Rhode Island State Assessment Program

Accommodations and Accessibility Manual (2020-21)

This manual contains accessibility and accommodations information for the ACCESS for ELLs, DLM, RICAS, NGSA, PSAT 10, and RI SAT School Day assessments.

RIDE Rhode Island Department of Education

Updated 1.26.2021

(v. 2 of 2)

Overview and Changes for 2020-21

This document provides comprehensive information on all test supports available for the following statewide assessments:

- ACCESS for ELLs and Alternate ACCESS for ELLs
- Dynamic Learning Maps (DLM) alternate assessments
- Rhode Island Comprehensive Assessment Program (RICAS)
- Next Generation Science Assessment (NGSA)
- PSAT 10
- RI SAT School Day

This document should be used by district administrators as they assist IEP, EL teams, and other school-based teams to make decisions about test supports for students and provide guidance and information about:

- Participation requirements for students with disabilities, English learners (ELs), and students with disabilities who are ELs
- the availability, selection, and use of
    - *accessibility features*, which provide support and accessibility for *all* students;
    - *accommodations* for students with disabilities and students who are English learners (ELs).
    - *special access accommodations* used only on the RICAS tests; including criteria students must meet
    - *state-allowed accommodations* used only on the PSAT 10 and RI SAT School Day tests.
- Codes that map the testing supports for the Personal Needs Profile (PNP) for RICAS
- Dropdown menu selections for the TIDE system for NGSA and PSAT 10
- Selections for the SSD Online for PSAT 10 and SAT for entering student accommodations
- Policies for administering the scribe, transcription, and ASL translation accommodations are in the back of this manual.

Schools can request guidance from RIDE throughout the year as they plan for the use of test accommodations and other supports for the students who need them. Please contact us at assessment@ride.ri.gov with any questions.

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I. Overview of Accessibility Features and Accommodations

Introduction

It is important to use this manual in conjunction with test-specific documents so each student receives the necessary test supports and accommodations. All documents can be found at www.ride.ri.gov/accommodations. You will need:

- **All Tests:** These documents contain all accommodations and accessibility features for all state assessments. You will need these documents and the test-specific documents below.
  - *Accommodations and Accessibility Manual* (this document)
  - *Excel Accommodations and Accessibility Features Look-Up Table*
  - Additional presentations and recordings on accommodations found at the web address above.
- **ACCESS:**
  - *Accessibility and Accommodations Supplement*
  - *RI Accessibility and Accommodations Policies*
- **DLM:**
  - *Accessibility and Accommodations Manual*
- **RICAS:**
  - PNP Field Definitions Guide
- **NGSA:**
  - User Guide
- **SAT and PSAT 10:**
  - SSD Coordinator Guide

Accessibility Features and Accommodations Categories

- **Accessibility Features**: can be used on either the computer- or paper-based test and may be used by any student. All of the flexible test administration procedures may be used with *any* student, at the discretion of the principal (or designee).
  - **Note:** The PSAT™10 and SAT® do not have accessibility features. Test supports outside of what is offered during the standard administration are available to students with an IEP or 504 Plan and EL students.
- **Accommodations**: are available to students with disabilities and English learners. Teams and educators responsible for developing Individualized Education Programs (IEPs) and 504 plans must make decisions regarding accommodations, and these must be listed in the plan of each student. We encourage LEAs to list accommodations for EL students using the sample form in this document, though this is not required.
- **Special Access Accommodations (RICAS only)**: These accommodations can be used by students who meet certain guidelines and criteria.
- **State-Allowed Accommodations (PSAT 10 and RI SAT School Day only):** Use of these accommodations will result in non-reportable test scores. This means test scores cannot be used for college admissions purposes. However, scores will be used by RIDE for accountability and assessment reporting.

II. Accessibility Features for All Students

Accessibility features are tools and supports that are available to *all* students, regardless of their disability or EL status. Note the following:

- **Not all tests have the same accessibility features.** The PSAT 10 and RI SAT School Day do not have accessibility features.
- Accessibility features are either built into the computer-based test platform or provided by a test administrator for the paper edition of the test.
- Most accessibility features will be available on the day of the test to *any* student who wishes to use them; however, a small number *must* be requested before testing. These are designed in the table on the following pages by test.
- The test supports are listed in **alphabetical order**.
- Principals have the flexibility to test *any* student, including non-disabled and non-EL students, using the accessibility features listed on the following pages as long as all requirements for testing conditions and staffing are met.
- It is advisable, although not required, to include accessibility features in the IEP, 504, or EL plan of any student who requires them.

The supports below must be provided to any student who requires them during the testing session, including students with disabilities and EL students:

- **Assistance from a test administrator regarding the use of the computer-based testing platform.**
    - **NOTE:** This only refers to helping a student navigate the test platform of any of RI's online tests. Test administrators are not to help students answer a test question. This also does not remove the responsibility of schools to teach students how to navigate the online test systems *prior to testing.* Students should become familiar with the features and basic functionality of the computer-based testing platforms by viewing student tutorials and taking online practice tests prior to test administration.
    - **Test Platforms:**
        - RICAS: TestNav
        - PSAT 10: Test Delivery System (TDS)
        - NGSA: Test Delivery System (TDS)
        - DLM: Kite Student Portal
        - ACCESS: WIDA AMS

Table 1: Accessibility Features Available to All Students

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
Adaptive or Specialized Furniture	ACCESS	Any Student	Accessibility Feature	Setting	*May be provided as a non-embedded support.*	**ADAPTIVE OR SPECIALIZED EQUIPMENT OR FURNITURE.** Some students may require specialized equipment or furniture including (but not limited to) special seating, weighted vests, fidget tools, noise-reducing headphones, specialized lighting or acoustics, or adaptive keyboards, desks, or lighting.
	NGSA					TIDE: Not Recorded
	DLM					PNP: Not Recorded
	RICAS					PNP: Not Recorded
Answer Eliminator	NGSA	Any Student	Accessibility Feature	Response	**ANSWER ELIMINATOR.** This tool allows the student to mark an "X" through each answer option they think is incorrect. If an answer option is an image, it will be grayed out. **Note:** Defaulted to ON for all students. TIDE: Not Recorded	**ANSWER ELIMINATOR**. Student uses a pencil to mark an "X" through each answer option they think is incorrect in the paper edition or print out of test items. TIDE: Not Recorded
	RICAS	Any Student	Accessibility Feature	Response	**ANSWER ELIMINATOR.** This tool allows the student to mark an "X" through each answer option they think is incorrect. PNP: Not Recorded	**ANSWER ELIMINATOR.** Student uses a pencil to mark an "X" through each answer option they think is incorrect in the answer booklet. PNP: Not Recorded
Answer Masking	NGSA	Any Student	Accessibility Feature	Presentation	**ANSWER MASKING.** This tool blocks off content, test items, or answer options that may be distracting so the student can focus their attention on a specific part of a test item. TIDE: Answer Masking	**ANSWER MASKING.** For students taking the paper-edition, they can use blank page to block off test content, test items, or answer options that may be distracting so the student can focus their attention on a specific part of a test item. TIDE: Not Recorded
	RICAS	Any Student	Accessibility Feature	Presentation	**ANSWER MASKING.** This tool blocks off content, test items, or answer options that may be distracting so the student can focus on a specific part of a test item. PNP: Column T	**ANSWER MASKING.** Students can use blank page to block off test content, test items, or answer options that may be distracting so the student can focus on a specific part of the test item. PNP: Not Recorded

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
AT/AAC Devices	ACCESS	IEP/504/EL Only	Accessibility Feature	Response	*May be provided as a non-embedded support.*	**ALTERNATIVE MICROPHONE.** Students may feel uncomfortable speaking into the microphone attached to the headset. Students may use an alternate microphone (not attached to a headset), such as a microphone built into the computer or one that attaches to the device using a USB port. Bluetooth and other alternative microphone set-ups may not be compatible with test engine. Check for compatibility prior to the day of testing using the online Speaking practice test.
Auditory Supports	ACCESS	Any Student	Accessibility Feature	Presentation	**AUDIO AIDS:** A tool that the student can use to amplify or diminish sound. Audio aids include: amplification devices, noise buffers, and white noise machines. • The student uses an amplification device typically used during instruction. • The student uses a noise buffer (e.g., headphones, earbuds) to minimize distractions or filter external noise during testing. Any noise buffer must be compatible with the requirements of the test (i.e., allow the student to hear listening items). **COMPUTER-BASED TEST:** Noise canceling headphones or earbuds may be connected to the computer. Be aware that some headphones may not be compatible with hearing aids or cochlear implants. In these situations, the student may participate in online testing by playing the sound through the computer's external speakers. Students using speakers must be tested in a separate setting. **NOTE:** Smart phones cannot be used. Music or other recordings may not be played on headphones worn during testing.	**AUDIO AIDS:** A tool that the student can use to amplify or diminish sound. Audio aids include: amplification devices, noise buffers, and white noise machines. • The student uses an amplification device typically used during instruction. • The student uses a noise buffer (e.g., headphones, earbuds) to minimize distractions or filter external noise during testing. Any noise buffer must be compatible with the requirements of the test (i.e., allow the student to hear listening items). **PAPER-BASED TEST**: Noise canceling headphones, earplugs, earphones, or other noise buffers not connected to an audio device may be used during paper-based testing for Reading, Writing, and Speaking. For the Listening test, students may need to use the noise buffers connected directly to the device used to play the Listening and Speaking CD. Noise buffers may not be compatible with some oral presentation accommodations such as the Human Reader accommodations.

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
	NGSA	Any Student	Accessibility Feature	Presentation	*May be provided as a non-embedded support.*	**AMPLIFICATION.** Volume control, amplification device, FM system, noise buffer, noise-cancelling earmuffs/headphones, white noise machine. **NOTE:** Smart phones cannot be used. Music or other recordings may not be played on headphones worn during testing. TIDE: Amplification
Auditory Supports	DLM	Any Student	Accessibility Feature	Presentation	**AMPLIFICATION.** The volume of the testing device may be increased using computer controls. SSD Online: Not Recorded PNP: Not Recorded	**AUDITORY AMPLIFICATION/FM SYSTEM.** Student uses an auditory amplification device or special sound system to hear the test administrator. SSD Online: Auditory Amplification/FM System PNP: Not Recorded
	RICAS	Any Student	Accessibility Feature	Presentation	*May be provided as a non-embedded support.*	**AUDITORY SUPPORTS.** Volume control, amplification device or special sound system, noise buffer, noise-cancelling earmuffs/headphones, white noise machine. **NOTE:** Smart phones cannot be used. Music or other recordings may not be played on headphones worn during testing. PNP: Not Recorded
Breaks	ACCESS	EL	Accessibility Feature	Timing	*May be provided as a non-embedded support.*	**FREQUENT or ADDITIONAL SUPERVISED BREAKS.** Students may take breaks as needed. *Frequent breaks* refers to multiple, planned, short breaks during testing based on a student's specific needs (e.g., fatigues easily, overly anxious). Generally, students must remain in the testing environment for breaks during each testing section. The student may stand up, walk around, or engage in activities that do not distract other test takers. The exception would be for the student to use the restroom or access specialized equipment (e.g., sensory breaks, medical equipment). In these cases, the student to be escorted in order to minimize interactions with other students.

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
						During breaks, the student's test books must be closed or computer screens must be covered/turned off. If the student leaves the room, the test administrator must collect the student's paper-based test materials, or ensure the online test has been placed on "pause." The embedded pause setting for online administration allows for up to 30 minutes of inactivity before it automatically logs the student out. **SHORT SEGMENTS** (Section 2.2 Administrative Considerations in *ACCESS Accessibility Features and Accommodations Supplement*). If the student has a documented disability that requires breaks beyond the 30 minutes allotted for the test, then a paper version may be necessary. Each domain should be completed on the same day.
Breaks	NGSA	Any Student	Accessibility Feature	Timing	*May be provided as a non-embedded support.*	**BREAKS.** Student requires extra breaks, extended breaks, or breaks as needed. TIDE: Not Recorded
	DLM	Any Student	Accessibility Feature	Timing	*May be provided as a non-embedded support.*	**BREAKS.** *The DLM alternate assessments are highly individualized for each student depending on their abilities and challenges. This includes scheduling testing, including breaks, to maximize student engagement and participation.* PNP: Not Recorded
	RICAS	Any Student	Accessibility Feature	Timing	*May be provided as a non-embedded support.*	The following options are available for breaks. Breaks can be scheduled in a way that promotes the student's participation in the test. • **EXTRA BREAKS** • **EXTENDED BREAKS** • **BREAKS AS NEEDED** PNP: Not Recorded
Calculators or Mathematics Tools	NGSA	Any Student	Accessibility Feature	Presentation	**DESMOS CALCULATOR.** A Desmos calculator is available in the Test Delivery System for test items requiring a calculator. TIDE: Not Recorded	**CALCULATOR.** Schools can provide hand-held scientific calculators to students. Four-function and graphing calculators are also acceptable. TIDE: Not Recorded

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
Calculators or Mathematics Tools	NGSA	Any Student	Accessibility Feature	Response	*May be provided as a non-embedded support.*	**MATHMATICS TOOLS.** Student uses arithmetic tables for addition, subtraction, multiplication, and division, including an abacus or other manipulatives. **NOTE:** Formulas or formula sheets may not be provided. TIDE: Not Recorded
Color Contrast	ACCESS	Any Student	Accessibility Feature	Presentation	**COLOR CONTRAST.** A student can change the color of the text and background. The following text and background combinations are available: • black text on white background (default) • purple text with light green background • brown text with orange background • red text on dark green background • blue text on yellow background • green text on dark gray background • green text on pink background **COLOR OVERLAY.** A tool that a student can use to change the contrast between the text and the background color. The student may choose a white background (default), green, blue, pink, or yellow. The text will remain black.	**COLOR OVERLAY.** The student can use a color overlay or acetate shield of their choice to lay over the text booklet page.
	NGSA	Any Student	Accessibility Feature	Presentation	**COLOR CONTRAST.** The following text and background combinations are available in TIDE: • black text on white background (default) • black text on rose background • gray text on light gray background • yellow text on blue background • reverse contrast (white text on black background) TIDE: Color Contrast	**COLOR OVERLAY.** Students can use a color overlay of their choice. TIDE: Not Recorded

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
Color Contrast	RICAS	Any Student	Accessibility Feature	Presentation	**COLOR CONTRAST.** The following text and background combinations are available in PAN: • black text on white background (default) • black text on cream • black text on light blue background • white text on black background • yellow text on blue background • gray text on green background PNP: Column S: Alternative Background and Font Color	**COLOR OVERLAY.** The student can use a color overlay or acetate shield of their choice. PNP: Not Recorded
Emergency Accommodation	ACCESS DLM NGSA RICAS	Any Student	Accessibility Feature	Emergency Accommodation	*May be provided as a non-embedded support.*	**EMERGENCY ACCOMMODATION.** An emergency accommodation is appropriate in cases where a student needs a new accommodation immediately prior to the assessment due to unforeseen circumstances. Cases could include students who have a recently-fractured limb (e.g., fingers, hand, arm, wrist, or shoulder); whose only pair of eyeglasses has broken; or a student returning from a serious or prolonged illness or injury. If the principal (or designee) determines that a student requires an emergency accommodation on the date of the test, the Emergency Accommodation Form must be completed and maintained in the student's assessment file. The parent must be notified that an emergency accommodation was provided. This form must be submitted to the district testing coordinator to be retained in the student's file. Do not submit this form to RIDE. **NOTE:** The student may or may not have an IEP or 504 Plan.
Expandable Passages	NGSA	Any Student	Accessibility Feature	Presentation	**EXPANDABLE PASSAGES.** Each passage or stimulus can be expanded so that one or the other occupies a larger portion of the screen. Defaulted to *ON* for all students. TIDE: Not Recorded	N/A

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
Extended Time	NGSA	Any Student	Accessibility Feature	Timing	*May be provided as a non-embedded support.*	**Extended Time**. Testing times are to assist with planning. Students should be allowed to continue testing as long as they are working productively. TIDE: Not Recorded
	RICAS					PNP: Not Recoded
Familiar Test Administrator	ACCESS	EL	Accessibility Feature	Presentation	*May be provided as a non-embedded support.*	**FAMILIAR TEST ADMINISTRATOR.** Someone familiar to the student who is not their classroom teacher, may administer the test. This could include a speech pathologist, TVI, etc. Anyone involved in test administration must meet all criteria to become a test administrator and sign all necessary confidentiality and security documents, and participate in all required training.
	NGSA					TIDE: Not Recorded
	RICAS					PNP: Not Recorded
Highlighter	ACCESS	Any Student	Accessibility Feature	Response	**HIGHLIGHTERS, COLORED PENCILS, OR CRAYONS.** The embedded highlighter tool is used for marking desired text with a color.	**HIGHLIGHTERS, COLORED PENCILS, OR CRAYONS.** Student uses their preferred writing tool(s) to mark specific text in the test booklet. Highlighters, highlighter tape, page flags, and reading guides are all acceptable.
	NGSA	Any Student	Accessibility Feature	Response	**HIGHLIGHTER.** The embedded highlighter tool is used for marking desired text with a color. Highlighted text remains available through the test segment. Defaulted to *ON* for all students. TIDE: Not Recorded	**HIGHLIGHTER.** Student uses their preferred writing tool(s) to mark specific text in the test booklet. Highlighters, highlighter tape, page flags, and reading guides are all acceptable. TIDE: Not Recorded
	RICAS	Any Student	Accessibility Feature	Response	**HIGHLIGHTER.** The embedded highlighter tool is used for marking desired text with a color. Defaulted to *ON* for all students. PNP: Not Recorded	**HIGHLIGHTER.** Student uses their preferred writing tool(s) to mark specific text in the test booklet. Highlighters, highlighter tape, page flags, and reading guides are all acceptable. PNP: Not Recorded

Test Support Name	Test	Student Status	Support Group	Support Type	**Embedded Support** *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	**External or Non-Embedded Support** *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
Line Reader	ACCESS	Any Student	Accessibility Feature	Presentation	**LINE GUIDE or TRACKING TOOL.** A tool that the student can use to guide his or her eyes while reading text. For the computer-based test, the student will select the LINE GUIDE button at the bottom of the screen. When the light blue box appears, students can drag it to the position they need and move the line guide. Students should be able to use a mouse and click-and-drag in order to position the line guide.	**LINE GUIDE or TRACKING TOOL.** A tool that the student can use to guide his or her eyes while reading text. During testing, the student would use the same tracking tool or line guide they use during instruction (e.g., note card, bookmark, cut-out sentence highlighting strip). Tools that adhere to the test book (i.e., highlighting tape) must be removed prior to the book being returned to DRC. The tracking device must also be blank/empty and contain no words or text.
	NGSA	Any Student	Accessibility Feature	Presentation	The embedded line reader tool masks the text so only part of the text can be view at one time. Can be raised or lowered for each line of text on the screen. **NOTE:** Defaulted to ON for all students. TIDE: Not Recorded	If a student uses a paper edition of the test or a paper copy of a passage or test item, two sheets of paper may be used as a line reader. TIDE: Not Recorded
	RICAS	Any Student	Accessibility Feature	Presentation	**LINE READER.** This tool masks the text so only part of the text can be view at one time. Can be raised or lowered for each line of text on the screen. PNP: Not Recorded	**LINE READER.** If the student uses a paper edition of the test, they can use a blank card or cut-out as a line reader. PNP: Not Recorded
Magnification	RICAS	Any Student	Accessibility Feature	Presentation	**MAGNIFIER TOOL.** Magnifier tool enlarges part of the screen; Zoom tool enlarges or reduces entire screen by pressing Ctrl - or Ctrl +. PNP: Not Recorded	**MAGNIFICATION DEVICE *(Accommodation)*.** External devices such as Smart Boards, CCTV, or hand-held magnification device to enlarge the computer display or paper test. PNP: Not Recorded ***See also LARGE-PRINT EDITION as an accommodation..***

