices for viewing, responding to, or interacting with test items. The student and test administrator should use the AT device with the sample items to ensure that it functions properly with the MSAA Assessment System. The MSAA Assessment System supports various AT devices, such as alternate keyboard, switches and hub, head mouse, etc.	Refer to MSAA Assessment System User Guide for Test Administrators for information about: Compatibility of MSAA Assessment Features and Compatibility of MSAA Assessment System with Assistive Technology Devices.
Paper Version of Item(s)	Test administrators may print a copy of an item or items.

MSAA Allowable Accommodations	How to Access
	This copy must be given to the building testing coordinator (BTC), as specified by the state, for secure shredding upon completion of the test. Large print forms are not available. Please refer to the MSAA Assessment System User Guide for Test Administrators for directions to use the assessment feature, Increase Size of Text and Graphics.
Scribe/Transcription Selected-Response Items Writing Test Constructed-Response Items	The test administrator is allowed to write what the student dictates. If transcribing, two adults must be present during transcription. The test administrator is allowed to indicate a student's provided response. The scribe/transcriber must be a teacher with a TN teaching license.
Sign Language (e.g., ASL, PSE, SEE)	Test administrators may provide sign language interpretation to a student.

Note: The use of any physical prompting, including hand over hand, invalidates the results of the test of the student. The use of physical prompting is considered to be a modification or change to the Directions for Test Administration (DTA). Physical prompting is not permitted, and it is considered to be an inappropriate test practice and a test irregularity.

Individual listings of accommodations for the Alt assessment are not required in the IEP as they are a part of the design.

Special Note Regarding Assistive Technology

Many students assessed on the alternate assessment require an assistive technology device to communicate. Students should continue to use the device during assessment. A variety of assistive technology devices may be used to respond to both selected response and open response item types on the assessment. An alternate keyboard, eye gaze, switch devices, speech-to-text, and other similar input devices are examples of compatible assistive technology devices.

> *Students who require assistive technology to respond to test items should have the assistive technology.*

MSAA recommends testing assistive technology devices for compatibility using the sample items that are available on the MSAA Test Administration Portal. The MSAA online system allows a student or test administrator to use the shortcut keys on the keyboard to achieve basic functions when usage of a mouse is not an option.

TCAP-Alt (Science, Social Studies, and Grade 2)

Test Administrators shall use the Directions for Test Administration (DTA) for all administration of the TCAP-Alt assessment in science and social studies. Questions and answer choices, unless specifically stated in the DTA, are read aloud to the students. The test can be administered in several sittings with students not needing to complete the test at one time. There are no time limitations for each question or for the entire test.

Table 6: TCAP-Alt Allowable Accommodations

Accommodations	Considerations
Assistive technology (AT) or assistive communication devices (AAC) For the TCAP-Alt assessment, students may use any electronic communication device or assistive technology that supports the student in interacting with the assessment and indicating their answer choice or writing response.	Electronic communication devices (e.g., cell phones, tablets, smart watches) are NOT allowed in the testing setting unless the device is used by the student on a daily basis as an augmentative assistive communication device (AAC) or assistive technology (AT).
Large Print	Large print forms are not available. An enlarged version may be created for a student with visual impairment. Enlargements must be returned with testing materials.
Manipulatives and Adaptive Writing Materials	For the TCAP-Alt assessment, students may be given manipulatives or tactile models as needed. They may also use adaptive writing materials, including a crayon or any other items the student uses on a daily basis to interact with instruction and to create an answer.

Accommodations	Considerations
Visual Impairment	Some questions include specific teacher directions that are in a lighter shade of gray. These directions are shown in brackets in the DTA. Alternate text is also in brackets but will be italicized. The alternate text is in place of the art in question stems and answer choices. Alternate text should be read aloud to students with visual impairment, if needed.
Scribe/Transcription Selected-Response Items Writing Test Constructed-Response Items	The test administrator is allowed to write what the student dictates. If transcribing, two adults must be present during transcription. The test administrator is allowed to indicate a student's provided response. The scribe/transcriber must be a teacher with a TN teaching license.
Sign Language (e.g., ASL, PSE, SEE)	Test administrators may provide sign language interpretation to a student.

Note: The use of physical prompting, including hand over hand, invalidates the results of the test of the student. The use of physical prompting is considered to be a modification or change to the Directions for Test Administration (DTA). Physical prompting is not permitted. It is considered to be an inappropriate test practice and a test irregularity.

Most students who use an accommodation as defined in the chart above required the accommodation on a daily basis. The vast majority of IEPs for students who participate in the alternate assessment will already include the accommodations as listed above. If Alternate assessment is chosen, all possible testing accommodations do not have to be listed in the student's IEP.

Section 9: Optional Grade 2 Assessment

For grade 2 students with an IEP, 504, or English Learner ILP, it is beneficial to understand the structure of the optional second grade ELA and math assessments. Both ELA and math are divided into subparts to ensure age-appropriate length of testing sessions. Both assessments have the teacher reading the assessment aloud to all students. Test administrators will read as much as possible without changing what the test is measuring. Test administrators should follow the Test Administrator Proctor Scripts (TAPS) exactly. An IEP, 504, or English Learner ILP plan cannot provide an accommodation on a state assessment that would alter what is being tested. The fluency portion of the Grade 2 test cannot have additional extended time or additional optional time added to the two, one-minute portions of Subpart 4a. Please follow the detailed administration directions in the accompanying TAPS or students with or without a read aloud accommodation. There is no read aloud accommodation for the 2nd grade assessment.

> *There is no separate read aloud 2nd grade TAPS because of the test design.*

Table 7: 2022-23 TCAP Grade 2 Testing Times (Optional Additional Time)

Subpart	English Language Arts (ELA)	Total Time
Subpart 1	Section 1a: 25 minutes* (5 minutes) Section 1b: 15 minutes (5 minutes)	40 minutes (50 minutes)
Subpart 2	Section 2a: 15 minutes+ Section 2b: 25 minutes* (5 minutes)	40 minutes (50 minutes)
Subpart 3	Section 3a: 25 minutes* (5 minutes) Section 3b: 15 minutes (5 minutes)	40 minutes (50 minutes)
Subpart 4	Section 4a: 1 minute each*+ Section 4b: 15 minutes*+ Section 4c: 25 minutes (5 minutes)	42 minutes (52 minutes)
Subpart	**Math**	**Total Time**
Subpart 1	Section 1a: 30 minutes (6 minutes) Section 1b: 10 minutes* (5 minutes)	40 minutes (51 minutes)
Subpart 2	Section 2a: 35 minutes (7 minutes) Section 2b: 7 minutes* (5 minutes)	42 minutes (54 minutes)

*This portion of each subpart **must NOT be read aloud** to students. Students must work independently to maintain the structure, accurate measurement, and validity of the test.

+The fluency portion of the Grade 2 test **can NOT** have additional optional time added to the two, one-minute portions of Subpart 4a.

According to T.C.A. § 49-6-6015(b) , if requested by a parent or student, a test administrator (TA) may allow a student an additional optional time period (calculated above), to ensure students are able to finish the assessments completely. The required times posted above represent testing time appropriate for 95% of students. TAs may add the optional additional time, up to the amount listed in parenthesis, as requested while adhering to all test security measures and test procedures. Additional time does not supersede a Local Education Agency (LEA) or public charter school's obligation to comply with the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.), or Section 504 of the Rehabilitation Act (29 U.S.C. § 794). Additional time requested, therefore, **should NOT** take the place of extra time accommodations outlined in a student's individualized education program (IEP), individualized learning plan (ILP), and/or Section 504 plan.

Grade 2 Alternate Assessment

Districts who choose to participate in the grade 2 optional assessment must also participate in the grade 2 Alt assessment during the annual administration window for TCAP-Alt. The grade 2 Alt test administration is the same as for the TCAP-Alt grades 3-11 administration for accessibility and accommodations. Refer to pages 21-22 for more information (TCAP-Alt Grades 3-11).

Section 10: WIDA ACCESS

State and federal laws require that all English Learners (ELs) participate in annual English Language Program Assessments (ELPA), known in Tennessee as the WIDA ACCESS. These annual tests measure ELs' proficiency and progress in learning English in the language domains of listening, reading, speaking, and writing. No EL may be exempted from these tests, including ELs with disabilities.

The Individual with Disabilities Education Act requires that states provide appropriate accommodations where needed, in accordance with a student's Individualized Education Program (IEP). *See* 20 U.S.C. § 1412(a)(16)(A). A student who has a 504 Plan, or who is covered under Title II of the ADA, may also be eligible to receive accommodations, as determined by their 504 team.