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
Magnification Large-Print Edition	NGSA	Any Student	Accessibility Feature	Presentation	**ZOOM or MAGNIFIER TOOL.** Increase the font size displayed on the screen. Sizes are: 1x (default setting), 1.5x, 1.75x, 2.5x, 3x, 5x, 10x, 15x, 20x. **NOTE:** Magnification settings from 5x to 20x require Streamline Mode to be turned on. **PRINT-ON-DEMAND:** Pint-on-demand can be configured to print single items larger than the default setting. Use one of the sizes from the list above and set the size in TIDE prior to beginning testing. NOTE: If a student requires the entire test in paper, please order a large print edition of the test. TIDE: • Magnification *(select the magnification size)* and Streamline Mode if using magnification from 5x to 20x. • Magnification *(select magnification size)* and Print-on-Demand	**MAGNIFICATION DEVICE *(Accommodation).*** Student uses a device to magnify the assessment using one of these options: • **MAGNIFICATION DEVICE (ELECTRONIC).** (E.g., closed circuit television, magnification devices). Devices cannot be connected to internet or be able to record images. • **MAGNIFICATION DEVICE (NON-ELECTRONIC).** (E.g., closed circuit television, magnification devices). TIDE: Not Recorded ***See also* LARGE PRINT EDITION *as an accommodation.***
Mark for Review	NGSA	Any Student	Accessibility Feature	Response	**MARK FOR REVIEW.** Students/scribes can mark items for review and return to them at a later time. The default will be *ON* for all students. **NOTE:** If an answer option is selected when the student marks an item for review, the answer will not be saved when the student moves on to the next segment or after a break of more than 20 minutes. TIDE: Not Recorded	**MARK FOR REVIEW.** Students can mark items with a blank place card with a paper edition of the test for review at a later time. TIDE: Not Recorded
	RICAS	Any Student	Accessibility Feature	Presentation	**MARK FOR REVIEW.** Student can mark test items for review and return at a later time. PNP: Not Recorded	**MARK FOR REVIEW.** Student can use a blank place marker with a paper edition of a test(s) to mark test items for review at a later time. PNP: Not Recorded

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
Mouse Pointer	RICAS	Any Student	Accessibility Feature	Presentation	**MOUSE POINTER/ALTERNATE COLOR CURSOR.** The mouse pointer and/or the cursor can be magnified and the color can be changed for students with visual impairments or those who are using a color contrast option. The degree of magnification and color of the mouse pointer and/or cursor must be selected in SR/PNP prior to testing. SR/PNP: Mouse Pointer	N/A
	NGSA	Any Student	Accessibility Feature	Presentation	**MOUSE POINTER.** The mouse pointer can be magnified and the color can be changed for students with visual impairments or those who are using a color contrast option. The degree of magnification and color of the mouse pointer must be selected in TIDE prior to testing. Color options are: black, green, red, white, or yellow. TIDE: Mouse Pointer	N/A
Note Pad or Scratch Paper	ACCESS	Any Student	Accessibility Feature	Response	**STICKY NOTES.** A tool that the student can use for notes, drafts, and diagrams. Students select the sticky notes button located at the bottom of the screen and a blank box pops-up on screen. Students may type notes in the box. Sticky notes do not maintain content between screens. Sticky notes are available only on some screens. **SCRATCH PAPER.** *May be provided as a non-embedded support.*	**SCRATCH PAPER.** For the writing domain, in grades 4 – 12, students will receive one piece of blank scratch paper as part of the general test administration (or more as needed) with a pencil, pen, or marker. Scratch paper should be available to students upon request for all other language domains and grade levels. *Only student work in the test booklet will be scored.* **Allowable types of scratch paper: B**lank sheet, grid, wide-ruled, braille paper, raised-line paper, bold-line paper, raised-line grid paper, bold-line grid paper, or colored paper. Students may alternately use an individual, erasable whiteboard as scratch paper for notes and responses. *No graphic organizers may be provided.* **Used scratch paper** is secure test material. Test administrators must collect used scratch paper and completely erase whiteboards at the end of each test domain to maintain test security. Scratch paper must be returned with test materials or disposed of according to state policy.

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
	NGSA	Any Student	Accessibility Feature	Response	**NOTEPAD.** Student uses the embedded note-taking tool in the Test Delivery System. TIDE: Not Recorded	**SCRATCH PAPER.** Lined, unlined, graphing paper, or other blank paper may be provided. TIDE: Not Recorded
	RICAS	Any Student	Accessibility Feature	Response	**NOTEPAD.** The notepad feature in PAN may be used for notes and calculations. PNP: Not Recorded	**SCRATCH PAPER.** Lined, unlined, graph, or other blank paper may be provided to any student. PNP: Not Recorded
	SAT/PSAT 10				**SCRATCH PAPER *(Accessibility Feature).*** Everyone taking the computer-based test will receive scratch paper as part of the general administration. It is not considered an accommodation.	**SCRATCH PAPER *(Accommodation)*.** Use of additional blank paper for recording answers. **NOTE:** The scores of tests where students are given lined or graph paper will not be accepted by colleges and universities for admissions purposes. Students will receive score reports and scores will be used for state accountability purposes. SSD Online: Other Recording Answers TIDE: Not Recorded
One-to-One Administration	ACCESS	IEP/504 Only	Accessibility Feature	Setting	*May be provided as a non-embedded support.*	
	NGSA	Any Student	Accessibility Feature	Setting	*May be provided as a non-embedded support.*	**ONE-TO-ONE ADMINISTRATION.** Administration of the test individually in a separate setting. TIDE: Not Recorded
	RICAS	Any Student	Accessibility Feature	Setting	*May be provided as a non-embedded support.*	PNP: Not Recorded
Preferential Seating	ACCESS	EL	Accessibility Feature	Setting	*May be provided as a non-embedded support.*	**SPECIFIC SEATING:** Students may be seated in a specific location in the testing environment. For example, a student may need to be seated away from a heating/cooling vent, near a window for natural light, or near the test administrator's desk. While seating is an accessibility feature, students must be positioned in a suitable manner for testing (i.e., lying on the ground is not appropriate). Additionally, it is not appropriate to seat a student in a location that is not visible to the test administrator, such as behind a bookshelf separating the student from the rest of the room. The use of study carrels to separate students and

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
						minimize distractions is allowable as long as the test administrator is able to effectively monitor student testing.
Preferential Seating	NGSA	Any Student	Accessibility Feature	Setting	*May be provided as a non-embedded support.*	**PREFERENTIAL SEATING.** Student takes the test in a specific area of the testing room where they are most comfortable; including use of study carrel. TIDE: Not Recorded
	RICAS	Any Student	Accessibility Feature	Setting	*May be provided as a non-embedded support.*	**PREFERENTIAL SEATING.** Student takes the test in a specific area of the testing room where they are most comfortable; including use of study carrel. PNP: Not Recorded
Read Aloud Selected Words	NGSA	Any Student	Accessibility Feature	Presentation	*May be provided as a non-embedded support.*	**READ ALOUD SELECTED WORDS.** The test administrator reads aloud (or signs, in the case of a student who is deaf or hard-of-hearing) selected words on the science test, as requested by the student. The student will point to the word or phrase that he or she needs read aloud or signed. Test administrator quietly reads aloud or signs the selected word to the student. Students using this feature may be tested alongside other students in groups of any size. TIDE: Not Recorded
	RICAS	Any Student	Accessibility Feature	Presentation	*May be provided as a non-embedded support.*	PNP: Not Recorded
Read Aloud, Repeat, or Clarify General Test Instructions	ACCESS	Any Student	Accessibility Feature	Presentation	*May be provided as a non-embedded support.*	**READ ALOUD, REPEAT, CLARIFY GENERAL TEST DIRECTIONS** The test administrator must be available and meet the criteria for administering a state assessment as outlined in the Test Coordinator Handbook. General Test Directions do not include any part of any test item, response options, or text (reading passages, charts, graphs, or diagrams) included with the test item.
	NGSA	Any Student	Accessibility Feature	Presentation	*May be provided as a non-embedded support.*	TIDE: Not Recorded

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
	PSAT10_SAT	Any Student	Accessibility Feature	Presentation	*May be provided as a non-embedded support.*	**READ ALOUD, REPEAT, CLARIFY GENERAL TEST DIRECTIONS.** The test administrator may read aloud, repeat, or clarify the test directions for a student, in English. The test administrator must be available and meet the criteria for administering a state assessment as outlined in the Test Coordinator Handbook. General Test Directions do not include any part of any test item, response options, or text (reading passages, charts, graphs, or diagrams) included with the test item. **WRITTEN COPY OF ORAL INSTRUCTIONS.** SSD Online: Not Recorded
	RICAS	Any Student	Accessibility Feature	Presentation	*May be provided as a non-embedded support.*	**READ ALOUD, REPEAT, CLARIFY GENERAL TEST DIRECTIONS.** The test administrator may read aloud, repeat, or clarify the test directions for a student, in English. The test administrator must be available and meet the criteria for administering a state assessment as outlined in the Test Coordinator Handbook. General Test Directions do not include any part of any test item, response options, or text (reading passages, charts, graphs, or diagrams) included with the test item. PNP: Not Recorded
Read Aloud: Student Reads Aloud to Self	ACCESS	Any Student	Accessibility Feature	Presentation	*May be provided as a non-embedded support.*	**READ ALOUD TO SELF.** A student may read the assessment aloud to him/herself. Devices such as "whisper phones" may also be used. Student must be tested in a separate setting unless a low-volume device, such as a Whisper phone, is used.
	NGSA	Any Student	Accessibility Feature	Presentation	*May be provided as a non-embedded support.*	**READ ALOUD TO SELF.** Student must be tested in a separate setting unless a low-volume device, such as a Whisper phone, is used. TIDE: Not Recorded

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
	RICAS	Any Student	Accessibility Feature	Presentation	*May be provided as a non-embedded support.*	**STUDENT READS ALOUD TO SELF.** Student must be tested in a separate setting unless a low-volume device, such as a Whisper phone, is used. PNP: Not Recorded
Redirect student's attention to the test	ACCESS	Any Student	Accessibility Feature	Presentation	*May be provided as a non-embedded support.*	**VERBALLY REDIRECT STUDENT'S ATTENTION TO THE TEST (ENGLISH OR NATIVE LANGUAGE).** Test administrator redirects student's attention to the test without coaching or assisting the student to answer any questions (e.g., test administrator reminds student to stay focused; it is not permissible to say, "Add more to your response" or "Make sure you answer all of the questions").
	NGSA	Any Student	Accessibility Feature	Presentation	*May be provided as a non-embedded support.*	**REDIRECT STUDENT'S ATTENTION TO THE TEST.** Test administrator redirects student's attention to the test without coaching or assisting the student to answer any questions (e.g., test administrator reminds student to stay focused; it is not permissible to say, "Add more to your response" or "Make sure you answer all of the questions"). TIDE: Not Recorded PNP: Not Recorded
	RICAS	Any Student	Accessibility Feature	Presentation	*May be provided as a non-embedded support.*	
Reference Sheets: Periodic Table	NGSA	Any Student	Accessibility Feature	Presentation	**PERIODIC TABLE.** There are approved periodic tables that students must use in grades 8 and 11. They can be accessed by students through the Test Delivery System during testing or they can be provided on paper (see External Support column). Paper copies in English and Spanish can be downloaded from the TIDE portal or from www.ride.ri.gov/assessment-manuals. Students in grades 8 and 11 taking the Spanish science test must have a paper copy of the Spanish language period table. A Spanish version of the periodic table is not available in the Test Delivery Engine (TDE). TIDE: Not Recorded	**PERIODIC TABLE.** There are approved periodic tables that students must use in grades 8 and 11. Paper copies in English and Spanish can be downloaded from the TIDE portal or from www.ride.ri.gov/assessment-manuals. Students in grades 8 and 11 taking the Spanish science test must have a paper copy of the Spanish language period table. A Spanish version of the periodic table is not available in the Test Delivery Engine (TDE). TIDE: Not Recorded

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
Separate or Alternate Test Location	NGSA	Any Student	Accessibility Feature	Setting	*May be provided as a non-embedded support.*	**OUTSIDE OF THE SCHOOL BUILDING (HOME OR HOSPITAL).** Administration in alternate setting outside of school building with appropriate supervision (e.g., homebound, medical care facility). *This accommodation does not include students attending outplacement schools.* TIDE: Not Recorded PNP: Not Recorded
	RICAS	Any Student	Accessibility Feature	Setting	*May be provided as a non-embedded support.*	
Small Group Administration	ACCESS	IEP/504 Only	Accessibility Feature	Setting	*May be provided as a non-embedded support.*	**INDIVIDUAL OR SMALL GROUP.** Small groups may not have more than ten students. The ideal size for a small group for testing is two to eight students. Students in small groups should have the same or similar accommodations. Testing location must be a secure and safe environment within the school building. TIDE: Not Recorded PNP: Not Recorded
	NGSA	Any Student	Accessibility Feature	Setting	*May be provided as a non-embedded support.*	
	RICAS	Any Student	Accessibility Feature	Setting	*May be provided as a non-embedded support.*	
Specific Time of Day	NGSA	Any Student	Accessibility Feature	Timing	*May be provided as a non-embedded support.*	**SPECIFIC TIME OF DAY.** Testing time can be adjusted to accommodate the student's needs. TIDE: Not Recorded PNP: Not Recorded
	RICAS	Any Student	Accessibility Feature	Timing	*May be provided as a non-embedded support.*	
Streamline Mode	NGSA	Any Student	Accessibility Feature	Streamline Mode	**STREAMLINE MODE.** This format rearranges how the item is presented to the student. The item stimuli are displayed above the item stem and the response options. **NOTE:** When magnification is 5x or above, streamline mode automatically turns on. TIDE: Streamline Mode	N/A

III. Participation Requirements for State Assessments

Who should participate in the State Assessments?

All students, including students with disabilities and English learners, are expected to participate in all state assessments scheduled for students in their current grade[1]. Students with significant cognitive disabilities who meet all three eligibility criteria will take the Dynamic Learning Maps (DLM) alternate assessments in English language arts, mathematics, and science. In addition, EL's with significant cognitive disabilities who are unable to participate in ACCESS for ELLs, even with accommodations, must take the Alternate ACCESS for ELLs. The information in this manual is intended to guide decision-making by Individualized Education Program (IEP) teams and 504 plan coordinators as to *how*, not *whether*, students with disabilities will participate in the Rhode Island State Assessment Program. Appendix A of this manual contains a table of required tests by grade level.

Participation Requirements for Students with Disabilities

Please note the following about student participation in state assessments:

- State and federal education laws assume that *all* students with disabilities educated with Rhode Island public funds are expected to participate in annual statewide assessments, including students enrolled in public schools, charter schools, educational collaboratives, and outplacement schools both within and outside of Rhode Island, as well as students incarcerated at the RI Training School.
- Students with disabilities are expected to participate in their grade-level[1] tests that correspond with the grade reported to RIDE's Enrollment Census. If you have questions about the grade level for a student in one of the online test platforms, contact your district test coordinator or special education director.
- Assessment decisions for students with disabilities should be made on an annual basis for each student and must be listed in the IEP or 504 Plan. EL plans are not required but encouraged to ensure that students receive the test supports they need.
- The principal is responsible for ensuring that each student is assessed using the test format and accommodations listed in the student's IEP, 504 plan, or EL plan.

Participation Requirements for English Learners (ELs) with Disabilities

EL students with disabilities are expected to participate in all state assessments required for their current grade level[1], regardless of the number of years they have been enrolled in U.S. schools, with one exception: EL students who **first enrolled in a U.S. school after April 1, 2020,** are *not required* to take the English language arts or reading and writing portions of any state assessment. They must, however, take the mathematics and science tests if those are required for their grade level.

EL students with disabilities are entitled to receive test accommodations and to participate in the Rhode Island alternate assessments, the Dynamic Learning Maps, as determined by their IEP team. See additional information on the participation of EL students in Section V, *Participation Requirements for Students who are English Learners,* in this manual.

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1 *Current Grade Level* is the grade level recorded in the Enrollment Census by the LEA. RIDE will register the student for all required tests at the grade level recorded in the Enrollment Census. Testing the student at any grade level other than what is in the Enrollment Census may result in test scores being invalidated. Additionally,

- *If a student skips a grade level,* the student **does not** make up tests for the skipped grade level.
- *If a student retained in the same grade level,* the student takes the tests for their current grade level **again**, even if the student took the test the previous year.

If a Student Refuses an Accommodation

If a student refuses to use an accommodation listed in his or her plan, follow these guidelines:

- The accommodation must remain available to the student during testing.
- The school must document in writing that the student refused the accommodation and keep the documentation on file at the school. A sample form can be found in Appendix B.
- Students **may not** be asked to sign an agreement waiving their right to receive an accommodation.

Unique Accommodations Requests

If a student with a disability or an English learner requires an accommodation that is not listed in this manual, the school may request approval for use of the unique accommodation, provided the accommodation does **not**:

- fundamentally change the test or the construct being measured by the test.
- violate test security requirements.

Requesting Unique Accommodation Approval: Requests for approval must be submitted by fax at 401-222-3605 at least two weeks prior to testing. If approved, the accommodation section in the IEP or 504 plan must also be amended.

Participation Criteria for Alternate Assessments

Guidance on how to make eligibility decisions for the alternate assessments (DLM) can be found in *Guidance for IEP Teams* and is posted at www.ride.ri.gov/dlm. Be sure that all IEP team members read and review this document before making any final determination on whether or not a student should participate the DLM Alternate Assessments.

IV. Accommodations for Students with Disabilities

The District's Role in Monitoring the Selection of Accommodations

The information in this section is intended to guide decision-making regarding the selection, use, and evaluation of accommodations for testing. **IEP teams and 504 plan coordinators should identify and select only those accommodations for each assessment that are needed by the student.**

The test coordinator and the principal are responsible for ensuring that each student is provided with the test accommodations listed in his or her IEP or 504 plan. The student's plan must be revised as needed, either during routinely-scheduled meetings prior to testing or through the amendment process to ensure that only accommodations the student finds helpful and will use are included. It is also advisable (though not required) to list any *accessibility features* in the plans to ensure these will be also be provided.

Reliance on test accommodations should never replace appropriate and rigorous instruction based on grade-level standards in the subject being tested.

Accommodations for Students with Disabilities

Purpose of Test Accommodations

A test accommodation is a change in the way a test is given or the way in which a student responds to test questions. Test accommodations are intended to:

- offset the effects of the student's disability and remove barriers to participating in the assessment;
- provide the necessary conditions for a student to demonstrate knowledge and skills effectively on the assessments;
- provide the opportunity to report the test results of students who require accommodations;
- provide comparable test results to those of students who did not receive accommodations; and
- provide results that do not affect the validity or reliability of the test scores.

Accommodations may **not:**

- alter, explain, simplify, paraphrase, or eliminate any test question, reading passage, writing prompt, or multiple-choice answer option;
- provide verbal or nonverbal clues or suggestions that hint at *any* answer option;
- contradict test administration requirements or result in a violation of test security; e.g.,
    - modify, reorder, or reformat test questions in any way;
    - require paper-based tests be photocopied, photographed, scanned, altered, or duplicated in any way;
    - require screen shots of computer-based tests be taken;
    - require the use of English-language dictionaries for their administration.

Eligibility for Test Accommodations

ELIGIBLE: *students with disabilities served by an IEP or 504 plan*

> The right for a student with a disability to receive accommodations on state assessments is protected by federal and state laws. Their plan **must** specify which accommodation(s) the student will receive.

NOT ELIGIBLE: *students without documented disabilities and students who are not served by an IEP or 504 plan*

> A student who does not have a documented disability or who is not served by either an IEP or 504 plan is not eligible to receive accommodations on state assessments, regardless of whether the student currently receives instructional supports or accommodations on other types of assessments. Students who have intervention plans (RtI plans) or Personal Literacy Plans are not eligible to receive accommodations on state assessments; however, all students may use accessibility features.

If an Incorrect Accommodation Was Provided During Testing

In the event a student was provided the wrong accommodation or an accommodation that was not listed in their plan, the school should immediately contact RIDE for guidance on how to proceed. In either of these cases, all or part of the student's score may be invalidated.

Updating IEPs and 504 Plans

IEPs and 504 plans should be updated for all students with disabilities for statewide test administrations to reflect the updated policies and accommodations available. Including the appropriate designated accessibility features in the plans of students is also encouraged, but not required.

Amending IEPs or 504 Plans

If a student requires an accommodation that is not in their IEP or 504 Plan and there is not enough time before testing to convene a full IEP or 504 Plan team meeting, an amendment process can be followed to ensure that the accommodations section of the IEP or 504 Plan is updated prior to testing. The following is from *The IEP Process: Frequently Asked Questions* (p. 72, https://www.ride.ri.gov/Portals/0/Uploads/Documents/OSCAS/IEP-FAQ_2010-08-19_15.pdf).

> These changes may be made at an IEP Team meeting with the entire IEP Team present. However, if the parent(s) of the child with a disability and the school district agree, the changes can be made without holding a meeting. In this case a written document would be developed amending the child's current IEP. Individuals are encouraged to refer to his/her district procedures and forms for amending the IEP with or without a meeting. If changes are made to the IEP without a meeting, the district must ensure that the child's IEP Team is informed of the changes.

Similarly, 504 plans must reflect only those accommodations required by the student. Consent by the parent/guardian is *not* required for a new or modified 504 plan, although the parent/guardian must be notified.

Process for Selecting and Evaluating Accommodations for a Students with a Disability

Accommodations are intended to offset the effects of a disability in order to allow a student to participate effectively in testing. When selecting accommodations, educators should consider the following:

- **Determine the learning challenges the student is experiencing and the effect the student's disability has on their learning and their ability to access the test independently.** Consider the student's classroom performance, not just the nature or type of disability. In other words, accommodations must mitigate the effect(s) of the disability and increase the student's ability to take the test. For example, providing a read aloud for a student with dyslexia may increase the student's ability to take the test. A student with fine motor problems may benefit from a speech-to-text program or a scribe.
- **Brainstorm the use of various accommodations, accessibility features, and test administration**

considerations with IEP team members and other adults familiar with the student.

  - What supports were used successfully with students who have similar learning profiles?

- **Try out the accommodation(s)** in different assessment settings and adjust as needed.
- **Evaluate whether the accommodation addresses the student's need.** If not, revise the plan to provide accommodation(s) and supports accordingly.

  NOTE: Do not include accommodations "just in case" or "just because" it seems like a good idea or the teacher/IEP team is covering their bases. Accommodations should be thought out and deliberately selected to increase a student's independence and access to the test, not to mimic instructional strategies used in the classroom. For example: if calculators are used during instruction, that doesn't mean the student should have a calculator during the non-calculator section of the test if their disability doesn't affect their ability to perform calculations.

- **If the accommodation addresses the challenge,** determine whether the accommodation is allowed on the specific test(s);
  - develop or amend the IEP or 504 plan accordingly to include the accommodation(s) and the test(s) on which they will be used.

Accommodations for Students with Disabilities

Please note the following:

- The following pages list the accommodations available to students with disabilities either through the test platform (embedded) or by a test administrator (external).
- **Special Access** accommodations are for the small number of students who meet the criteria outlined in the charts on the following pages.
- Accommodations that must be entered in the online test platform before testing have the name of the accommodation in the online test platform, and any other instructions, listed below.
- The accommodations are listed in alphabetical order.

Table 2: Accommodations for Students with Disabilities

Test Support Name	Test	Student Status	Support Group	Support Type	**Embedded Support** *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	**External or Non-Embedded Support** *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Able to move, stand, pace	PSAT10_SAT	IEP/504 Only	Accommodation	Setting	*May be provided as a non-embedded support.*	**ABLE TO MOVE, STAND, OR PACE** during assessment in a place that is not distracting to others and where others' work cannot be seen. SSD Online: Other modified setting TIDE: *Non-embedded accommodation* flag should be set to *Yes.*
Adaptive or Specialized Furniture	PSAT10_SAT	IEP/504 Only	Accommodation	Setting	*May be provided as a non-embedded support.*	**ACCOMMODATED SEATING, SPECIAL LIGHTING, or FURNITURE.** Type of seating should be specified in request. Use of alternative writing position (e.g., desk easel, student standing up). SSD Online: Other modified setting TIDE: *Non-embedded accommodation* flag should be set to *Yes*.
Answer Masking	DLM	IEP/504 Only	Accommodation	Presentation	*May be provided as a non-embedded support.*	**ANSWER MASKING.** Masking is not an option in the Kite Student Portal, but it is an acceptable support for students with visual impairments. Test administrators may use a piece of paper to cover portions of the screen to reduce visual clutter without otherwise affecting the information or number of response options. PNP Profile: Not Recorded
	PSAT10_SAT	IEP/504 Only	Accommodation	Presentation	**ANSWER MASKING.** This tool blocks off content, test items, or answer options that may be distracting so the student can focus their attention on a specific part of a test item. SSD Online: Answer Masking TIDE: Answer Masking	**ANSWER MASKING.** Students taking the paper-edition of the test, can use a blank page to block test content, test items, or answer options that may be distracting and so focus their attention on a specific part of the test. SSD Online: Answer Masking TIDE: Masking

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
AT/AAC Devices	DLM	IEP/504 Only	Accommodation	Presentation	*May be provided as a non-embedded support.*	**SWITCH SYSTEMS.** **SINGLE-SWITCH SYSTEM.** This support is activated using one switch and a switch interface that emulates the Enter key on the keyboard. In the PNP Profile, test administrators can set scan speed, indicate if scanning is to begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping. **TWO-SWITCH SYSTEM.** This system does not require activation in the PNP Profile. Two switches and a switch interface are used to emulate the Tab key to move between choices and the Enter key to select the choice when highlighted. **Category 2 Support:** Requires additional, non-embedded supports and materials. *See TIPS sheet.* PNP Profile: Single-switch or two-switch system
	NGSA	IEP/504 Only	Accommodation	Presentation	*May be provided as a non-embedded support.*	**AT/AAC DEVICES.** BigKeys, switches, adaptive mouse, etc., must have *Permissive Mode* selected in the online test system in order to function properly. TIDE: Permissive Mode
AT/AAC Devices	PSAT10_SAT	IEP/504 Only	Accommodation	Response	**ASSISTIVE TECHNOLOGY.** Student uses any of the following AT/AAC device(s) to respond to test items that will be used with the computer-based (digital) test: picture/symbol communication boards, speech generating devices, switches, alternative keyboards, eye-gaze motion sensors, head or mouth pointer, specialized trackballs or mice, talking calculator. **NOTE:** Type of AT or AAC device should be noted in accommodations questionnaire. The type of AT/AAC device used determines if colleges and universities will accept the scores for admissions purposes. Students will receive score reports and scores will be used for state accountability purposes.	**ASSISTIVE TECHNOLOGY.** Student uses any of the following AT/AAC device(s) to respond to test items that will be used with the paper test: picture/symbol communication boards, speech generating devices, eye-gaze motion sensors, head or mouth pointer, talking calculator, or adaptive writing tools such as a pencil grip or larger pencil. **NOTE:** Type of AT or AAC device should be noted in accommodations questionnaire. The type of AT/AAC device used determines if colleges and universities will accept the scores for admissions purposes. Students will receive score reports and scores will be used for state accountability purposes. SSD Online: Assistive Technology

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
					SSD Online: Assistive Technology TIDE: AT (JAWS, NVDA, Braille Display, etc.) *Permissive Mode is set automatically.*	
AT/AAC Devices	RICAS	IEP/504/EL Only	Accommodation	Presentation	**AT/AAC DEVICES or SOFTWARE.** Assistive technology or assistive augmentative communication devices or software routinely used by student that is compatible with TestNav. For information about compatibility with TestNav, visit www.ride.ri.gov/tc. PNP Column: W (Compatible Assistive Technology)	**AT/AAC DEVICES or SOFTWARE.** Assistive technology or assistive augmentative communication devices or software routinely used by student that **is not** compatible with TestNav, such as those listed below. These may be provided as non-embedded support. *See specific accommodation for details.* • Spell Check device or software • Word prediction • Speech-to-text software For information about compatibility with TestNav, visit www.ride.ri.gov/tc.
Auditory Supports	PSAT10_SAT	IEP/504 Only	Accommodation	Presentation	**AMPLIFICATION.** The volume of the testing device may be increased using computer controls. SSD Online: Not Recorded TIDE: Not Recorded	**AUDITORY AMPLIFICATION/FM SYSTEM.** Student uses an auditory amplification device or special sound system. SSD Online: Auditory Amplification/FM System TIDE: *Non-embedded accommodation* flag should be set to *Yes*.
Braille Edition	ACCESS	IEP/504 Only	Accommodation	Presentation	*May be provided as a non-embedded support.*	**BRAILLE WITH TACTILE GRAPHICS.** This accommodation is for students proficient in Unified English Braille (UEB) in grades 1-12. Grades 6-8 uses UEB with Nemeth for math and science-related items. Braille is not available for the Speaking Domain. (BR). **Materials:** See the *WIDA Accessibility and Accommodations Supplement.* Kindergarten students who are blind should be learning UEB. It is expected that WIDA will provide guidance and direction to LEAs on how to obtain a UEB edition of the kindergarten test (including tactile graphics), including alternatives for any manipulatives required for testing. For **students who are not proficient in UEB** or who are in the beginning stages of learning UEB, IEP

Test Support Name	Test	Student Status	Support Group	Support Type	**Embedded Support** *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	**External or Non-Embedded Support** *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
						Teams should consider the Human Reader for Items and Human Reader for Response Options. **NOTE:** Human Read Aloud is not available on the Reading domain. The reading domain should be omitted if the student cannot read braille.
Braille Edition	DLM	IEP/504 Only	Accommodation	Presentation	**BRAILLE.** The DLM Alternate Assessment System supplies braille forms for some Essential Elements at the upper linkage levels. These forms are available in either uncontracted Unified English Braille (UEB) or English Braille American Edition (EBAE), depending on what the test administrator selects in the student's PNP Profile. DLM braille forms also include Nemeth code for mathematics, as needed. The DLM alternate assessment is designed to assess a student's knowledge, skills, and understandings of the EEs, not the student's ability to use braille. Braille testlets are for students who read braille proficiently. When braille-ready file is available, BRF will be indicated as part of the testlet naming convention: SP **BRF** SCI MS.PS1-2 T 10455. Since braille forms are not available for every Essential Element at every linkage level, the DLM consortium recommends also selecting Alternate For-Visual Impairment. **NOTE:** Braille is not to be selected for emerging braille readers. **Category 2 Support:** Requires additional, non-embedded supports and materials. See testlet TIP sheets for more information. PNP Profile: Uncontracted Braille (check UEB) **ALTERNATE FORM - VISUAL IMPAIRMENT.** For students with visual impairments or who are blind but do not read braille, please see Alternate Form - Visual Impairment. It is listed under MAGNIFICATION, LARGE PRINT in the Test Support Name column.	*Category 3 Support: Entered into PNP Profile but provided externally to the Kite Student Portal system. See TIPS sheets for more information.*

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Braille Edition	NGSA	IEP/504 Only	Accommodation	Presentation	**REFRESHABLE BRAILLE.** Refreshable Braille in UEB with Nemeth is available. Tactile graphics for items can be printed using Print On Demand and an embosser or braille printer. TIDE: Braille Type: UEB Uncontracted with Nemeth Math *or* UEB Contracted with Nemeth Math *and* Presentation is Braille Edition	**BRAILLE EDITION.** A paper edition in UEB with Nemeth is available. Both contracted and uncontracted braille are available. TIDE: Braille Type: UEB Uncontracted with Nemeth Math or UEB Contracted with Nemeth Math and Presentation is Braille Edition
	PSAT10_SAT	IEP/504 Only	Accommodation	Presentation	**ASSISTIVE TECHNOLOGY.** Student uses compatible screen reader (JAWS, NVDA, Braille Display, etc.) or refreshable braille device with paper-based supplements. All braille assessments are in UEB (including math). **Materials:** Contact Sarah Thaler (sthaler@collegeboard.org) to order the Braille Figure Supplement and Raised Line Drawings SSD Online: Braille with raised line drawings, contracted TIDE: AT (JAWS, NVDA, Braille Display, etc.)	**BRAILLE WITH RAISED LINE DRAWINGS, CONTRACTED.** Student uses paper edition of braille. All braille assessments are in UEB. Contact Sarah Thaler at sthaler@collegeboard.org to order paper braille materials. SSD Online: Braille with raised line drawings, contracted
	RICAS	IEP/504 Only	Accommodation	Response	**REFRESHABLE BRAILLE.** Refreshable Braille in UEB is available. Paper edition of Braille should also be ordered for tactile graphics. Braille reader should be used in conjunction with a screen reader. PNP Column: V (Screen Reader)	**HARD-COPY BRAILLE.** Student uses a hard-copy UEB Braille test. PNP: Column X (Braille Test Edition)
Braille Writer	DLM	IEP/504 Only	Accommodation	Response	*May be provided as a non-embedded support.*	**BRAILLE WRITER.** Student can use a braille writer for note-taking or to respond to test questions. All student responses must be transcribed by the student or a qualified test administrator into the Kite Student Portal. PNP: Not Recorded
	NGSA	IEP/504 Only	Accommodation	Response	**BRAILLE WRITER.** Braille writer can be used in conjunction with a screen reader for the online test. TIDE: Braille	**BRAILLE WRITER.** Student can use a braille writer for note-taking or to respond to test questions. All student responses must be transcribed by the student or a qualified test administrator into the Test Delivery System. TIDE: Braille

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Braille Writer	PSAT10_SAT	IEP/504 Only	Accommodation	Response	**BRAILLE WRITER.** A braille writer can be used in conjunction with a screen reader. SSD Online: Braille Writer TIDE: AT (JAWS, NVDA, Braille Display, etc.)	**BRAILLE WRITER.** Use of Braille writer or electronic Braille writer for Reading and writing with the following features disabled: spell check, thesaurus, grammar check. SSD Online: Braille Writer
	RICAS	IEP/504 Only	Accommodation	Response	**BRAILLE WRITER.** A braille writer can be used in conjunction with a screen reader for the online test. PNP Column: V (Screen Reader)	**BRAILLE WRITER.** Student can use a braille writer for note-taking or to respond to test questions. All student responses must be transcribed by the student or a qualified test administrator into a regular student answer booklet. PNP Column: AQ (Any other accommodation not listed in SR/PNP)
Breaks	PSAT10_SAT	IEP/504 Only	Accommodation	Timing	*May be provided as a non-embedded support.*	The following options are available: • **BREAKS: EXTRA** • **BREAKS: EXTENDED** • **BREAKS: AS NEEDED** SSD Online: *Use the list above to enter exact break accommodation.* TIDE: *Use the list above to enter exact break accommodation.* **PERMISSION TO TEST BLOOD SUGAR** accommodation for students will need to do that during testing. SSD Online: Permission to test blood sugar TIDE: *Non-embedded accommodation* flag should be set to *Yes*. **PERMISSION FOR FOOD/MEDICATION** for students who will need breaks in order to eat or take medications outside of scheduled breaks. SSD Online: Permission to test blood sugar or Permission for Food/Medication TIDE: *Non-embedded accommodation* flag should be set to *Yes*.

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Calculators or Mathematics Tools	DLM	IEP/504 Only	Accommodation	Presentation	*May be provided as a non-embedded support.*	**CALCULATOR.** Students may use a calculator on mathematics testlets unless it interferes with the construct of the testlet. The TIP for each mathematics testlet will specify whether a calculator is permitted. **Category 2 Support:** Requires additional, non-embedded supports and materials. See TIPS for more information. PNP: Calculator **INDIVIDUALIZED MANIPULATIVES.** Students may use familiar manipulatives (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters). See TIPS for more information. **Category 2 Support:** Requires additional, non-embedded supports and materials. See testlet TIP sheets for more information. PNP: Individualized Manipulatives
Calculators or Mathematics Tools	PSAT10_SAT	IEP/504 Only	Accommodation	Presentation	**4-FUNCTION CALCULATOR.** Allows student to use the embedded Desmos four-function calculator on the Math Test - No Calculator section. Students may also use a hand-held calculator. A list of allowable calculators is available in the *RI Test Coordinator Handbook* at www.ride.ri.gov/tc. SSD Online: Use of four-function calculator TIDE: Four-function Calculator	**4-FUNCTION CALCULATOR.** Student uses a four-function calculator on the non-calculator section of the math test. A list of allowable calculators is available in the RI Test Coordinator Handbook at www.ride.ri.gov/tc. SSD Online: 4-function calculator TIDE: *Non-embedded accommodation* flag should be set to *Yes*. **MATHEMATICS TOOLS.** Use of arithmetic tables for addition, subtraction, multiplication, and division, including an abacus. Formulas may not be included. SSD Online: Other TIDE: *Non-embedded accommodation* flag should be set to *Yes*.
Calculators or Mathematics Tools	RICAS	IEP/504 Only	Special Access Accommodation	Presentation	*May be provided as a non-embedded support.*	**CALCULATOR OR OTHER MATHEMATICS TOOLS ON THE NON-CALCULATOR SECTION OF THE MATH TEST.** Student uses a calculation device or other mathematics tool (e.g., addition/subtraction

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
						or multiplication/division tables; or manipulatives) on the non-calculator session of the RICAS mathematics test. ***Criteria:*** This accommodation is intended for a small number of students with documented disabilities that severely limit or prevent them from performing basic calculations without a calculation device or other mathematics tool, as documented in locally-administered diagnostic evaluations, even after varied and repeated attempts to teach the student to do so. The student must meet all of the following criteria: • be virtually unable to calculate (i.e., unable to perform single-digit addition, subtraction, multiplication, or division without a calculation device or other mathematics tool); and • uses the calculation device or tool during routine instruction in mathematics; and • receives ongoing intervention to learn the skill. **NOTES:** • The student's IEP or 504 plan must specify which calculation device or tool will be used. • Calculators are allowed for all students on designated calculator sessions of the mathematics test. • Schools must provide a calculator to students receiving this accommodation for the non-calculator session. • Students meeting these criteria should use a completed arithmetic table (addition, subtraction, multiplication, and division). Students who do not meet these criteria may benefit from Blank Multiplication Table as a possible alternative. PNP: Column AL: Calculation Device on non-calculator test session.