Not allowed WIDA ACCESS accommodations

- Bilingual word-to-word dictionaries
- A test administrator reading aloud any part of the Reading test
- Providing test items or test directions in a language other than English
- Allowing responses in a language other than English.

Allowed WIDA ACCESS Accommodations

Table 8: Allowed WIDA ACCESS Accommodations

Administrative Considerations	Universal Tools		Accommodations	
Timing/Scheduling	Audio aids	Line guide/tracking	Braille	Extended Speaking test time
Environment	Color adjustments	Low-vision aids	Extended testing of a test domain	In-person human reader
Content Presentation *	Highlighters	Scratch paper	Interpreter signs (ASL)	Large Print
Item Responses	Keyboard navigation		Manual control of item audio	Repeat item audio
			Scribe	Recording device/transcription
			Non-School setting	Word Processor

*The state of Tennessee is an online testing state.

For in depth guidance see the WIDA Accessibility and Accommodations Manual.

Recommended Alternate ACCESS for ELs Participation Criteria

Alternate ACCESS meets U.S. federal requirements under the Individuals with Disabilities Education Act of 2004 (IDEA) and Every Student Succeeds Act (ESSA) for monitoring and reporting ELs' progress toward English language proficiency.

IEP teams may use the following criteria to determine student eligibility for participation in Alternate ACCESS:

- The student is classified as EL.
- The student has a significant cognitive disability and receives special education services.
- The student is or will be participating in his or her statewide alternate assessment.
- The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains.

Section 11: Determining Accommodations for Students with Disabilities

IEP, 504, and ILP teams, including parents, must engage in a thoughtful process that determines the necessary accommodations to facilitate the student's access to grade-level instruction and full participation in state and district assessments. The purpose of this section is to guide team members in selecting appropriate accommodations. There is a tremendous variance among acceptable accommodations for specific assessments. Be sure to follow specific assessment guidance documents which will list acceptable accommodations.

Accommodations should be selected to provide access to instruction and assessment for students with disabilities and/or limited English proficiency. Access is the opportunity and ability for an individual to participate in the instruction, discussions, activities, products, and assessment provided to all students within a public school. Accommodations are provided to "level the playing field." Without accommodations, students with disabilities and/or limited English proficiency may not be able to access grade-level instruction or participate fully on assessments.

> *The IEP, 504, or ILP team should clearly distinguish between classroom and state testing accommodations.*

Accommodations do not, however, reduce learning expectations and should not give a false picture of what a student knows and can do. Reliance on accommodations should never replace appropriate and rigorous instruction in the content area.

Accommodations are not designed to ensure proficiency.

Informed decision-making regarding accommodations is critical for ensuring meaningful participation of students with disabilities and/or limited English proficiency in instruction and assessments. Ideally, accommodations should be the same or similar across classroom instruction, classroom tests, and state and district tests. However, it is important to note that some accommodations are only for use during instruction and cannot be used on state and district assessments. A student who is provided an accommodation during classroom instruction that is not allowed on a state test should be provided opportunities to practice without the use of that accommodation.

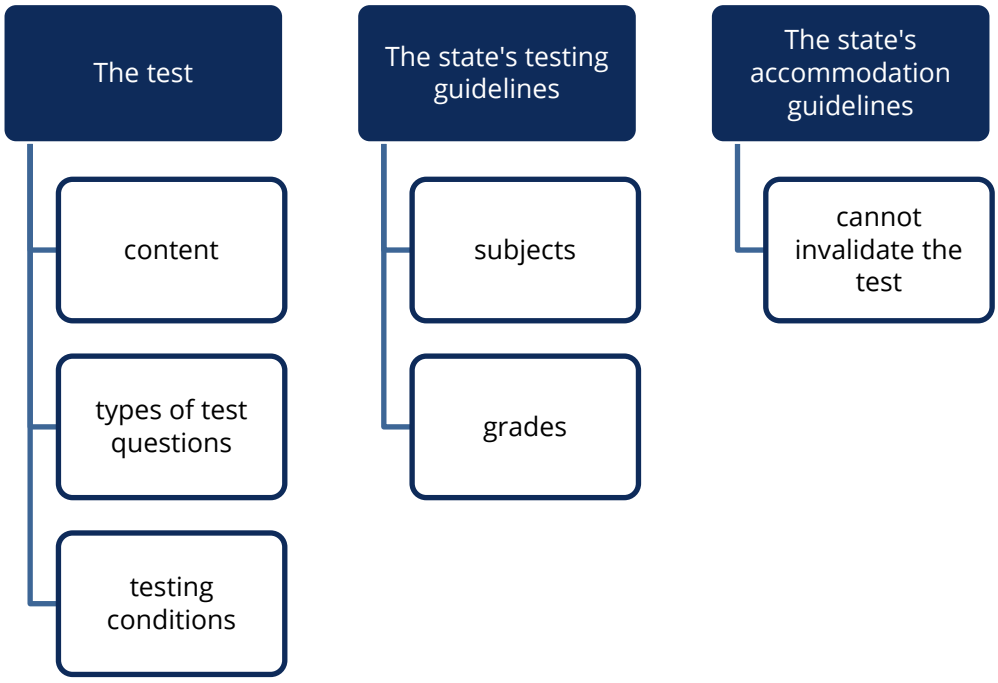
In order to make effective accommodations decisions, the IEP, 504, or ILP team should gather and review information about the student's present level of academic performance, their functional performance in relation to the curriculum, and the supports the student requires during instruction and classroom assessment. Team meetings could include discussions about providing the student meaningful and accessible learning opportunities and identifying practices and approaches intended to help the student overcome learning obstacles during instruction and assessment.