Test Support Name	Test	Student Status	Support Group	Support Type	**Embedded Support** *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	**External or Non-Embedded Support** *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Calculators or Mathematics Tools	RICAS	IEP/504 Only	Accommodation	Response	*May be provided as a non-embedded support.*	**SUPPLEMENTAL REFERENCE SHEET FOR MATH TEST.** Supplemental reference sheets can be provided in addition to the standard reference sheets available to all students for both the computer- and paper-based tests as printed hand-outs. Follow these guidelines when using the supplemental reference sheets: • Supplemental Reference Sheet can be used for calculator and non-calculator sessions of the math test. • Information included on the supplemental reference sheets can be removed, as necessary but information may not be added. • For students who require only an arithmetic table, see *calculation or mathematical tools* or *blank multiplication table*. • Download supplemental reference sheets from www.ride.ri.gov/ricas. PNP: Colum AP (Graphic Organizer/Reference Sheet)

Test Support Name	Test	Student Status	Support Group	Support Type	**Embedded Support** *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	**External or Non-Embedded Support** *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Calculators or Mathematics Tools	RICAS	IEP/504 Only	Accommodation	Response	*May be provided as a non-embedded support.*	**BLANK MULTIPLICATION TABLE FOR THE MATH TEST.** The RIDE-approved blank multiplication table can be provided at the beginning of the RICAS math test. **NOTE:** This is a new accommodation for students who would benefit from a blank multiplication table on the non-calculator session of the RICAS math test. Blank multiplication tables have been removed from the Supplemental Reference Sheets. Follow these guidelines to use the blank multiplication table: • The multiplication table must be provided to students BLANK at the beginning of the non-calculator test session. Students must complete the table on their own. • Once the student has completed the table on their own, that table can be reused provided the student has not written anything additional on the multiplication table or used it as scratch paper. • A student use the blank multiplication table in addition to the Supplemental Reference. • Pre-approved blank multiplication tables can be downloaded from www.ride.ri.gov/ricas. PNP: Colum AP (Graphic Organizer/Reference Sheet)

Test Support Name	Test	Student Status	Support Group	Support Type	**Embedded Support** *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	**External or Non-Embedded Support** *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Color Contrast	DLM	IEP/504 Only	Accommodation	Presentation	**OVERLAY COLOR:** The background color of the assessment. The default color is white. Test administrators may select from the alternate colors of blue, green, pink, gray, and yellow. Practice demo testlets have specific presets, but more options are provided in the PNP Profile and actual live testlets. **INVERT COLOR CHOICE:** Makes the background color black and the font white. Images display with a white background. **CONTRAST COLOR:** Allows test administrators to choose from color schemes for the background and font. **Category 1 support.** Screenshots showing these supports begin in the *Demonstration of Personal Needs and Preferences Supports: What Students Will See* section of the *DLM Accessibility Manual*. PNP Profile: Overlay color, invert color choice, or contrast color	*The DLM alternate assessments are highly individualized for each student depending on their abilities and challenges. As such, additional supports can be used in combination with embedded supports. These additional supports can be found in each testlet's Test Information Page (TIP) sheet. These additional supports can be used in combination with any of the accommodations for DLM.*
	PSAT10_SAT	IEP/504 Only	Accommodation	Presentation	**COLOR CONTRAST.** The following text and background combinations are available in TIDE: • black text on white background (default) • black text on cream background • gray text on light gray background • medium gray on light gray background • white text on navy blue background • yellow text on blue background • reverse contrast (white text on black background) SSD Online: Color Overlay TIDE: Color Contrast	**COLOR OVERLAY.** Students can use a color overlay of their choice. SSD Online: Color Overlay TIDE: *Non-embedded accommodation* flag should be set to *Yes*.

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Computer: Writing Section	PSAT10_SAT	IEP/504 Only	Accommodation	Response	*There is no need to request this as an accommodation for digital/computer administration.*	**COMPUTER (WORD PROCESSOR ONLY FOR ESSAYS ONLY)** **PSAT 10:** N/A. *The PSAT 10 does not include an essay or constructed response items.* **SAT:** Student uses computer or word processor for typing their writing response. The following features must be disabled: spell check, thesaurus, and grammar check. **Paper Administration:** SSD Online: Computer (Word Processor for essays ONLY)
Concentration Aids	PSAT10_SAT	IEP/504 Only	Accommodation	Presentation	*May be provided as a non-embedded support.*	**CONCENTRATION AIDS.** (E.g., stress balls, T-stools, background music, etc.). Type of aid should be specified in request. SSD Online: Other TIDE: *Non-embedded accommodation flag* should be set to *Yes*
Emergency Accommodation	DLM	Any Student	Accommodation	Emergency Accommodation	*See next column for information on providing an emergency accommodation.* **NOTE:** If an embedded accommodation is being considered for use an emergency accommodation, such as text-to-speech, magnification, etc., please make sure the student is comfortable using the tool *before* testing. If the student is not comfortable using the suggested emergency accommodation, please find a suitable alternative. If a student's IEP is missing an accommodation, follow the IEP amendment process for adding the accommodation to the student's IEP or 504 Plan.	**EMERGENCY ACCOMMODATION.** An emergency accommodation is appropriate in cases where a student needs a new accommodation immediately prior to the assessment due to unforeseen circumstances. Cases could include students who have a recently-fractured limb (e.g., fingers, hand, arm, wrist, or shoulder); whose only pair of eyeglasses has broken; or a student returning from a serious or prolonged illness or injury. If the principal (or designee) determines that a student requires an emergency accommodation on the date of the test, the Emergency Accommodation Form in Appendix D must be completed and maintained in the student's file and the parent must be notified that an emergency accommodation was provided. Do not submit this form to RIDE. PNP: Not Recorded
	RICAS	Any Student	Accommodation	Emergency Accommodation	*See next column for information on providing an emergency accommodation.*	PNP: Not Recorded

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Extended Time	ACCESS	IEP/504 Only	Accommodation	Timing	*May be provided as a non-embedded support.*	**EXTENDED TIME.** is not an accessibility feature on the ACCESS tests. There are several types of extended time depending on what the student requires. See pages 18-19 in the *WIDA Accessibility and Accommodations Supplement* and page 9 in the RI *ACCESS Policy Development Worksheet* for more information on administering the ACCESS test with these accommodations. **EXTENDED TIME OF A TEST DOMAIN OVER MULTIPLE DAYS (EM).** In rare cases, and only when absolutely necessary, due to an illness, disability, or extended interruption in testing, with the approval of a state assessment official, students may extend the testing session over multiple days. **EXTENDED SPEAKING TEST RESPONSE TIME (ES). (speaking domain only).** Intended to support students with cognitive, language processing, physical, or communication disabilities who need additional processing time for spoken language. The purpose of this accommodation is to allow time for cognitive processing or motor planning for speaking. Student is allowed twice the allowable time to respond on test items. For online testing, this accommodation must be selected in the WIDA AMS prior to the student beginning testing. **EXTENDED TIME WITHIN THE SCHOOL DAY (ET). (language, reading, and writing domains).** This accommodation may be used to support students with cognitive, language processing, physical, or communication disabilities who need additional time to complete one or more test sections. Extended time is considered 1.5 times the anticipated testing time. The domain started must be completed within the testing day. Students receiving extended time in a group should have the same work pace and fairly equivalent skills in order to minimize disruptions.

Test Support Name	Test	Student Status	Support Group	Support Type	**Embedded Support** *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	**External or Non-Embedded Support** *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Extended Time	PSAT10_SAT	IEP/504/EL Only	Accommodation	Timing	**EXTENDED TIME.** Students receiving extended time on reading must receive extended time on all sections of the test. The following options are available for students with disabilities (NOTE: PSAT 10 does not have a writing or essay session. The Accommodations Survey must be submitted to College Board [www.ride.ri.gov/sat]). SSD Online & TIDE: • **Reading: Time and one-half (+50%)** • **Reading: Double time (+100%)** • **Reading: More than double time (>+100%)** • **Writing (Essays/free response): Time and one-half (+50%)** • **Writing (Essays/free response): Double time (+100%)** • **Writing (Essays/free response): More than double time (>+100%)** • **Math: Time and one-half (+50%)** • **Math: Double time (+100%)** • **Math: More than double time (>+100%)** **ENGLISH LEARNER SUPPORT - Time and one-half (+50%).** Any current or former EL student may have 50% extended time for testing, if necessary. SSD Online: EL - Time and one-half (+50% TIDE: Set EL flag and set time for each section of the test.	**EXTENDED TIME.** Various timing scenarios based on student need. No self-pacing; students must sit for the entire duration of extended time requested. Students receiving extended time on reading must receive extended time on all sections of the test. The following options are available for students with disabilities (**NOTE:** PSAT 10 does not have a writing or essay session. The Accommodations Survey must be submitted to College Board [www.ride.ri.gov/sat]). SSD Online: • **Reading: Time and one-half (+50%)** • **Reading: Double time (+100%)** • **Reading: More than double time (>+100%)** • **Writing (Essays/free response): Time and one-half (+50%)** • **Writing (Essays/free response): Double time (+100%)** • **Writing (Essays/free response): More than double time (>+100%)** • **Math: Time and one-half (+50%)** • **Math: Double time (+100%)** • **Math: More than double time (>+100%)** **ENGLISH LEARNER SUPPORT - Time and one-half (+50%).** Any current or former EL student may have 50% extended time for testing, if necessary. SSD Online: English Learner Support - 50% Extended Time

Test Support Name	Test	Student Status	Support Group	Support Type	**Embedded Support** *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	**External or Non-Embedded Support** *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Graphic Organizer	RICAS	IEP/504 Only	Accommodation	Response	*May be provided as a non-embedded support.*	**GRAPHIC ORGANIZER FOR ELA.** The RIDE-approved graphic organizers for ELA can be provided for both the computer- and paper-based tests. Follow these guidelines when using the graphic organizers for ELA: • Information on the graphic organizers can be removed, as necessary. • Text may not be added to any of the RIDE-approved graphic organizers. • Other graphic organizers may be used without RIDE approval by a student with a disability who has this accommodation included in their IEP or 504 plan as long as it does not contain any text. • A student may not use more than two different pre-approved graphic organizers per test session. • Pre-approved graphic organizers can be downloaded from www.ride.ri.gov/ricas. PNP: Colum AP (Graphic Organizer/Reference Sheet)
Limited Time Testing	PSAT10_SAT	IEP/504 Only	Accommodation	Timing	*Can be provided as a non-embedded support*	**LIMITED TIME TESTING.** For students with a disability that indicates they can test for a limited amount of time, the test can be broken up differently rather than using the typical breaks in a standard administration. This accommodation is similar to *Test Over Multiple Days.* SSD Online: Limited Time Testing

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Magnification, Large-Print Edition	ACCESS	IEP/504 Only	Accommodation	Presentation	**MAGNIFIER, RESPONSIVE SCREEN. (LP)** This accommodation may be used for students with visual impairments.	**LARGE PRINT. (LP)** Large print version is 18-point font on 11x17 paper. Large print test kits contain a large print test booklet, test booklet for transcription, test administrator script, and CD of audio files. **TRANSCRIPTION.** Student answers must be transcribed verbatim into a scannable test book and returned to DRC for scoring. Student work and/or answers that are not transcribed will not be scored. See Appendix C, page 33, in *WIDA Accessibility and Accommodations Supplemen*t for transcription guidance. **NOTE:** Large print is available only for ACCESS for ELLs and Kindergarten ACCESS for ELLs. Enlargement of items and response options for Alternate ACCESS for ELLs and WIDA Screener may be done at the local level.
	DLM	IEP/504 Only	Accommodation	Presentation	**ALTERNATE FORM - VISUAL IMPAIRMENT.** For a student who is blind and does not read braille or who has a significant visual impairment. The alternate form of the testlet, if available, will have the letters BVI (Blind Visual Impairment) in the testlet name, in the test ticket, and in Student Portal (e.g., SP **BVI** SCI MS.PS1-2 P 10455). If a BVI form is not available for the testlet, the system will deliver a standard form to the student. The accompanying Testlet Information Page (TIP) for that testlet will provide information about how to make appropriate adaptations for the student. **Category 2 Support:** Requires additional, non-embedded supports and materials. See testlet TIP sheets for more information. PNP Profile: Alternate Form - Visual Impairment **MAGNIFICATION**. Allows test administrators to choose the degree of screen magnification during assessment. Test administrators can choose between a magnification of 2x, 3x, 4x, or 5x. Without magnification, the font is Report	**LARGE PRINT EDITION.** Paper tests are not available for the DLM assessments because it is administered to each student on an individual basis. The DLM assessments are highly individualized for each student depending on their abilities and challenges and it is not expected that a student would take the test independently and without any assistance from the test administrator.

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					School, 22 point. Scrolling may be required when the level of magnification is increased because the entire item will no longer be visible on the screen. Scrolling will vary according to the level of magnification, the amount of content in the item, and the size of the screen. Category 1 support. Screenshots showing these supports begin in the Demonstration of Personal Needs and Preferences Supports: What Students Will Experience section beginning on page 30 of the DLM Accessibility Manual. PNP Profile: Magnification	
Magnification, Large Print Edition	PSAT10_SAT	IEP/504 Only	Accommodation	Presentation	**ZOOM or MAGNIFIER TOOL.** Increases the font size displayed on the screen. Sizes are: • Level 1 - 24 point (default) • Level 2 - 31 point • Level 3 - 41 point • Level 4 - 51 point • Level 6 - 172 point • Level 7 - 229 point • Level 9 - 340 point SSD Online: Magnification Device (electronic) TIDE: Levels 1-4 do not need to be set in TIDE. Set through the Universal Tool in the online test system. Levels 5-9 need to be set in TIDE.	**LARGE PRINT TEST BOOK.** Student with a visual impairment uses large print edition of the test booklet. SSD Online options are: • **LARGE PRINT TEST BOOK - 14 POINT** • **LARGE PRINT TEST BOOK - 20 POINT** • **LARGE PRINT TEST BOOK - OTHER*** *Use OTHER for font sizes greater than 20 points. **Materials:** All paper materials must be ordered from Sarah Thaler (sthaler@collegeboard.org). **LARGE PRINT (LARGE BLOCK) ANSWER SHEET (NO BUBBLES)** **WRITER/SCRIBE TO RECORD RESPONSES** **MAGNIFICATION DEVICE.** Student uses a device to magnify the assessment using one of these options: **MAGNIFICATION DEVICE (ELECTRONIC).** E.g., closed circuit television, magnification devices). Devices cannot be connected to internet or be able to record images. SSD Online: Magnification Device (electronic) **MAGNIFICATION DEVICE (NON-ELECTRONIC).** E.g., closed circuit television, magnification devices). SSD Online: Magnification Device (non-electronic)

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Magnification, Large-Print Edition	RICAS	IEP/504 Only	Accessibility Feature/ Accommodation	Presentation	**MAGNIFIER TOOL *(Accessibility Feature).*** enlarges part of the screen; Zoom tool enlarges or reduces entire screen by pressing Ctrl - or Ctrl +. PNP: Not Recorded	**LARGE-PRINT EDITION *(Accommodation).*** *For large-print Spanish edition, see Spanish Edition for Mathematics options.* The large print edition of the RICAS tests are 18-point font on 11x17-inch paper. Students may either use the large-print booklet to respond to test questions, in which case the answers will need to be transcribed, either by the student (at the time of testing) or a test administrator (anytime during the test window); OR the student may write answers directly in the combined test and answer booklet. IEPs and 504 plans should indicate how students taking the large-print test will record their answers. • Font size is approximately 18-point font size on 11x17 paper. • All responses in the large-print booklet must be transcribed verbatim from the large-print booklet to the student's combined test and answer booklet (standard answer booklet) and returned according to instructions in the Test Coordinator Manual so student will receive credit for his or her work. • Large-print special instructions will accompany the large-print test. PNP Column: U (Large-Print Edition) **MAGNIFICATION DEVICE *(Accessibility Feature)*.** External devices such as Smart Boards, CCTV, or hand-held magnification device to enlarge the computer display or paper test. PNP: Not Recorded
Magnification Large-Print Edition	NGSA	Any Student	Accessibility Feature	Presentation	**ZOOM or MAGNIFIER TOOL *(Accessibility Feature).*** Increase the font size displayed on the screen. Sizes are: 1x (default setting), 1.5x, 1.75x, 2.5x, 3x, 5x, 10x, 15x, 20x. **NOTE:** Magnification settings from 5x to 20x require Streamline Mode to be turned on.	**LARGE PRINT EDITION *(Accommodation).*** The large print edition of the NGSA tests are 18-point font on 11x17-inch paper. • Students may record their answers in either a large print answer booklet or the standard answer booklet. **NOTE:** All responses in the large print answer

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
					PRINT-ON-DEMAND: Pint-on-demand can be configured to print single items larger than the default setting. Use one of the sizes from the list above and set the size in TIDE prior to beginning testing. NOTE: If a student requires the entire test in paper, please order a large print edition of the test. TIDE: • Magnification *(select the magnification size)* and Streamline Mode if using magnification from 5x to 20x. • Magnification *(select magnification size)* and Print-on-Demand	booklet must be transcribed verbatim from the large-print answer booklet to the standard answer booklet in order to be scored. See NGSA Test Coordinator Manual for information on how to order large print booklets. TIDE: Large-Print Edition **MAGNIFICATION DEVICE.** Student uses a device to magnify the assessment using one of these options: • **MAGNIFICATION DEVICE (ELECTRONIC).** (E.g., closed circuit television, magnification devices). Devices cannot be connected to internet or be able to record images. • **MAGNIFICATION DEVICE (NON-ELECTRONIC).** (E.g., closed circuit television, magnification devices). TIDE: Not Recorded
Monitor placement of responses	ACCESS	IEP/504 Only	Accommodation	Response	*May be provided as a non-embedded support.*	**MONITOR PLACEMENT OF RESPONSES in the test booklet or onscreen.** Test administrators may monitor response placement to ensure that the student is marking the answer in the correct location for the problem the student intends to answer. For example, a student may accidentally skip a question in the test booklet or may not use the correct keyboard navigation (e.g., the student used the "tab" rather than the arrow keys to navigate), resulting in a changed answer. The test administrator may not assist the student in any way with respect to the content of the item or selecting the correct response.
	NGSA	IEP/504 Only	Accommodation	Response	*May be provided as a non-embedded support.*	TIDE: Not Recorded
	PSAT10_SAT	IEP/504 Only	Accommodation	Response	*May be provided as a non-embedded support.*	SSD Online: Other TIDE: *Non-embedded accommodation flag should be set* to *Yes*.

Test Support Name	Test	Student Status	Support Group	Support Type	**Embedded Support** *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	**External or Non-Embedded Support** *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
	RICAS	IEP/504 Only	Accommodation	Response	*May be provided as a non-embedded support.*	**TRACK TEST ITEMS.** The test administrator may help the student navigate a paper-based edition of the test. The test administrator may not help the student answer test items, prompt them, or hint at a right or wrong answer. This accommodation is only to ensure that a student is able to move from one test item to the next and not skip any test items. PNP Column: AQ (Any other accommodation not listed in SR/PNP)
Mouse Pointer	PSAT10_SAT	IEP/504 Only	Accommodation	Presentation	**MOUSE POINTER.** The mouse pointer can be magnified and the color can be changed for students with visual impairments or those who are using a color contrast option. The degree of magnification and color of the mouse pointer must be selected in TIDE prior to testing. Size Options: The following color options are available in the default size, large, and extra-large: • Black • Green • Red • White • Yellow TIDE: Mouse Pointer SSD Online: Other	N/A
Non-skid surface	PSAT10_SAT	IEP/504 Only	Accommodation	Setting	*May be provided as a non-embedded support.*	**NON-SKID SURFACE.** Use of non-skid surface that will not damage the answer document or scanning equipment SSD Online: Other TIDE: Not Recorded

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Notepad or Scratch Paper	PSAT10_SAT	IEP/504 Only	Accommodation	Response	**SCRATCH PAPER *(accessibility feature).*** Everyone taking the computer-based test will receive scratch paper as part of the general administration. It is not considered an accommodation.	**SCRATCH PAPER *(accommodation)*.** Use of additional blank paper for recording answers. **NOTE:** The scores of tests where students are given lined or graph paper will not be accepted by colleges and universities for admissions purposes. Students will receive score reports and scores will be used for state accountability purposes. SSD Online: Other Recording Answers TIDE: Not Recorded
One-to-One Administration	PSAT10_SAT	IEP/504 Only	Accommodation	Setting	*May be provided as a non-embedded support.*	**ONE-TO-ONE TESTING.** Administration of the assessment individually within school building. SSD Online: One-to-One Testing TIDE: *Non-embedded accommodation* flag should be set to *Yes*.
Paper-Based Edition	ACCESS	IEP/504 Only	Accommodation	Presentation	*May be provided as a non-embedded support.*	**PARTICIPATE IN DIFFERENT TESTING FORMAT.** Paper tests are offered as an accommodation for all RI statewide assessments and should be listed in the student's IEP and/or EL Plan. If a student takes the paper edition of the ACCESS test, they must take the entire test in the paper-based format. Paper materials are ordered by RIDE on behalf of districts.
	DLM	IEP/504/EL Only	Accommodation	Presentation	*May be provided as a non-embedded support.*	**PAPER-BASED EDITION.** Paper tests are not available for DLM. DLM is adaptable to each student's needs. If a student cannot use a computer, or has trouble using a computer, the test administrator will have instructions for how to administer the test outside of the testing platform on the testlet's TIPS sheet.
	NGSA	IEP/504/EL Only	Accommodation	Presentation	**PRINT-ON-DEMAND.** Individual items, passages, response options can be printed from TIDE. Notes: When combined with magnification, the item, passages, or response options will print at that size. Additional time may be needed to complete the assessment. TIDE: Print-on-Demand	**PAPER-BASED EDITION.** A paper-based edition of the test may be administered as an accommodation for a student who is unable to use a computer or to take the computer-based test due to a disability. See the NGSA Test Coordinator Manual for ordering information. TIDE: Paper Edition

Test Support Name	Test	Student Status	Support Group	Support Type	**Embedded Support** *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	**External or Non-Embedded Support** *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
					TRANSCRIPTION: Students using the paper-based edition must also have the test administrator transcribe the student's responses verbatim directly into the Test Delivery System (TDS) at any time prior to the end of the testing window. Student responses not transcribed into the TDS will not be scored.	**TRANSCRIPTION:** Students using the paper-based edition must also have the test administrator transcribe the student's responses verbatim directly into the Test Delivery System (TDS) at any time prior to the end of the testing window. Student responses not transcribed into the TDS will not be scored.
Paper-Based Edition	PSAT10_SAT	IEP/504/EL Only	Accommodation	Presentation	N/A	**PAPER-BASED EDITION.** Paper-based edition of the tests may be administered as an accommodation for a student who is unable to use a computer or to take the computer-based test due to a disability. **Materials:** All paper test materials should be ordered from Sarah Thaler (sthaler@collegeboard.org). SSD Online: Paper-based Edition **PAGE TURNER.** Use of a page turner if student is taking paper edition of the SAT with Essay or PSAT 10. If student is approved for a scribe, scribe may turn pages. Otherwise, page turner can be approved under "other". SSD Online: Other or Scribe TIDE: Not Recorded
	RICAS	IEP/504/EL Only	Accommodation	Presentation	*May be provided as a non-embedded support.*	**PAPER-BASED EDITION.** Paper-based edition of the tests may be administered as an accommodation for a student who is unable to use a computer or to take the computer-based test due to a disability. PNP: Column K (Paper [value = P])
Preferential Seating	PSAT10_SAT	IEP/504 Only	Accommodation	Setting	*May be provided as a non-embedded support.*	**PREFERENTIAL SEATING.** Placement of student where he/she is most comfortable (e.g., front of room) or placement of student near proctor. SSD Online: Preferential Seating TIDE: *Non-embedded accommodation* flag should be set to *Yes*.

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Read Aloud, Repeat, or Clarify General Test Instructions	ACCESS	IEP/504 Only	Accommodation	Presentation	*May be provided as a non-embedded support.*	**READ ALOUD, REPEAT, CLARIFY GENERAL TEST DIRECTIONS IN STUDENT'S NATIVE LANGUAGE.** Someone fluent in reading and speaking the student's native language must be available and meet the criteria for administering a state assessment as outlined in the Rhode Island Test Coordinator Handbook. General Test Directions do not include any part of any test item, response options, or text (reading passages, charts, graphs, or diagrams) included with the test item. PNP: Not Recorded
Read Aloud, Text-to-Speech, Recorded Audio	ACCESS	IEP/504 Only	Accommodation	Presentation	*Human Reader accommodations for ACCESS may be provided as a non-embedded support. Human Reader options are not allowed for the online test. See page 20 of the WIDA Accessibility and Accommodations Supplement for information on how to administer the ACCESS test with these accommodations.* **REPEAT OF ITEMS:** Student listens to pre-recorded audio for items on a CD, and answer choices are read exactly as they appear on screen or in the booklet, and may be repeated one additional time. Can be used for the listening, speaking, and writing domains. **REPEAT ITEM AUDIO (RA).** This accommodation may be used to support students who need repetition based on language processing needs or attention/focus due to a documented disability. This accommodation allows the play button to be enabled and activated by the student. After the initial audio play, a repeat button becomes available. Once initiated, the audio cannot be paused or stopped. See page 25 of the WIDA Accessibility and Accommodations Supplement for more information. WIDA AMS: Select prior to testing Available for: Listening, Speaking, Writing	These accommodations may be provided to students who have a documented need for an in-person human reader (e.g., need for lip reading support, support in focusing their attention). These accommodations are only applicable to students using ACCESS for ELLs Paper. See page 20 of the WIDA Accessibility and Accommodations Supplement for information on how to administer the ACCESS test with these accommodations. This accommodation is not allowed for the reading domain on the paper edition of the ACCESS test. **HUMAN READER FOR ITEMS (STIMULI AND PROMPTS)**. (HI) This accommodation may be provided to students who have a documented need for an in-person human reader (e.g., need for lip reading support, support in focusing their attention). For Writing, this accommodation is only applicable for students in Grades 4-12 who are taking the Tier B/C form. **HUMAN READER FOR REPEAT OF ITEMS (STIMULI AND PROMTS).** (RI) This accommodation may be used to provide support that is more intensive for students who have a documented print disability and who need repetition based on language processing needs or attention/focus needs due to a documented disability. Available for Listening, Speaking, and Writing. Not available for Reading.

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					MANUAL CONTROL OF ITEM AUDIO by student (MC). This accommodation may be used to support students with disabilities who need additional time for language processing or have attention/focus needs due to a documented disability. This accommodation allows the play button to be enabled and activated by the student one time. Once initiated, the audio cannot be paused or stopped. WIDA AMS: Select prior to testing Available for: Listening, Speaking, Writing	See page 20 of the WIDA Accessibility and Accommodations Supplement for information on how to administer the ACCESS test with this accommodation. **HUMAN READER FOR RESPONSE OPTIONS (ANSWER CHOICES)**. (HR) This accommodation is only available for the Listening domain and may be used for students who have a documented disability requiring support for reading, print, or focus/attention. Students listen to the pre-recorded audio for items (either on the computer or from the CD), and text in answer choices are read exactly as they appear on screen or in the booklet by the test administrator looking over the student's shoulder to read the text, including labels on the graphics. **HUMAN READER FOR REPEAT OF RESPONSE OPTIONS (ANSWER CHOICES) ONE TIME.** (RR) The reader may repeat listening item response options (i.e., answer choices) only one time. This accommodation is only available for the Listening domain, and may be used to support students in demonstrating listening skills, rather than print decoding skills, and who need repetition based on language processing needs or attention/focus needs due to a documented disability. Response options do not include item text or prompt text. Graphics response options are not read or described. This accommodation can only be used for the listening domain. **REPEAT of ITEMS:** Student listens to pre-recorded audio for items on a CD, and answer choices are read exactly as they appear on the screen or in the booklet, and may be repeated one additional time. Can be used for listening, speaking, and writing domains. **REPEAT ITEM AUDIO (RA).** This accommodation may be used to support students who need

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						repetition based on language processing needs or attention/focus due to a documented disability. The test administrator asks the student if he/she is ready to listen, and then plays the audio delivered via CD. At the end of the recording, the test administrator will pause the audio file. The test administrator will then ask "would you like to hear that again?" If the student indicates yes, the test administrator will then ask if the student is ready to listen. The item audio file will then be played a second time. The test administrator will need to pause and re-start the audio files items; thus the test administrator must be familiar with the software that will be used to play the files. See page 25 of the WIDA Accessibility and Accommodations Supplement for more information. Available for: Listening, Speaking, Writing
Read Aloud, Text-to-Speech, Recorded Audio	DLM	IEP/504 Only	Accommodation	Presentation	**SPOKEN AUDIO.** Synthetic Spoken Audio (read aloud with highlighting) is read from left to right and top to bottom. Three preferences are available for Spoken Audio: • text only • text and graphics • nonvisual (this preference also describes page layout for students who are blind or have visual impairments). **Category 1 Support.** Screenshots showing these supports begin in the *Demonstration of Personal Needs and Preferences Supports: What Students Will See* section of the *DLM Accessibility Manual*. PNP Profile: Spoken Audio	**HUMAN READ ALOUD.** Test administrators may read the assessment aloud to students. Alternate text for test administrator who will deliver the human read aloud will include descriptions of graphics and alternate text descriptions of images are provided as additional pages after the main TIP. The TEST ADMINISTRATION MANUAL also includes information about human read aloud. **Category 3 Support**: Entered into PNP Profile but provided externally to the Kite Student Portal system. PNP Profile: Human Read Aloud **PARTNER-ASSISTED SCANNING (PAS).** is a strategy in which test administrators assist students with scanning students' response options. Test administrators read and/or point to each response option, and students indicate when presented their desired response. **Category 3 Support:** Entered into PNP Profile but provided externally to the Kite Student Portal

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						system. See testlet TIP sheets for more information. PNP Profile: Partner-assisted scanning (PAS)
Read Aloud, Text-to-Speech, Recorded Audio	NGSA	IEP/504 Only	Accommodation	Presentation	**TEXT-TO-SPEECH:** Student uses embedded Text-to-Speech feature in the Test Delivery Platform for read aloud. The student can control the speed and the volume. *Using headphones:* student may be tested in a typical-size group. *Not using headphones:* student must be tested in a separate setting. TIDE: Text-to-Speech *(select Stimuli & Items)* **READ ALOUD SELECTED WORDS** *Accessibility Feature. May be provided as a non-embedded support.*	**HUMAN READ ALOUD:** Student requires a human read aloud for science tests in English. See Appendix G for Read Aloud Guidelines. **Paper-based test:** test must be read word-for-word in English, exactly as written. The test administrator may not provide assistance to the student regarding the translation or meaning of words. The test administrator should read with emphasis only when text is bold or italicized. **Computer-based test:** The test must be administered in a separate setting either individually or to a group of 2–5 students all of whom are receiving this accommodation. TIDE: Read Aloud English **READ ALOUD SELECTED WORDS:** *Accessibility Feature.* The test administrator reads aloud (or signs, in the case of a student who is deaf or hard-of-hearing) selected words on the science test, as requested by the student. The student will point to the word or phrase that he or she needs read aloud or signed. Test administrator quietly reads aloud or signs the selected word to the student. Students using this feature may be tested alongside other students in groups of any size. TIDE: Not Recorded

Test Support Name	Test	Student Status	Support Group	Support Type	**Embedded Support** *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	**External or Non-Embedded Support** *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Read Aloud, Text-to-Speech, Recorded Audio	PSAT10_SAT	IEP/504 Only	Accommodation	Presentation	**TTS (READ TEXT ONLY).** This accommodation provides a short description of each image. This enables the native speech synthesizer to read the text on the screen and the short image description. It is intended for students who do not require a detailed description of images, and requires 50% extended time, unless approved for greater. SSD Online Options: • Assistive technology and assistive technology compatible format • ATC test form • Reader • MP3 Audio • Text-to-Speech TIDE: TTS (Read Text Only) **READ TEXT AND GRAPHICS.** This accommodation is for students who need screen readers. It renders an alternative long description for each image. In addition to reading the text on the screen, the native speech synthesizer reads the alternative long description images. It is intended for students who require detailed image descriptions and requires 100% extended time, unless approved for a longer amount of time. SSD Online: Read Text Only OR Read Text and Graphics TIDE: Read Text Only OR Read Text and Graphics	For students who require a read aloud for the paper test. These accommodations cannot be used with a digital administration. **HUMAN READER**: Personal assistant reads aloud all sections using a reader script. Must be read in a one-to-one setting. SSD Online: Human Reader TIDE: *Non-embedded accommodation* flag should be set to *Yes*. **PRE-RECORDED AUDIO (MP3 VIA STREAMING).** *See MP3.* Contact Sarah Thaler (sthaler@collegeboard.org) to order the MP3. SSD Online: Pre-recorded Audio (MP3 via Streaming) TIDE: *Non-embedded accommodation* flag should be set to *Yes*.

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Read Aloud, Text-to-Speech, Recorded Audio	RICAS	IEP/504 Only	Special Access Accommodation	Presentation	**TEXT-TO-SPEECH FOR ELA:** Use of embedded text-to-speech function for the ELA test, including test questions, response options, and passages, with or without headphones. Criteria: This accommodation is intended a student who has a disability(is) that severely limits or prevents them from reading, as documented in locally administered diagnostic evaluations. The student must meet all of the following criteria: • be virtually unable to read, even after varied and repeated attempts to teach the student to do so (i.e., the student is at the very beginning stages of learning to read, and not simply reading below grade level); and • uses this accommodation routinely (except during reading instruction); and • receives ongoing intervention to learn the skill. The student: • may be tested in a typical-sized group if using text-to-speech with headphones; • must be tested individually, in a separate setting, if text-to-speech will be used without headphones; • may be tested in a group of no more than 5 students if a human reader is used. **NOTE:** Guidelines for Transcribing Student Responses can be found in the Test Coordinator Manual. Guidelines and requirements for various TTS programs can be found in the RICAS Assistive Technology Guide. PNP: Column AC: Text-to-Speech	**HUMAN READ ALOUD FOR ELA.** Read aloud for the ELA test, including oral presentation of test questions, response options, and passages, using a human reader (for which the test administrator either reads aloud the computer-based test either logged in to a nearby computer or sitting next to the student; or reads aloud the paper-based test to the student). Criteria: This accommodation is intended for a small number of students with documented disabilities that severely limit or prevent them from reading, as documented in locally administered diagnostic evaluations. The student must meet all of the following criteria: • be virtually unable to read, even after varied and repeated attempts to teach the student to do so (i.e., the student is at the very beginning stages of learning to read, and not simply reading below grade level); and • uses this accommodation routinely (except during reading instruction); and • receives ongoing intervention to learn the skill. The student: • may be tested in a typical-sized group if using text-to-speech with headphones; • must be tested individually, in a separate setting, if text-to-speech will be used without headphones; and • may be tested in a group of no more than 5 students if a human reader is used. All students must be receiving this accommodation. PNP: Column Z: Human Read Aloud as Special Access Accommodation

Test Support Name	Test	Student Status	Support Group	Support Type	**Embedded Support** *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	**External or Non-Embedded Support** *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Read Aloud, Text-to-Speech, Recorded Audio	RICAS	IEP/504/EL Only	Accommodation	Presentation	**TEXT-TO-SPEECH FOR MATH:** Student requires text-to-speech (TTS) for math tests in English. Text is read aloud using embedded text-to-speech technology in TestNav. The student can control the volume. **NOTES:** • Using headphones: student may be tested in a typical-size group. • Not using headphones: student must be tested in a separate setting. • *Reading aloud selected words on the Mathematics tests* is an accessibility feature and may be more appropriate for students who need occasional reading assistance. PNP: Column AC (Text-to-Speech)	**HUMAN READ ALOUD FOR MATH (ENGLISH):** Student requires a human read-aloud for math tests in English. • **Paper-based test:** test must be read word- for-word in English, exactly as written. The test administrator may not provide assistance regarding the translation or meaning of words. The test administrator should read with emphasis only when indicated by bold or italicized text. • **Computer-based test:** the test must be administered in a separate setting either individually or to a group of 2–5 students all of whom are receiving this accommodation. **NOTES:** *Reading aloud selected words on the Mathematics tests* is an accessibility feature and may be more appropriate for students who need occasional reading assistance. PNP: Column Y (Standard Human Read Aloud Mathematics)

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Screen Reader	PSAT10_SAT	IEP/504 Only	Accommodation	Presentation	**ASSISTIVE TECHNOLOGY.** The online test platform can provide the student with use of a screen reader while taking the test. This accommodation renders an alternative long description for an image to convey the necessary information. It is intended for students with visual impairment using assistive technology devices, including screen readers such as JAWS, NVDA, and refreshable braille displays (RBDs). It is automatically enabled with the Assistive Technology (AT) accommodation. Students test with standard time, except during the Writing and Language Test, which requires 100% extended time, unless approved for other extended time accommodation. **SCREEN READER.** For students testing with a screen reader such as JAWS or NVDA, please refer to the Assistive Technology Resource Guide at digitaltesting.collegeboard.org for configuration requirements. **REFRESHABLE BRAILLE.** For students who use refreshable braille, tactile graphics must be ordered. TIDE: AT (JAWS, NVDA, Braille Display, etc.) SSD Online: Assistive Technology (Provide name of accommodation that requires use of a screen reader).	**ASSISTIVE TECHNOLOGY COMPATIBLE (ATC) TEST FORM.** The ATC format provides a digital version of the test delivered on a flash drive. This test is in an accessible Word format. It's intended for use with technologies that assist students in reading the test, such as screen readers and other technologies. Some students use this accommodation without other technologies in order to enlarge text. SSD Online: Assistive Technology Compatible (ATC) Test Form. See human read aloud for paper administrations.
	RICAS	IEP/504 Only	Accommodation	Presentation	**SCREEN-READER EDITION.** This is a special format of the computer-based test for a student who is blind or visually impaired that can be used to run an assistive technology application **(**e.g., JAWS, NVDA, etc.**)** for browser navigation and to deliver the computer-based test with items tagged to work with screen-reader technology. Screen Reader is generally used in conjunction with a Refreshable Braille display or hard-copy braille test. **NOTE:** If Spell Check accommodation is also selected, the student must use a spell-checking	*See Braille Edition.*

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					program on a second computer. If selecting Screen Reader Edition, students will automatically receive braille hard-copy test for mathematics so students will have all figures and graphics. Students will receive braille hard-copy test for ELA only if graphics are included in the test. **Screen-reader is different from Assistive Technology or Text-to-Speech. Please ensure that you are selecting the right accommodation.** **MATERIALS.** A hard-copy Braille edition test will automatically be ordered through the SR/PNP. The hard copy will provide the student with the appropriate Braille graphics. **TRANSCRIPTION.** All answers must be entered, either by the student or test administrator, onscreen. PNP: Column V **(**Screen Reader)	
Separate or Alternate Test Location	ACCESS	IEP/504 Only	Accommodation	Setting	*May be provided as a non-embedded support.*	**WITHIN THE SCHOOL BUILDING.** Administration of the assessment in an alternate education setting in school building with appropriate supervision (e.g., bilingual/English setting, special education setting, distraction-free space). **OUTSIDE OF THE SCHOOL BUILDING (HOME OR HOSPITAL).** Administration in alternate setting outside of school building with appropriate supervision (e.g., homebound, medical care facility). This accommodation does not include students attending outplacement schools.
	PSAT10_SAT	IEP/504 Only	Accommodation	Setting	*May be provided as a non-embedded support.*	**OUTSIDE OF THE SCHOOL BUILDING (HOME OR HOSPITAL).** Administration in alternate setting outside of school building with appropriate supervision (e.g., homebound, medical care facility). *This accommodation does not include students attending outplacement schools.* SSD Online: Home / Hospital Testing TIDE: *Non-embedded accommodation* flag should be set to *Yes*.