State and Federal Law Regarding Assessment Accommodations

Federal and state law require students who attend public schools to participate in annual testing in specific academic areas and grades outlined in the law, including students with disabilities and/or limited English proficiency. *See* 20 U.S.C. § 6311(b)(2). Requiring the inclusion of all students with disabilities and/or limited English proficiency in state and district- wide assessments helps ensure that schools, school districts, and states are held accountable for the achievement of all students. These laws also require students with disabilities (those individuals covered under an IEP or 504 plan), as well as active (L or W) ELs with an ILP, to be provided with appropriate accommodations necessary to participate in these tests.

The use of accommodations which invalidate the intended learning outcome does not give an accurate measure of the student's skills and could result in an invalidation of test scores which would count the student as non-proficient. All IEP, 504, and ILP team members need to be familiar with state policies and guidelines regarding the use of accommodations on state assessments.

Making sound decisions about testing accommodations requires all team members to know:



Selecting Accommodations

All students with disabilities (those with an active IEP or 504 plans) and active (L or W) ELs with an ILP are entitled to the appropriate accommodations that allow them to fully and meaningful participate in state and district testing, as determined by their IEP, 504, or ILP team. The student's IEP, 504, or ILP team determine the accommodations for both instruction and assessments. Accommodations should be annually determined on the basis of the individual student's needs, not on the basis of disability category, grade level, or instructional setting. Once selected, accommodations should be used consistently for instruction and assessment. Each teacher and others responsible for the implementation of the accommodations must be informed of the accommodations that must be provided.

Determining necessary accommodations should be part of the development of each IEP, 504 plan or ILP. The following questions should be considered in the selection process:

- What are the student's learning strengths and needs?
- How do the student's learning needs affect the achievement of the grade-level content standards?
- What specialized instruction does the student need to achieve the grade-level content standards?

Next, discuss and review the accommodations the student has already been using. Ask the following questions:

- What accommodations is the student regularly using in the classroom and on assessments?
- Has the student been willing to use the accommodation?
- What is the student's perception of how well an accommodation has provided access?
- What are the perceptions of the parents, teachers, and others about how the accommodations appear to have provided access?
- Have there been difficulties administering the necessary accommodations?

The following are questions that IEP, 504, or ILP teams should ask about assessment accommodations:

Is the student using any accommodations during classroom instruction that will not be allowed when taking state or district-wide assessments?

Because of the nature of certain accommodations, they are only allowed for instruction, not testing. A student who is provided an accommodation during classroom instruction that is not allowed on a state test should be provided the opportunities to practice without the use of that accommodation.

Are the assessment accommodations selected allowed for the specific assessment?

There is a tremendous variance among acceptable accommodations for specific assessments. Be sure to follow specific assessment guidance documents which will list acceptable accommodations.

Does the student show a documented need for all selected accommodations?

Research has shown that IEP or 504 Plan teams frequently select accommodations in a bundle, such as extended time and a different setting. However, the student might only need one of these accommodations. The IEP, 504, or ILP team has a responsibility to make sure the student is neither under nor over accommodated.