Test Support Name	Test	Student Status	Support Group	Support Type	**Embedded Support** *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	**External or Non-Embedded Support** *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Sign Language Interpreter for General Test Directions	ACCESS	IEP/504 Only	Accommodation	Presentation	*May be provided as a non-embedded support.*	**INTERPRETER SIGNS TEST DIRECTIONS IN ASL. (SD).** Interpreter signs test directions in American Sign Language (ASL) or sign system to sign test directions to the student. Directions refer to administration logistics, test directions, and practice items provided prior to the first test item. Translation of test items into ASL or another sign system is not permitted. See page 22 of the *WIDA Accessibility and Accommodations Supplement.*
	NGSA	IEP/504 Only	Accommodation	Presentation	*May be provided as a non-embedded support.*	**HUMAN SIGNER.** Human signer for a student to who is deaf or hard-of-hearing for general test directions, not test items or reading passages. TIDE: Not Recorded
	PSAT10_SAT	IEP/504 Only	Accommodation	Presentation	*May be provided as a non-embedded support.*	**SIGN LANGUAGE INTERPRETER FOR ORAL INSTRUCTIONS ONLY.** Oral test directions are provided using American Sign Language (ASL) or Signed Exact English (SEE). SSD Online: Sign Language Interpreter for Oral Instructions ONLY TIDE: *Non-embedded accommodation* flag should be set to *Yes*.
	RICAS	IEP/504 Only	Accommodation	Presentation	*May be provided as a non-embedded support.*	**SIGN LANGUAGE INTERPRETER FOR GENERAL TEST DIRECTIONS.** Human signer for a student to who is deaf or hard-of-hearing for general test directions, not test items or reading passages. PNP Column: AQ (Any other accommodation not listed in SR/PNP)

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Sign Language Interpreter for Reading Passages	RICAS	IEP/504 Only	Special Access Accommodation	Presentation	*May be provided as a non-embedded support.*	**HUMAN SIGNER FOR ELA READING PASSAGES.** A student who is deaf or hard-of-hearing and is severely limited or prevented from reading, as documented in locally-administered diagnostic evaluations my need a human signer for the ELA reading passages. The student must meet all of the following criteria: • be virtually unable to read, even after varied and repeated attempts to teach the student to do so (i.e., the student is at the very beginning stages of learning to read, and not simply reading below grade level), due to a documented disability and/or history of early and prolonged lack of exposure to and use of language; and • uses this accommodation routinely, except during reading instruction; and • receives ongoing intervention to learn the skill. • The test must be signed in accordance with the Sign Language Accommodation guidance in this document. PNP Column: AB: Human Signer as Special Access Accommodation

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Sign Language Interpreter for Test Questions	ACCESS	IEP/504 Only	Accommodation	Presentation	*May be provided as a non-embedded support.*	**Section 1.3: ELLs Identified as Deaf or Hard-of-Hearing.** Use the following guidance to determine how to support the student during ACCESS testing: • The general test directions may be translated into ASL, or other sign system, by a qualified translator, for the entire test. Test administrators must administer the test according to the RI ASL testing guidelines. These guidelines can be found at www.ride.ri.gov/accommodations. • The listening domain test items may be translated into ASL, or other sign system, by a qualified translator or read aloud in English by the test administrator, including lip-reading support (see Human Reader for items, page 19). If the student does not know ASL, or other sign system, and does not lip-read, then the listening domain should be omitted from testing. • The speaking domain will be omitted from testing students who cannot vocalize. If a student can vocalize, in English, then they may be tested on this domain. The IEP Team should decide whether or not the student should be tested in this domain and include that decision in the student's IEP. • The reading domain may not be translated into ASL or any other sign system. • The writing domain may not be translated into ASL or any other sign system.
	DLM	IEP/504 Only	Accommodation	Presentation	*May be provided as a non-embedded support.*	**SIGN INTERPRETATION OF TEXT.** Test administrators may sign the content to students using American Sign Language (ASL), Signing Exact English, or personalized sign systems. **Category 3 Support:** Entered into PNP Profile but provided externally to the Kite Student Portal system. See testlet TIP sheets for more information. PNP Profile: Sign Interpretation of Text

Test Support Name	Test	Student Status	Support Group	Support Type	**Embedded Support** *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	**External or Non-Embedded Support** *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Sign Language Interpreter for Test Questions	NGSA	IEP/504 Only	Accommodation	Presentation	*May be provided as a non-embedded support.*	Sign language interpreters may translate the test questions (items), and response options into American Sign Language, Signed Exact English, or other sign system used by the student in accordance with the Sign Language Accommodation guidance in Appendix K. TIDE: Sign Language Interpreter
	PSAT10_SAT	IEP/504 Only	State-Allowed Accommodation	Presentation	*May be provided as a non-embedded support.*	**SIGN LANGUAGE INTERPRETER.** Sign-language interpreter for reading, writing, and/or mathematics questions and response options. SSD Online: Sign language Interpreter for Test Questions. TIDE: *Non-embedded accommodation* flag should be set to *Yes*. **SIGNED EXACT ENGLISH (SEE)** may be provided for signing test questions and reading passages if the student has both a reading and hearing impairment. SSD Online: Sign Language Interpreter Other TIDE: *Non-embedded accommodation* flag should be set to *Yes*.

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Sign Language Interpreter for Test Questions	RICAS	IEP/504 Only	Accommodation	Response	*May be provided as a non-embedded support.*	**HUMAN SIGNER FOR MATHEMATICS AND ELA TEST QUESTIONS AND RESPONSE OPTIONS ONLY.** (*See Human Signer for ELA Reading Passages*) for a student who is deaf or hard-of-hearing: • The test must be signed in accordance with the Sign Language Accommodation guidance in Appendix K. • The test must be administered in a separate setting, either individually or to a small group of 2–5 students, all of whom are receiving this accommodation. NOTE: • Under secure conditions supervised by the principal, interpreters may review the test materials once they become available, either online or delivered to the school, for the purpose of preparing to sign the test. Test materials may not be removed from the school or accessed online outside of the school. Interpreters must sign non-disclosure agreements. • If preferred, selected words, phrases, or sections of the mathematics test may be signed, as requested, rather than signing the entire test. PNP Column: AA (Standard Human Signer)
Sign Language Response - ASL	PSAT10_SAT	IEP/504 Only	State-Allowed Accommodation	Response	May be provided as a non-embedded support.	**AMERICAN SIGN LANGUAGE (ASL).** Student responds in American Sign Language (ASL) for reading and/or Mathematics. **NOTE: Test scores of students using this accommodation will not be accepted by universities or colleges for admissions purposes. Please discuss with students and families to ensure they understand the implications of this accommodation.** SSD Online: Other Recording Answers TIDE: *Non-embedded accommodation* flag should be set to *Yes*.

Test Support Name	Test	Student Status	Support Group	Support Type	**Embedded Support** *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	**External or Non-Embedded Support** *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Simplified Test Directions	NGSA	IEP/504/EL Only	Accommodation	Presentation	*May be provided as a non-embedded support.*	**SIMPLIFIED TEST DIRECTIONS.** The test administrator can simplify ONLY the general test directions using the guidelines found in Appendix J of this manual. Simplifying any part of a test item is a violation of test administrator procedures. Directions may be simplified in student's native language. A separate setting may also be required. TIDE: Simplified Test Directions
Small Group Administration	PSAT10_SAT	IEP/504 Only	Accommodation	Setting	*May be provided as a non-embedded support.*	**SMALL GROUP TESTING.** Small groups may not have more than ten students. The ideal size for a small group for testing is two to eight students. Students in small groups should have the same or similar accommodations. Testing location must be a secure and safe environment within the school building. SSD Online: Small Group Testing TIDE: *Non-embedded accommodation* flag should be set to *Yes*.

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Speech-to-text, Scribe, Dictates, or Records Responses	ACCESS	IEP/504 Only	Accommodation	Response	**SPEECH-TO-TEXT OR AAC DEVICE.** The test administrator types student responses directly into the test engine as the student dictates their responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), gesturing, pointing, or eye-gazing. All responses must be transcribed at the time of testing. See Appendix D for Scribe Guidance Available for: Listening, Reading, Writing	**SCRIBE.** The test administrator marks or writes student responses into the student response booklet as the student dictates responses either verbally, using an external speech-to-text device, an augmentative communication device (e.g., picture/word board), or by gesturing, pointing, or eye gazing. All responses must be transcribed at the time of testing. See Note below Available for: Listening, Reading, Writing **WORD PROCESSOR OR SIMILAR KEYBOARDING DEVIDE USED TO RESPOND TO TEST ITEMS.** Student responds using standalone/external word processing or similar keyboarding device. See Note below. Available for Listening, Reading, Writing **STUDENT RESPONDS USING RECORDING DEVICE.** Student uses a recording device to respond and then transcription occurs in one of following ways: 1. The student transcribes their own responses into the test platform or into the paper test booklet. 2. The test administrator transcribes the student responses into the test platform or the paper test booklet. Available only for Writing. **NOTE:** For all accommodations listed above, see Appendix C in the *WIDA Accessibility and Accommodations Supplement* for guidance on transcribing student responses and Appendix D for scribe guidance.

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Speech-to-text, Scribe, Dictates, or Records Responses	DLM	IEP/504 Only	Accommodation	Presentation	*May be provided as a non-embedded support.*	**TEST ADMINISTRATOR ENTERING STUDENT RESPONSES.** If students are unable to physically input their response options, they may indicate their responses through their typical response mode and/or forms of communication (e.g., eye gaze, gesture). Test administrators may key in those responses only when students are unable to independently and accurately record their responses in Student Portal. **Category 3 Support:** Entered into PNP Profile but provided externally to the Kite Student Portal system. PNP Profile: Test Administrator Entering Student Responses
	NGSA	IEP/504 Only	Accommodation	Response	**SPEECH-TO-TEXT (STT).** A student uses a speech-to-text program. There are two options: 1. STT program on a separate computer if program is not compatible with the Test Delivery System. 2. Use Permissive Mode to run STT programs such as Dragon Naturally Speaking, which will work with the Test Delivery System. Always test the functionality of the student's STT program prior to testing to ensure compatibility. Permissive Mode must be selected in TIDE prior to testing. TIDE: Speech-to-Text *and* Permissive Mode. **NOTE: NGSA does not contain constructed response items; only multiple-choice items.** If a student has a STT accommodation in their IEP for writing, they may not need it for this test. You may want to consider human scribe or dictation as an accommodation instead. • **Additional Accommodations:** Extended Time, Separate Location, and One-to-One administration will also be needed.	**HUMAN SCRIBE.** A human scribe records the student's responses verbatim during testing either into the Test Delivery System (TDS) directly or the student's answer booklet. TIDE: SCRIBE **SPEECH-TO-TEXT.** A student uses an external speech-to-text program that is not compatible with the Test Delivery System on a separate computer to generate their responses to the test questions. **STUDENT RECORDS RESPONSES.** Student uses an external augmentative communications device (other than a smartphone) to dictate or generate responses under the direct supervision of a test administrator using one of the options below. **TRANSCRIPTION:** Students using one of the accommodations above must also have the test administrator transcribe the student's responses verbatim directly into the Test Delivery System (TDS) at any time prior to the end of the testing window. **NOTE:** Extended Time, Separate Location, and One-to-One administration will also be needed. **EXTERNAL AUDIO RECORDING DEVICE.** The

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
						student uses an external recording device (other than a smartphone) while reading the test aloud, then the responses are transcribed by either the student or the test administrator into the answer booklet while playing back recorded segment(s). Responses must be deleted from the device once transcription is completed. TIDE: Not Recorded **VIDEO RECORDING DEVICE.** Student who is deaf or hard-of-hearing uses a video to record their signed responses to test items, then the responses are transcribed by either the student or the test administrator into TestNav while playing back recorded segment(s). Any recorded responses must be deleted from the device once transcription is complete. TIDE: Not Recorded **INTO TEST BOOKLET.** Responses to test items are recorded by the student in the test booklet, rather than the answer booklet. Responses must be transcribed by a test administrator into the answer booklet. If the student transcribes his or her own responses, the transcription must occur during the test session and be completed on the date in which the test session began. TIDE: Not Recorded

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Speech-to-text, Scribe, Dictates, or Records Responses	PSAT10_SAT	IEP/504 Only	Accommodation	Response	**SPEECH-TO-TEXT.** Student uses speech-to-text program compatible with the Test Delivery System for responding to test items. SSD Online: Assistive Technology TIDE: Permissive Mode **WRITER/SCRIBE TO RECORD RESPONSES.** *May be provided as a non-embedded support.*	**SPEECH-TO-TEXT.** Student uses speech-to-text program for responding to test items on separate computer. The online test delivery system can administer the digital test with Speech-to-Text. SSD Online: Assistive Technology **WRITER/SCRIBE TO RECORD RESPONSES.** Student responds orally for multiple choice items (e.g., student tells assessment administrator which answer they are selecting) and/or for responding to constructed response items for writing. SSD Online: Writer/Scribe to Record Responses TIDE: *Non-embedded accommodation* flag should be set to *Yes*. **RECORD ANSWERS IN TEST BOOKLET.** Responses to test items are recorded by the student in the paper test booklet, rather than the answer booklet. Responses must be transcribed by a test administrator into the answer booklet. If the student transcribes his or her own responses, the transcription must occur during the test session and be completed on the date in which the test session began. Students who require this accommodation should take the paper edition of the SAT or PSAT 10. SSD Online: Record Answers in Test Booklet TIDE: *Non-embedded accommodation* flag should be set to *Yes*.
Speech-to-text, Scribe, Dictates, or Records Responses	RICAS ELA	IEP/504 Only	Special Access Accommodation	Response	**SPEECH-TO-TEXT ON RICAS ELA TEST.** This special access accommodation is only for students who meet at least one of the criteria in the next column. • Web extensions are available to download for Co:Writer Universal and Read&Write. • Web extensions must be designated in the student's SR/PNP for Co:Writer or Read&Write. **DO NOT ORDER THE AT TEST FORM FOR THIS ACCOMMODATION.** • As with all technology, the student should use	**SPEECH-TO-TEXT ON RICAS ELA TEST.** This special access accommodation is only for students who meet at least one of these criteria: 1. has a language-processing disability and requires the dictation of virtually all written responses to a scribe or an electronic speech-to-text conversion device to generate responses, OR 2. who is unable to use his or her writing hand or arm at the time of testing due to a fracture, severe injury, or recovery from surgery. In this

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
					the practice test to familiarize themselves with the web extension. • Detailed instructions for accessing the web extensions are in the RICAS Assistive Technology Guidelines (www.ride.ri.gov/accommodations)	case, the accommodation can be administered as an Emergency Accommodation. Please complete the Emergency Accommodation Form in Appendix D. If the student meets one of the criteria above, the student can communicate their responses to the RICAS ELA test items in one of the following ways: **HUMAN SCRIBE.** A human scribe records the student's responses verbatim during testing directly into TestNav or the student's answer booklet. See the back of this manual for Human Scribe Guidelines for the RICAS ELA test. PNP: Column AH (Human Scribe ELA) **SPEECH-TO-TEXT.** A student uses an external speech-to-text program on a separate computer. PNP: Column?? (speech-to-text) **STUDENT DICTATES RESPONSES.** Student uses an external augmentative communications device (other than a smartphone) to dictate or generate responses under the direct supervision of a test administrator. PNP: Column (Student dictates responses/AT/AAC Device) **TRANSCRIPTION:** Students using one of the accommodations above must also have the test administrator transcribe the student's responses verbatim either directly into TESTNAV or into the student's answer booklet at any time prior to the end of the testing window. PNP:
Speech-to-text, Scribe, Dictates, or Records Responses	RICAS	IEP/504/EL Only	Accommodation	Response	**SPEECH-TO-TEXT.** An external speech-to-text program can be used on a separate computer for the student to use to record their responses to math test questions. PNP: Columns AI (Speech-to-Text) *and* W (Compatible Assistive Technology)	Student requires a scribe in order to respond to the mathematics test questions. Options below can be used with the paper or computer-based mathematics tests (English or Spanish): **HUMAN SCRIBE.** A human scribe records the student's responses verbatim during testing either into the Test Delivery System (TDS) directly or the student's answer booklet.

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					NOTES: • **Possible additional accommodations:** Extended Time, Separate Location, and One-to-One Administration may be needed. • The **web extensions** available for the ELA test for Co:Writer Universal and Read&Write will not work on the math tests because they interfere with the Equation Editor. **Emergency Accommodation:** While you may administer the speech-to-text as an emergency accommodation if the student is unable to use his or her writing hand or arm at the time of testing due to a recent fracture, injury, or recovery from surgery, we do not recommend it if the student isn't already comfortable with using such software. Instead, we recommend the scribe accommodation to be provided as an emergency accommodation. Please complete the Emergency Accommodation Form in the back of the AAF Manual.	PNP: Column AH (Human Scribe ELA) **STUDENT DICTATES RESPONSES.** Student uses an external augmentative communications device (other than a smartphone) to dictate or generate responses under the direct supervision of a test administrator using one of these options: **AUDIO RECORDING DEVICE.** The student uses an external recording device (other than a smartphone) to record their responses to test items, then the responses are transcribed by either the student or the test administrator into the answer booklet (if taking the paper test) or into TestNav (if taking the computer-based test) while playing back recorded segment(s). Responses must be deleted from the device once transcription is completed. PNP Column: AQ (Any other accommodation not listed in SR/PNP) and **VIDEO RECORDING DEVICE.** Student who is deaf or hard-of-hearing uses a video to record their signed responses to test items, then the responses are transcribed by either the student or the test administrator into the answer booklet (if taking the paper test) or into TestNav (if taking the computer-based test) while playing back recorded segment(s). Any recorded responses must be deleted from the device once transcription is complete. PNP Column: AQ (Any other accommodation not listed in SR/PNP) **INTO TEST BOOKLET.** Responses to test items are recorded by the student in the test booklet, rather than the answer booklet. Responses must be transcribed by a test administrator into the answer booklet. If the student transcribes his or her own responses, the transcription must occur during the test session and be completed on the date in which the test session began.