Are all selected accommodations documented in the IEP, 504 plan, or ILP?

The student's active IEP, 504 plan, or ILP should contain documentation for all accommodations that have been selected, for both instruction and assessment. Once documented in the IEP, 504 plan, or ILP, accommodations must be provided.
Implementation of accommodations is mandatory, not optional.

Does the student understand how to use the selected assessment accommodations?

Students should have ample time to learn to use the accommodations available to them during assessment. Be sure the student is willing to use the accommodation and has used the accommodation consistently throughout the school year.

Does the school have an advance planning process to ensure the proper implementation of the testing accommodations chosen and documented in my child's IEP, 504 plan, or ILP?

Accommodations are only as effective as their proper implementation. Unfortunately, implementation of accommodations can become difficult on testing days when school employees are stretched. Advance planning for accommodations such as quiet space, readers, or accommodated forms is critical to the ethical administration of assessment accommodations.

Evaluating Accommodations

Evaluating how effective the accommodations are should be an ongoing process; only by closely reviewing the impact of an accommodation can improvements happen. IEP, 504, and ILP teams should determine accommodation needs annually.

The team should review:

- each accommodation and the results of tests when the accommodation was used; student's perspective of how well each accommodation is working;
- effective combinations of accommodations; and
- perceptions of teachers, paraprofessionals, and other specialists about how the accommodations appear to be working.

Finally, the team should ensure that accommodations do not lead to inappropriate testing practices such as:

- coaching students during testing;
- editing student work
- allowing a student to answer fewer questions or reduce the number of responses required
- giving clues to test answers in any way; and/or
- changing the content by paraphrasing or offering additional information.

For additional guidance in developing appropriate IEPs, please refer to the Special Education Framework.

Appendix A: Oral Presentation Guidance Document

Oral presentation is an accommodation available to students with an IEP, 504 plan, or English Learner ILP, if the IEP, 504 or ILP team determines that oral presentation is required for the student to access the assessment. As a reminder, students should be familiar with the accommodations prior to assessment and typically require the same accommodations to access daily instruction.

Eligibility guidance and qualifying criteria for oral presentation on state assessments can be found in the manual. This guidance does not address all possible test questions, so test administrators are allowed to generalize from these guidelines when reading aloud other types of test questions. Please note that students receiving the oral presentation accommodation should be tested in an area separate from students that are not eligible for the accommodation.

Guidance for Mathematics

Abbreviations
- Most abbreviations may be read aloud as the word or words they represent.
- Initialisms and acronyms may be read aloud as letters or words according to customary usage.

Algebraic Expressions/Equations
- Variables may be read aloud as the letter not as the word it represents. Example: d=2r should be read as “d” equal “2” ”r”, not as diameter equal two times the radius.

Other Equations
- May be read aloud in the same way they are read in the classroom.

Geometric Symbols
- May be read aloud the same way they are read in the classroom.

Graphics
- Words and numbers in graphics may be read aloud.

Numerical Expressions
- Numbers 0-99 may be read as the number, numbers over 100 should be read as individual digits.

Decimals
- Decimals in numbers may be read aloud as “point”.

Degrees
- Read ° symbol aloud as degrees.

Exponents
- Exponents to the second or third power may be read aloud as “squared” or “cubed”. Exponents greater than 3, should be read as “to the nth power”.

Fractions
- May be read as “[Expression] over [Expression].

Functional Expressions
- May be read aloud as “f of ”.

Money
- May be read aloud in terms of appropriate denominations.

Ordered Pairs
- Coordinates may be read aloud as individual numbers without parentheses or comma.

Parentheses and Brackets
- May not be read aloud.

Ratios

- Ratio symbol (:) may be read as “to”.

Subscripts

- May be read aloud as numbers when used with variables.
    - Example: H2O should be read as “H 2 O”

Symbols

- May be read as the word or words they commonly represent
- Do not read <,>, or equal; replace with “symbol”

Guidance for English/Language Arts

Abbreviations

- Abbreviations may be read aloud as the word or words they represent.
- Initialisms and acronyms may be read aloud as letters or words according to customary usage.

Numbers

- May be read aloud as they are in the classroom.

Graphics

- Words and numbers may be read aloud.
- Do NOT describe any part of the graphic that may interpret information for students.
- For students with a visual impairment, you may read the provided alternate text.

Verbatim Text

- Read the text as it appears in passages and questions verbatim.
- Do NOT give emphasis for italicized text.
- Emphasis may be given to boldface words.
- Move from top to bottom, left to right.

Guidance for Social Studies

Abbreviations

- Abbreviations may be read aloud as the word or words they represent.
- Initialisms and acronyms may be read aloud as letters or words according to customary usage.

Dates

- B.C. or A.D. or similar designation may be read as letters.
- Read as phrases.

Dashes

- May be read as “to” or “through”.

Decimals

- May be read as point.

Graphics

- Words and numbers may be read aloud.
- Do NOT describe any part of the graphic that may interpret information for students.
- Move from top to bottom, left to right.

Percentages

- Read % symbol as percent.

Roman Numerals

- Read as the number they represent.

Text Boxes

- Read aloud in its entirety, including the attribute line.

Guidelines for Science

Abbreviations

- Abbreviations may be read aloud as the word or words they represent.
- Initialisms and acronyms may be read aloud as letters or words according to customary usage.

Equations and Scientific Expressions

- Equations, formulas, and scientific expression may be read as they are read in the classroom.

Capital and Lowercase Letters

- No emphasis needed when reading chemical formulas.
- Make distinction when reading genotypes.

Graphics

- Words and numbers may be read aloud.
- Do NOT read any information that may interpret information for students.
- Move from top to bottom, left to right.

Numerical Expressions

Dashes

- Read as “to” or “through” depending on context.

Dates

- Read as phrases not individual digits.

Decimals

- Read aloud as “point”.

Degrees

- Read ° symbol aloud as degrees.

Exponents

- Exponents to the second or third power may be read aloud as “squared” or “cubed”. Exponents greater than 3, should be read as “to the nth power”.

Percentages

- Read the % symbol as percent.

Roman Numerals

- Read aloud as the number they represent.

Appendix B: TCAP Calculator Guidance for Grade 3-EOC

The TCAP Calculator Policy is based on two concepts:

- Calculators are important tools and, in order to be ready for career and college, students need to understand how to use calculators effectively.
- In order to demonstrate mastery of the mathematics standards, students must demonstrate many skills without reliance on calculators.

Therefore, at all grade levels and in all courses, the math assessment will include both calculator- permitted subparts and calculator-prohibited subparts.

- There will be one calculator-prohibited subpart and two calculator-permitted subparts at all grade levels.
- Information on the types of questions on the calculator-prohibited section of TCAP can be found here.

Rationale

Calculator functionalities should align with the mathematics in each grade band.

In grades 3-5 mathematics, our state standards focus on solidifying a student's computational fluency with whole numbers. Students are also developing an understanding of fractions and beginning the process of developing computational fluency with fractions. Students should not have calculator functionalities available to them for concepts that are in the developmental stage. Students in grades 3-5 will be allowed a four-function calculator, which does not include any of the prohibited functionalities, such as fractions, on the calculator-permitted subparts.

In grades 6-8 mathematics, our state standards focus on solidifying a student's computational fluency with rational numbers. Students are also developing an understanding of linear graphing. Students should not have calculator functionalities available to them for concepts that are in the developmental stage. Students in grades 6-8 will be allowed a four-function or scientific calculator, which does not include any of the prohibited functionalities, such as linear graphing, on the calculator-permitted subparts.

In high school mathematics, our state standards focus on solidifying a student's ability to connect multiple representations for course-appropriate function types. Students are also developing an understanding of solving multiple types of algebraic equations. Students should not have calculator functionalities available to them for concepts that are in the developmental stage. Students in end-of-course (EOC) mathematics will be allowed a four-function, scientific, or graphing calculator, which does not include any of the prohibited functionalities, on the calculator-permitted subparts.

Students should have the opportunity to interact with technology and the opportunity to demonstrate critical thinking and problem solving with the aid of a calculator. However, in order to provide an equitable assessment experience for all Tennessee students, the type of calculator used by students should be consistent in functionality.

Test Administration Guidelines

- It is the responsibility of the test administrator to ensure the regulations outlined in this policy pertaining to calculator use are followed.
- All memory and user-entered programs and documents must be cleared or removed before and after the test.
- A student may use any grade band-specific permitted calculator on the calculator- permitted subparts.
- Students should have access to no more than one handheld calculator device for calculator-permitted subparts.