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
						PNP Column: AQ (Any other accommodation not listed in SR/PNP) **ADDITIONAL ACCOMMODATIONS:** Students using one of the accommodations above must also have a way to submit their responses for testing using one of the options below. **TRANSCRIPTION.** The test administrator transcribes the student's responses verbatim directly into TestNav at any time prior to the end of the testing window. **TYPED RESPONSES.** Responses must be printed out, one response per page, and inserted in the student's answer booklet with all required information on each page. No transcription is necessary. After printing out, responses must be deleted from word processor or device. PNP Column: AK (Typed Responses) **NOTES:** *Spanish Mathematics Tests:* Test administrators may not translate the student's Spanish responses into English. All responses must be transcribed into the online test platform or paper Spanish test exactly as dictated by the student. • **Possible additional accommodations:** Extended Time, Separate Location, and One-to-One Administration may be needed. • **Emergency Accommodation:** While you may administer the speech-to-text as an emergency accommodation if the student is unable to use his or her writing hand or arm at the time of testing due to a recent fracture, injury, or recovery from surgery, we do not recommend it if the student isn't already comfortable with using such software. Instead, we recommend the scribe accommodation to be provided as an emergency accommodation. The Emergency Accommodation Form in the back of the AAF Manual must be completed.

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Spell-checker for the ELA Test	RICAS	IEP/504 Only	Special Access Accommodation	Response	*May be provided as a non-embedded support.*	**SPELL-CHECKER.** Student meets the criteria for receiving this accommodation on the RICAS ELA test. The student requires the use of a spell-checking device or software. Spell-checking software must be on a separate computer. Grammar check and internet access must be turned off. **Criteria:** This accommodation is intended for a student who has a documented disability that severely limits or prevents them from spelling correctly, even after varied and repeated attempts to teach the student to do so, as documented by locally-administered diagnostic evaluations. The student must meet *all* of the following criteria: • be virtually unable to spell simple words (i.e., at the beginning stages of learning how to spell); • produces understandable written work only when provided this accommodation, which the student uses during routine instruction; and • receives ongoing intervention to learn the skill. PNP: Column AM: Spell Checker
Stay on track	PSAT10_SAT	IEP/504 Only	Accommodation	Presentation	*May be provided as a non-embedded support.*	**STAY ON TRACK.** Teacher provides visual, auditory or physical cues to student to begin, maintain, or finish task. Student cannot be cued to move on to the next question. Student may be advised of amount of time remaining. SSD Online: Other TIDE: *Non-embedded accommodation* flag should be set to *Yes*.
Streamline Mode	PSAT10_SAT	IEP/504 Only	Accommodation	Streamline Mode	**STREAMLINE MODE.** This format rearranges how the item is presented to the student. The item stimuli are displayed above the item stem and the response options. **NOTE:** When magnification is 5x or above, streamline mode automatically turns on. TIDE: Streamline Mode	N/A

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Translation of General Test Directions	ACCESS	EL	Accommodation	Presentation	*May be provided as a non-embedded support.*	**TRANSLATION OF GENERAL TEST DIRECTIONS.** For students who speak languages other than English and Spanish and require translated directions, the test administrator may translate general test directions. The test administrator must be fluent in reading and speaking the student's native language. ONLY the general test directions may be translated. Translating ANY part of the item stimulus, questions, reading passages, or response items is considered a test irregularity.
	NGSA	EL	Accommodation	Presentation	**TRANSLATION OF GENERAL TEST DIRECTIONS.** For students who take the science test in Spanish, test directions in the online test platform will be in Spanish. No other languages will be available online other than English and Spanish. TIDE: Not Recorded	**TRANSLATION OF GENERAL TEST DIRECTIONS.** For students who speak languages other than English and Spanish and require translated directions, the test administrator may translate general test directions. The test administrator must be fluent in reading and speaking the student's native language. ONLY the general test directions may be translated. Translating ANY part of the item stimulus, questions, reading passages, or response items is considered a test irregularity. TIDE: Not Recorded
	PSAT10_SAT	EL	Accommodation	Presentation	*May be provided as a non-embedded support.*	**TRANSLATED GENERAL TEST DIRECTIONS.** For students who speak languages other than English and who require translated directions, printed copies of the general test directions in various languages can be found at www.ride.ri.gov/sat. The available languages include Albanian, Arabic, Bengali, Bosnian, Cambodian (Khmer), Chinese (Mandarin), French, Gujarati, Haitian Creole, Hindi, Italian, Polish, Portuguese, Russian, Somali, Spanish, Urdu, and Vietnamese. SSD Online: Not Recorded TIDE: *Non-embedded accommodation* and *EL* flags should be set to *Yes*.

Test Support Name	Test	Student Status	Support Group	Support Type	**Embedded Support** *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	**External or Non-Embedded Support** *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Translation of General Test Directions	RICAS	EL	Accommodation	Presentation	**TEST ADMINISTRATOR READS ALOUD/REPEATS/CLARIFIES GENERAL ADMINISTRATION DIRECTIONS IN STUDENT'S NATIVE LANGUAGE.** For students who take the science test in Spanish, test directions in the online test platform will be in Spanish. No other languages will be available online other than English and Spanish. Script is read in Spanish. No other languages are available; general test directions can be translated by the school as necessary. PNP:	**TEST ADMINISTRATOR READS ALOUD/REPEATS/CLARIFIES GENERAL ADMINISTRATION DIRECTIONS IN STUDENT'S NATIVE LANGUAGE.** For students who speak languages other than English and Spanish and who require translated directions, the test administrator may translate general test directions. The test administrator must be fluent in reading and speaking the student's native language. Printed copies of the general test directions in languages other than Spanish are not available. ONLY the general test directions may be translated. Translating ANY part of the item stimulus, questions, reading passages, or response items is considered a test irregularity. PNP:
Word Prediction	NGSA	IEP/504 Only	Accommodation	Response	**WORD PREDICTION.** *The NGSA Science test does not have constructed response test items, so while the student may have this accommodation in their IEP or 504 Plan, it may not be necessary for this assessment.*	**WORD PREDICTION.** *The NGSA Science test does not have constructed response test items, so while the student may have this accommodation in their IEP or 504 Plan, it may not be necessary for this assessment.*
	PSAT10_SAT	IEP/504 Only	Accommodation	Response	**WORD PREDICTION.** **SAT.** *This accommodation is not allowed for the SAT essay.* **PSAT 10** *does not have constructed response or essay test items, so while the student may have this accommodation in their IEP or 504 Plan, it may not be necessary for this assessment.*	**WORD PREDICTION.** **SAT.** *This accommodation is not allowed for the SAT essay.* **PSAT 10** *does not have constructed response or essay test items, so while the student may have this accommodation in their IEP or 504 Plan, it may not be necessary for this assessment.*

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform.*
Word Prediction	RICAS	IEP/504 Only	Special Access Accommodation	Response	**WORD PREDICTION ON RICAS ELA TEST.** This special access accommodation is only for students who meet at least one of the criteria in the next column. • Web extensions are available to download for Co:Writer Universal and Read&Write. • Web extensions must be designated in the student's SR/PNP for Co:Writer or Read&Write. **DO NOT ORDER THE AT TEST FORM FOR THIS ACCOMMODATION.** • As with all technology, the student should use the practice test to familiarize themselves with the web extension. • Detailed instructions for accessing the web extensions are in the *RICAS Assistive Technology Guidelines.* (www.ride.ri.gov/accommodations)	**WORD PREDICTION FOR THE ELA TEST.** The student must use an external word prediction device that provides a bank of frequently or recently used words after the student keyboards the first few letters of a word. **The student must meet all of the following criteria in order to receive this accommodation:** 1. have a disability or disabilities that severely limit or prevent them from recalling and processing language to write or keyboard written responses without the use of a word prediction device, application, or software; AND 2. can access written expression only through the use of word prediction software that they use routinely to generate written responses. A test administrator should facilitate the transfer of information from the external device or application to the answer booklet or onscreen. Written responses must either be transcribed by the student at the time of testing or be transcribed by an adult prior to the end of the testing window. **NOTE:** During testing, internet access must be turned off/restricted; and the "predict-ahead" and "predict online" functions must be turned off since these functions automatically select words for the student. PNP: Column AN: Word Prediction

Note regarding transcribing student responses: The process of transcribing a student's responses onscreen or into his or her answer booklet by a test administrator (e.g., from the large print answer booklet) may occur *anytime* during the testing window, but must be monitored and supervised by the principal, test coordinator, or another test administrator.

RICAS Special Access Accommodations for Students with Disabilities

Special access accommodations are intended for use by a *very small number of students* who would not otherwise be able to access the test because of a disability that severely limits or prevents them from performing the skill in question. Teams must exercise caution when considering whether a student requires a special access accommodation, since these accommodations may alter part of what the test is designed to measure. Teams must carefully review the criteria described for each special access accommodation listed in Table 5 that follows. Test results for a student who took the test using special access accommodation(s) must be interpreted with caution by parents and schools.

NOTE: RIDE will review each district's rate of use of special access accommodations. To ensure that IEP teams and 504 plan coordinators carefully review and apply appropriate criteria for use of special access accommodations, districts must do the following:

- train members of IEP teams and 504 plan coordinators on the use of accommodations, including "special access" accommodations;
- review all guidelines with staff for special access accommodations listed in Table 5; and
- Revise the IEPs and 504 plans of students with disabilities as needed.

Although test accommodations should generally be consistent with accommodations used for instruction, the use of a "special access" accommodations during instruction *does not* automatically qualify a student to receive the same accommodation on a test **unless the student meets the criteria for that accommodation.**

IEP and 504 teams are encouraged to make consistent, defensible, and appropriate decisions for each student based on locally administered diagnostic assessments and to amend the IEPs and 504 plans of students who do not meet the criteria for the accommodation being considered.

V. Participation Requirements for Students Who Are English Learners (ELs)

EL students must participate in all statewide tests scheduled for their grades, regardless of the language program and services they are receiving or the amount of time they have been in the United States.

The one exception applies to first-year EL students who enrolled in U.S. schools **after April 1, 2018** for whom ELA testing is *not required*. **First-year EL students *must* participate in mathematics and science tests, as applicable.** Results will be reported for diagnostic purposes only; students' results will not be included in school and district accountability reporting.

EL Participation Requirements for State Assessments

	ELA Test (PSAT10, SAT, RICAS, or DLM)	**Mathematics Test** (PSAT10, SAT, RICAS, or DLM)	**Science Test** (NGSA or DLM)
First-Year EL Students	*Not Required*	Required	Required
All Other Students	Required	Required	Required

For questions and information regarding the **identification screening, placement, and reclassification of EL students,** contact Flavia Molea-Baker, RIDE Office of Student, Community, and Academic Supports (OSCAS) at 401-222-8985 or flavia.moleabaker@ride.ri.gov or at: www.ride.ri.gov/ELs.

VI. Accessibility Features and Accommodations for EL Students

In addition to the accessibility features listed elsewhere in this manual that are available, several additional accommodations are also available to ELs. Table 6 describes which accommodations may be used by ELs, and Table 7 describes the relative suitability of each accommodation for students at beginning, intermediate, and advanced levels of English proficiency.

Selecting Accessibility Features and Accommodations for EL Students

Decisions about universal and designated features and accommodations for EL students should be made by an informal group of educators familiar with the student; the group will identify the appropriate features and accommodations for each EL student. The decisions of the informal decision-making team should be documented using either the sample form provided in Appendix A, or using a similar, locally designed form.

Individuals involved in the decision-making process may include any of the following:

- the student
- the student's English as a Second Language (ESL) educator
- school administrator (principal/assistant principal)
- general educator (content area teacher)
- special educator (if appropriate)
- parent or guardian

Decision-making teams are encouraged to determine and assign features and accommodations to EL students as early as possible in the school year to ensure that the student is familiar with their use. The student should not be introduced to an accessibility feature or accommodation on the day of the assessment. Appropriate features and accommodations are intended to allow EL students to demonstrate their knowledge and skills more effectively.

Guidelines for Selecting Accessibility Features and Accommodations for EL Students

Because a student's level of English language proficiency is transitional, and the student's linguistic needs will differ from one year to the next, universal and designated accessibility features and accommodations should be examined and revised annually as the EL student makes progress toward English proficiency.

Decision-Making Procedures

The following procedures can be used to make appropriate decisions regarding selection of features and accommodations for EL students:

1. While examining the range of supports allowed on tests that may help the EL student access the curriculum and take assessments more effectively, the student's classroom teacher should ask him- or herself the following question:
    - *Has a particular feature and/or accommodation been used successfully in the past to assist students in similar situations and at similar English proficiency levels?*
2. While trying out the selected supports during routine instruction to determine whether they meet the student's needs, the teacher should ask him- or herself the following questions:
    - *Does the feature and/or accommodation help the student overcome the barrier posed by his or her developing English language proficiency?*
    - *Is the student comfortable using the feature or accommodation?*
3. The teacher should observe the student in the classroom (or if possible, across different classrooms and school settings) using the feature or accommodation and inform members of the decision-making team which features or accommodations seem most appropriate and effective.

    Based on the feature(s) and/or accommodations listed in this manual and used successfully in the classroom, the teacher can select the appropriate features and/or accommodations for use on the tests.
4. The teacher should document the final decisions either on the sample form provided in Appendix A, or use a similar locally designed form, and keep this form in the student's file.

Involving EL Students in Selecting and Using Accommodations

The more that an EL student is involved in the accommodation selection process, the more likely the accommodations will be accepted and used by the student. Also, as students' English proficiency increases, and especially as students reach adolescence and the desire to be more independent increases, students will help to determine when the support is no longer useful. Students are likely to increase their self-advocacy abilities over time to ensure that the selected supports are provided during testing. Teachers and other adults can play a role in assisting students to advocate on their own behalf regarding their need for and use of accessibility features and accommodations.

It is important to introduce the use of selected features and accommodations as early as possible before the tests are administered to familiarize students with their use and determine their effectiveness. Accommodations should not be provided for the first time during an assessment.

Evaluating the Effectiveness of Features and Accommodations

Accessibility features and accommodations should be evaluated over time for their effectiveness. Observations conducted during test administration, interviews with test administrators, and talking with students after testing is likely to yield data that can be useful in guiding the evaluation of the use of features and accommodations at the school, district, and student levels.

The following questions can guide decision-making regarding the effectiveness of the selected accessibility features and accommodations.

- Was the student familiar with the feature or accommodation prior to testing?
- Does the student use the feature or accommodation routinely?
- Was the student comfortable using the feature or accommodation?
- Does the student's performance on the assessment improve when the feature or accommodation is used?

Table 3. Accommodations for Students Who Are English Learners (ELs)

The following table contains accommodations available to EL students and should be used in addition to the table accessibility features available to all students. If an EL student also has a disability, then the table of accommodations for students with disabilities should also be used.

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *(Use the information in this column for the computer-based edition of the test and the test support is either built into the test platform or another device interfaces with the test platform)*	External or Non-Embedded Support *(Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform)*
Bilingual Word-to-Word Dictionary or Glossary	NGSA	EL	Accommodation for EL Students	Response	*May be provided as a non-embedded support.*	**BILINGUAL WORD-TO-WORD DICTIONARY OR GLOSSARY.** Current or former EL student requires a Translation Glossary and/or word-to-word dictionary. Bilingual dictionary use is strictly limited to those that provide word-to-word translations. Dictionaries that include definitions, synonyms, antonyms, phrases, and other information are prohibited. **NOTE**: Glossaries cannot be electronic or internet-based (Google Translate, for example). A list of authorized bilingual dictionaries and glossaries is available at www.ride.ri.gov/accommodations and in the back of this manual. To discuss the approval of a word-to-word dictionary not included in the list, please contact the Assessment Office at assessment@ride.ri.gov. TIDE: Bilingual Word-to-Word Dictionary
Bilingual Word-to-Word Dictionary or Glossary	PSAT10_SAT	EL	Accommodation for EL Students	Presentation	*May be provided as a non-embedded support.*	**APPROVED WORD-TO-WORD BILINGUAL DICTIONARY.** Student requires use of an approved bilingual word-to-word-non-electronic glossary in their native language. Glossaries cannot be electronic or internet-based (Google translate, for example). The list of approved glossaries is available on the RIDE accommodations web page. SSD Online: Not Recorded TIDE: *Non-embedded accommodation* and *EL* flags should be set to *Yes*

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *(Use the information in this column for the computer-based edition of the test and the test support is either built into the test platform or another device interfaces with the test platform)*	External or Non-Embedded Support *(Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform)*
Bilingual Word-to-Word Dictionary or Glossary	RICAS	EL	Accommodation for EL Students	Response	*May be provided as a non-embedded support.*	**BILINGUAL WORD-TO-WORD DICTIONARY OR GLOSSARY.** Current or former EL student requires a Translation Glossary and/or word-to-word dictionary. Bilingual dictionary use is strictly limited to those that provide word-to-word translations. Dictionaries that include definitions, synonyms, antonyms, phrases, and other information are prohibited. **NOTE:** Glossaries cannot be electronic or internet-based (Google Translate, for example). A list of authorized bilingual dictionaries and glossaries is available on RIDE's website at www.ride.ri.gov/ricas and in the back of this manual. To discuss the approval of a word-to-word dictionary not included in the list, please contact the RIDE Assessment Office at assessment@ride.ri.gov. PNP: Column AS (Approved Bilingual Word-to-Word Dictionary and Glossary)
Extended Time	PSAT10_SAT	EL Only	Accommodation	Timing	**EXTENDED TIME.** Students receiving extended time on reading must receive extended time on all sections of the test. There are options for extended time for students with disabilities and for EL students without disabilities. If an EL student has extended time as an accommodation in their 504 or IEP, please see Extended Time options for students with disabilities. **NOTE:** *PSAT 10 does not have a writing or essay session.* **ENGLISH LEARNER SUPPORT - Time and one-half (+50%).** Any current or former EL student may have 50% extended time for testing, if necessary. SSD Online: EL - Time and one-half (+50%)	**EXTENDED TIME.** Various timing scenarios based on student need. No self-pacing; students must sit for the entire duration of extended time requested. There are options for extended time for students with disabilities and for EL students without disabilities. If an EL student has extended time as an accommodation in their 504 or IEP, please see Extended Time options for students with disabilities. **NOTE:** *PSAT 10 does not have a writing or essay session.* **ENGLISH LEARNER SUPPORT - Time and one-half (+50%).** Any current or former EL student may have 50% extended time for testing, if necessary. SSD Online: English Learner Support - 50% Extended Time

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *(Use the information in this column for the computer-based edition of the test and the test support is either built into the test platform or another device interfaces with the test platform)*	External or Non-Embedded Support *(Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform)*
					TIDE: Set EL flag and set time for each section of the test.	
Mathematics Only	PSAT10_SAT	EL	Accommodation for EL Students	Presentation	**EL SUPPORT - MATHEMATICS ONLY.** Students who have been living in the U.S. on or after April 1, 2020 are considered first year EL students. During their first year in the U.S., EL students are required to take the mathematics and science tests included in the state assessment program; they are exempt from participating in the reading/ELA state assessments. Test administrators administering the mathematics only computer-based test will receive instructions for setting up TIDE. These instructions will also be posted at www.ride.ri.gov/accommodations.	**EL SUPPORT - MATHEMATICS ONLY.** Students who have been living in the U.S. on or after April 1, 2020 are considered first year EL students. During their first year in the U.S., EL students are required to take the mathematics and science tests included in the state assessment program; they are exempt from participating in the reading/ELA state assessments. **Materials:** Paper math-only test booklets will not be sent. Proctors will administer only the math portion of the test in the standard test booklet. All paper test materials must be ordered by contacting Sarah Thaler (sthaler@collegeboard.org). **NOTE**: • Scores are not college-reportable but will be used for state accountability and reporting activities. Schools must ensure that students and their families understand the impact of administering the math-only portion of the PSAT 10 or SAT tests. • There is no Spanish edition of the mathematics test available for the SAT or PSAT 10. SSD Online: EL-Math Only TIDE: *Non-embedded accommodation* flag should be set to *Yes*.