Handheld Calculator Types

Below are guidelines of permitted and prohibited calculators and functionalities for each grade band. Please note that the guidelines for each grade band are in addition to those for all grades.

This is not an exhaustive list of calculator types, and students should be familiar with particular functions at the appropriate grade level.

Calculator apps on a smart device (iPad, phone, etc.) are not allowed.

All Grades	Permitted	Prohibited
Calculators	Casio HS 4 Basic Sharp ELSI Mate EL-2405A TI-108	Casio CFX-9970 HP-40G TI-89 TI-NSpire (CAS version)
Functionalities	Addition Subtraction Multiplication Division Square root (√xx) %	Any calculator with CAS (computer algebra system) capabilities (including any program or application) Wireless communication capability QWERTY keyboard Cell phones, tablets, iPads, etc.
Grades 3-5	**Permitted**	**Prohibited**
Calculators	See All Grades	Casio FX260 Sharp EL344RB TI-15 TI-30XA TI-30IIS TI-34 TI-84 plus family TI-NSpire (non-CAS) and TI-NSpire-CX (non-CAS)

Functionalities	See All Grades	Fraction manipulation Fraction to decimal conversions/decimal to fraction conversions Square Key (x2 or xy) Pi (π) Graphing capability Data entry Matrices Regression Trigonometric functions (sine, cosine, tangent) Logarithm (log and/or ln) and exponential functions (ax and/or ex)
Grades 6-8	**Permitted**	**Prohibited**
Calculators	Casio FX260 Sharp EL344RB TI-15 TI-30XA TI-30IIS TI-34	TI-84 plus family TI-NSpire (non-CAS) and TI-NSpire- CX (non-CAS)
Functionalities	Fraction manipulation Square Key (x2 or xy) Pi (π) Trigonometric functions (sine, cosine, tangent)	Graphing capability Matrices Regression
EOC	**Permitted**	**Prohibited**
Calculators	Casio FX260 Sharp EL344RB TI-15 TI-30XA TI-30IIS TI-34 TI-84 plus family TI-NSpire (non-CAS) and TI-NSpire-CX (non-CAS)	See All Grades

Functionalities	Fraction manipulation Graphing capability Data entry Square Key (x2 or xy) Pi (π) Trigonometric functions (sine, cosine, tangent) Matrices Regression	See All Grades

Appendix C: WIDA ACCESS Accommodations Checklist

Student:	Student ID:				Date:
Grade:	Recommended test administration (check state policy): Online? Paper?				Team Members:
School:	District:				Completed by:
Accommodation	ACCESS Test Domains				Key Information Refer to the Accessibility and Accommodations Supplement for complete information.
	Listening	Reading	Speaking	Writing	
Extended testing of a test domain multiple days (EM) Must have state approval.					Must provide written request and evidence supporting the need due to a student's illness, disability, or extended interruption in testing, to the state assessment office.
Extended Speaking test response time (ES)	N/A	N/A		N/A	This feature provides twice the programmed time to complete. Must be pre-selected in AMS.
Extended Testing Time within the school day (ET)			N/A		Listening, Reading and Writing domains may have until the end of the school day. Speaking domain see ES.
Human reader for response options (HR)		No	N/A	N/A	The reader must read answer choice text exactly as it appears on screen. This is for non- readers.

Human reader for repeat of response options one time (RR)		No	N/A	N/A	Option to repeat one time only. The reader must read text exactly as it appears on screen. This is for non-readers.
Interpreter signs test directions in ASL (SD)					Directions refer to administration logistics, test directions and practice items provided prior to the first test item.
Manual Control of Item Audio (MC)		No			Allows the play button to be enabled by the student one time but cannot be paused or stopped. Must be pre-selected in AMS.
Repeat Item Audio (RA)		No			Listening Audio may be repeated only one time. Speaking and Writing audio can be repeated multiple times. Must be pre-selected in AMS.
Scribed Response (SR)			N/A		For students who are unable to write due to a disability. TA types student responses as the student dictates responses directly into the test platform
Student responds using a recording device, which is played back and transcribed by the student (RD)	N/A	N/A	N/A		Student uses a recording device to respond; and then the student transcribes the response into the test.

Test may be administered by school personnel in non-school setting (NS)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Must be approved by SEA.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Responses must be transcribed verbatim onscreen as soon as possible after testing by TA.

Refer to the Supplemental Guidance for the Identification and Assessment of English Learners with a Visual or Hearing Impairment for more information.