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *(Use the information in this column for the computer-based edition of the test and the test support is either built into the test platform or another device interfaces with the test platform)*	External or Non-Embedded Support *(Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform)*
Paper-Based Edition	NGSA	IEP/504/EL Only	Accommodation	Presentation	**PRINT-ON-DEMAND.** Individual items, passages, response options can be printed from TIDE. Notes: When combined with magnification, the item, passages, or response options will print at that size. Additional time may be needed to complete the assessment. TIDE: Print-on-Demand **TRANSCRIPTION:** Students using the paper-based edition must also have the test administrator transcribe the student's responses verbatim directly into the Test Delivery System (TDS) at any time prior to the end of the testing window. Student responses not transcribed into the TDS will not be scored.	**PAPER-BASED EDITION.** A paper-based edition of the test may be administered as an accommodation for a student who is unable to use a computer or to take the computer-based test due to a disability. See the NGSA Test Coordinator Manual for ordering information. TIDE: Paper Edition **TRANSCRIPTION:** Students using the paper-based edition must also have the test administrator transcribe the student's responses verbatim directly into the Test Delivery System (TDS) at any time prior to the end of the testing window. Student responses not transcribed into the TDS will not be scored.
Paper-Based Edition	PSAT10_SAT	IEP/504/EL Only	Accommodation	Presentation	N/A	**PAPER-BASED EDITION.** Paper-based edition of the tests may be administered as an accommodation for a student who is unable to use a computer or to take the computer-based test due to a disability. **Materials:** Paper test materials should be ordered from Sarah Thaler (sthaler@collegeboard.org). SSD Online: Paper-based Edition **PAGE TURNER.** Use of a page turner if student is taking paper edition of the SAT with Essay or PSAT 10. If student is approved for a scribe, scribe may turn pages. Otherwise, page turner can be approved under "other". SSD Online: Other or Scribe TIDE: Not Recorded

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *(Use the information in this column for the computer-based edition of the test and the test support is either built into the test platform or another device interfaces with the test platform)*	External or Non-Embedded Support *(Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform)*
Paper-Based Edition	RICAS	IEP/504/EL Only	Accommodation	Presentation	*May be provided as a non-embedded support.*	**PAPER-BASED EDITION.** Paper-based edition of the tests may be administered as an accommodation for a student who is unable to use a computer or to take the computer-based test due to a disability. PNP: Column K (Paper [value = P])
Read Aloud, Repeat, or Clarify General Test Instructions	NGSA	EL	Accommodation for EL Students	Presentation	*May be provided as a non-embedded support.*	**READ ALOUD, REPEAT, CLARIFY GENERAL TEST DIRECTIONS IN STUDENT'S NATIVE LANGUAGE.** Someone fluent in reading and speaking the student's native language must be available and meet the criteria for administering a state assessment as outlined in the Test Coordinator Handbook. General Test Directions do not include any part of any test item, response options, or text (reading passages, charts, graphs, or diagrams) included with the test item. TIDE: Not Recorded
Read Aloud, Repeat, or Clarify General Test Instructions	RICAS	EL	Accommodation for EL Students	Presentation	*May be provided as a non-embedded support.*	**READ ALOUD, REPEAT, CLARIFY GENERAL TEST DIRECTIONS IN STUDENT'S NATIVE LANGUAGE.** Someone fluent in reading and speaking the student's native language must be available and meet the criteria for administering a state assessment as outlined in the Test Coordinator Handbook. General Test Directions do not include any part of any test item, response options, or text (reading passages, charts, graphs, or diagrams) included with the test item. PNP: Not Recorded

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *(Use the information in this column for the computer-based edition of the test and the test support is either built into the test platform or another device interfaces with the test platform)*	External or Non-Embedded Support *(Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform)*
Read Aloud, Text-to-Speech, Recorded Audio	NGSA	EL	Accommodation for EL Students	Presentation	**TEXT-TO-SPEECH in SPANISH.** Student requires a read-aloud in Spanish for the science tests and the student will be taking the computer-based NGSA test. • Students may toggle back-and-forth between English and Spanish versions of the test item. • The audio provided will also change from English to Spanish depending on which version of the test item the student has displayed. • The entire test will be read word-for-word in Spanish, exactly as written. • The test administrator may not provide assistance regarding the translation or meaning of words. • The test administrator should read with emphasis only when indicated by bold or italicized text. • In addition to selecting Read Aloud in Spanish in TIDE, make sure students know how to start and stop the audio in the test delivery system (TDS). • **Reading aloud selected words** is an accessibility feature and may be provided to students taking the Spanish version of the RICAS math and NGSA science tests. TIDE: Read Aloud in Spanish	**HUMAN READ ALOUD in SPANISH:** Student requires a human read-aloud in Spanish for the mathematics tests. For both computer-based and paper-based tests: • The person reading the test must be fluent in reading, writing, and speaking Spanish. • The entire test must be read word-for-word in Spanish, exactly as written. • The test administrator may not provide assistance regarding the translation or meaning of words. • The test administrator should read with emphasis only when indicated by bold or italicized text. • The test must be administered in a separate setting either individually or to a group of 2–5 students all of whom are receiving the human reader in Spanish accommodation. • **Reading aloud selected words** is an accessibility feature and may be provided to students taking the Spanish version of the RICAS math and NGSA science tests. **NOTES:** TTS in Spanish audio for the computer is available in English and Spanish; students can toggle between English and Spanish as necessary. TIDE: Read Aloud in Spanish

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *(Use the information in this column for the computer-based edition of the test and the test support is either built into the test platform or another device interfaces with the test platform)*	External or Non-Embedded Support *(Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform)*
Read Aloud, Text-to-Speech, Recorded Audio	RICAS	IEP/504/EL Only	Accommodation	Presentation	**TEXT-TO-SPEECH FOR MATH:** Student requires text-to-speech (TTS) for math tests in English. Text is read aloud using embedded text-to-speech technology in TestNav. The student can control the volume. **Using headphones:** student may be tested in a typical-size group. **Not using headphones:** student must be tested in a separate setting. **Reading aloud selected words** is an accessibility feature and may be provided to students taking the Spanish version of the RICAS math and NGSA science tests. PNP: Column AC (Text-to-Speech)	**HUMAN READ ALOUD FOR MATH (ENGLISH):** Student requires a human read-aloud for math tests in English. **Paper-based test:** test must be read word- for-word in English, exactly as written. The test administrator may not provide assistance regarding the translation or meaning of words. The test administrator should read with emphasis only when indicated by bold or italicized text. **Computer-based test:** the test must be administered in a separate setting either individually or to a group of 2–5 students all of whom are receiving this accommodation. **Reading aloud selected words** is an accessibility feature and may be provided to students taking the Spanish version of the RICAS math and NGSA science tests. PNP: Column Y (Standard Human Read Aloud Mathematics)

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *(Use the information in this column for the computer-based edition of the test and the test support is either built into the test platform or another device interfaces with the test platform)*	External or Non-Embedded Support *(Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform)*
Read Aloud, Text-to-Speech, Recorded Audio	RICAS	EL	Accommodation for EL Students	Presentation	*May be provided as a non-embedded support.* **NOTE:** TTS in Spanish audio for the math test is not available as an embedded support.	**HUMAN READ ALOUD FOR MATH (SPANISH).** Student requires a human read-aloud in Spanish for the mathematics tests. For both computer-based and paper-based tests: • The person reading the test must be fluent in reading, writing, and speaking Spanish. • The entire test must be read word-for-word in Spanish, exactly as written. The test administrator may not provide assistance regarding the translation or meaning of words. The test administrator should read with emphasis only when indicated by bold or italicized text. • The test must be administered in a separate setting either individually or to a group of 2–5 students all of whom are receiving the human reader in Spanish accommodation. • Spanish versions of the mathematics tests do not have English versions of the test items; the test booklets are not bilingual. **Reading aloud selected words** is an accessibility feature and may be provided to students taking the Spanish version of the RICAS math and NGSA science tests. PNP: Column Y (Standard Human Read Aloud Mathematics)
Simplified Test Directions	NGSA	IEP/504/EL Only	Accommodation	Presentation	*May be provided as a non-embedded support.*	**SIMPLIFIED TEST DIRECTIONS.** The test administrator can simplify ONLY the general test directions using the guidelines found in the back of this manual. Simplifying any part of a test item is a violation of test administrator procedures. Directions may be simplified in student's native language. **NOTE:** A separate setting may also be required. TIDE: Simplified Test Directions

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *(Use the information in this column for the computer-based edition of the test and the test support is either built into the test platform or another device interfaces with the test platform)*	External or Non-Embedded Support *(Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform)*
Spanish Edition	NGSA	EL	Accommodation for EL Students	Presentation	**SPANISH EDITION OF SCIENCE TEST.** Spanish and English translations for test items will be available through a toggle screen to EL students. Students will be able to go back-and-forth between English and Spanish and answer test items in either, or both, languages. If a student also requires a read-aloud, the TTS feature will work in both English and Spanish, depending on which screen the student is displaying. **NOTE:** Extra time to complete the assessment may be needed. TIDE: Spanish Edition	**PAPER-BASED EDITION OF SPANISH (SCIENCE).** Print-on-Demand is available to EL students who need either, or both, versions of the test items in a printed format. TIDE: Print-on-Demand
Spanish Edition	PSAT10_SAT	EL	Accommodation for EL Students	Presentation	**SPANISH EDITION OF PSAT 10 or SAT SCHOOL DAY TESTS.** Spanish editions of the PSAT 10 and SAT School Day tests are not available. The following EL supports are available for these tests: Bilingual Dictionary/Glossary, Translated General Test Directions, 50% Extended Time for EL Students, and Math-Only is available for first-year EL students.	**SPANISH EDITION OF PSAT 10 or SAT SCHOOL DAY TESTS.** Spanish editions of the PSAT 10 and SAT School Day tests are not available. The following EL supports are available for these tests: Bilingual Dictionary/Glossary, Translated General Test Directions, 50% Extended Time for EL Students, and Math-Only is available for first-year EL students.
Spanish Edition	RICAS	EL	Accommodation for EL Students	Presentation	**SPANISH EDITION OF RICAS MATH.** Computer-based edition in Spanish of the grades 3-8 mathematics tests may be administered to any EL student who meets these criteria: • has a low level of English proficiency, • is currently receiving or has received mathematics instruction in Spanish, or • has little or no familiarity with technology. **NOTE**: Spanish versions of the mathematics tests do not have English versions of the test items; neither the test booklets nor the computer-based tests are bilingual. • Administering the ELA test to a first-year EL student is not required. The RICAS English Language Arts assessments are not available	**PAPER-BASED EDITION OF SPANISH (MATH ONLY).** The grades 3-8 mathematics tests may be administered to any EL student who meets this criteria: • has a low level of English proficiency, • is currently receiving or has received mathematics instruction in Spanish, or • has little or no familiarity with technology. **NOTE:** Spanish versions of the mathematics tests do not have English versions of the test items; neither the test booklets nor the computer-based tests are bilingual. • Administering the ELA test to a first-year EL student is not required. The RICAS English Language Arts assessments are not available in Spanish.

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *(Use the information in this column for the computer-based edition of the test and the test support is either built into the test platform or another device interfaces with the test platform)*	External or Non-Embedded Support *(Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform)*
					in Spanish. PNP Column: AR (Spanish Edition) **LARGE PRINT EDITION IN SPANISH (MATH ONLY).** *See Magnification.*	PNP Column: AR (Spanish Edition) **LARGE PRINT PAPER-BASED EDITION IN SPANISH (MATH ONLY).** Large Print paper-based edition in Spanish of the mathematics test is available in approximately 18-point font size on 11x17-inch paper. This accommodation may be provided to any EL student who meets the criteria listed above. **NOTES:** • Spanish mathematics tests do not have English versions of the test items; test booklets are not bilingual. • Students may respond in either Spanish or English • Students are not required to use the large-print answer booklet, so IEPs and 504 plans should indicate whether student taking the large-print test also requires a large-print answer booklet. Students who do not require the large-print answer booklet may record their answers in a standard answer booklet. • All responses in the large print answer booklet must be transcribed verbatim into the student's standard answer booklet in order to be scored. • Additional instructions will accompany the large print test. PNP Columns: AR (Spanish Edition) and U (Large Print)
Speech-to-text, Scribe, Dictates, or Records Responses	RICAS	IEP/504/EL Only	Accommodation	Response	**SPEECH-TO-TEXT.** An external speech-to-text program can be used on a separate computer for the student to use to record their responses to math test questions. Guidelines and requirements for various TTS programs can be found at www.ride.ri.gov/accommodations. PNP: Columns AI (Speech-to-Text) *and* W (Compatible Assistive Technology)	Student requires a scribe in order to respond to the mathematics test questions. Options below can be used with the paper or computer-based mathematics tests (English or Spanish): **HUMAN SCRIBE.** A human scribe records student's responses verbatim during testing either into the Test Delivery System (TDS) directly or the student's answer booklet.

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *(Use the information in this column for the computer-based edition of the test and the test support is either built into the test platform or another device interfaces with the test platform)*	External or Non-Embedded Support *(Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform)*
					Possible additional accommodations: Extended Time, Separate Location, and One-to-One Administration may be needed. **Emergency Accommodation:** While you may administer the speech-to-text as an emergency accommodation if the student is unable to use his or her writing hand or arm at the time of testing due to a recent fracture, injury, or recovery from surgery, we do not recommend it if the student isn't already comfortable with using such software. Instead, we recommend the scribe accommodation to be provided as an emergency accommodation. Please complete the Emergency Accommodation Form in the back of the AAF Manual.	TIDE: SCRIBE **STUDENT DICTATES RESPONSES.** Student uses an external augmentative communications device (other than a smartphone) to dictate or generate responses under the direct supervision of a test administrator using one of these options: **AUDIO RECORDING DEVICE.** The student uses an external recording device (other than a smartphone) to record their responses to test items, then the responses are transcribed by either the student or the test administrator into the answer booklet (if taking the paper test) or into TestNav (if taking the computer-based test) while playing back recorded segment(s). Responses must be deleted from the device once transcription is completed. PNP Column: AQ (Any other accommodation not listed in SR/PNP) and **VIDEO RECORDING DEVICE.** Student who is deaf or hard-of-hearing uses a video to record their signed responses to test items, then the responses are transcribed by either the student or the test administrator into the answer booklet (if taking the paper test) or into TestNav (if taking the computer-based test) while playing back recorded segment(s). Any recorded responses must be deleted from the device once transcription is complete. PNP Column: AQ (Any other accommodation not listed in SR/PNP) **INTO TEST BOOKLET.** Responses to test items are recorded by the student in the test booklet, rather than the answer booklet. Responses must be transcribed by a test administrator into the answer booklet. If the student transcribes his or her own responses, the transcription must occur during the

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *(Use the information in this column for the computer-based edition of the test and the test support is either built into the test platform or another device interfaces with the test platform)*	External or Non-Embedded Support *(Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform)*
						test session and be completed on the date in which the test session began. PNP Column: AQ (Any other accommodation not listed in SR/PNP) **ADDITIONAL ACCOMMODATIONS:** Students using one of the accommodations above must also have a way to submit their responses for testing using one of the options below. **TRANSCRIPTION.** The test administrator transcribe the student's responses verbatim directly into TestNav at any time prior to the end of the testing window. **TYPED RESPONSES.** Responses must be printed out, one response per page, and inserted in the student's answer booklet with all required information on each page. No transcription is necessary. After printing out, responses must be deleted from word processor or device. PNP Column: AK (Typed Responses) **NOTES:** *Spanish Mathematics Tests:* Test administrators may not translate the student's Spanish responses into English. All responses must be transcribed into the online test platform or paper Spanish test exactly as dictated by the student. • **Possible additional accommodations:** Extended Time, Separate Location, and One-to-One Administration may be needed. • **Emergency Accommodation:** While you may administer the speech-to-text as an emergency accommodation if the student is unable to use his or her writing hand or arm at the time of testing due to a recent fracture, injury, or recovery from surgery, we do not recommend it if the student isn't already comfortable with using such software. Instead, we recommend the scribe

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *(Use the information in this column for the computer-based edition of the test and the test support is either built into the test platform or another device interfaces with the test platform)*	External or Non-Embedded Support *(Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform)*
						accommodation to be provided as an emergency accommodation. The Emergency Accommodation Form in the back of the AAF Manual must be completed.
Translation of General Test Directions	NGSA	EL	Accommodation	Presentation	**TRANSLATION OF GENERAL TEST DIRECTIONS.** For students who take the science test in Spanish, test directions in the online test platform will be in Spanish. No other languages will be available online other than English and Spanish. TIDE: Not Recorded	**TRANSLATION OF GENERAL TEST DIRECTIONS.** For students who speak languages other than English and Spanish and require translated directions, the test administrator may translate general test directions. The test administrator must be fluent in reading and speaking the student's native language. ONLY the general test directions may be translated. Translating ANY part of the item stimulus, questions, reading passages, or response items is considered a test irregularity. TIDE: Not Recorded
Translation of General Test Directions	PSAT10_SAT	EL	Accommodation	Presentation	*May be provided as a non-embedded support.*	**TRANSLATED GENERAL TEST DIRECTIONS.** For students who speak languages other than English and who require translated directions, printed copies of the general test directions in various languages can be found on the accommodations web page. Supervisors are required to download and print the applicable directions for student use. The available languages include Albanian, Arabic, Bengali, Bosnian, Cambodian (Khmer), Chinese (Mandarin), French, Gujarati, Haitian Creole, Hindi, Italian, Polish, Portuguese, Russian, Somali, Spanish, Urdu, and Vietnamese. SSD Online: Not Recorded

Test Support Name	Test	Student Status	Support Group	Support Type	Embedded Support *(Use the information in this column for the computer-based edition of the test and the test support is either built into the test platform or another device interfaces with the test platform)*	External or Non-Embedded Support *(Use information in this column for the paper-based edition of the test or if the test support must be provided outside of the test platform)*
						TIDE: *Non-embedded accommodation* and *EL* flags should be set to *Yes*.
Translation of General Test Directions	RICAS	EL	Accommodation	Presentation	**TEST ADMINISTRATOR READS ALOUD/REPEATS/CLARIFIES GENERAL ADMINISTRATION DIRECTIONS IN STUDENT'S NATIVE LANGUAGE.** For students who take the science test in Spanish, test directions in the online test platform will be in Spanish. No other languages will be available online other than English and Spanish. PNP: Not Recorded	**TEST ADMINISTRATOR READS ALOUD/REPEATS/CLARIFIES GENERAL ADMINISTRATION DIRECTIONS IN STUDENT'S NATIVE LANGUAGE.** For students who speak languages other than English and Spanish and who require translated directions, the test administrator may translate general test directions. The test administrator must be fluent in reading and speaking the student's native language. Printed copies of the general test directions in languages other than Spanish are not available. ONLY the general test directions may be translated. Translating ANY part of the item stimulus, questions, reading passages, or response items is considered a test irregularity.

Table 4 provides guidance regarding the suitability of EL accommodations based on the English language proficiency (ELP) level of the student.

Table 4. Guidance on Selecting Accommodations for English Learners

KEY:

- ● **Highly recommended** for use by English learners at this ELP level
- ⦿ **Recommended** for use by English learners at this ELP level
- ○ **May not be appropriate** for students at this ELP level

Accommodation	Most Likely to Benefit English Learners at the Following English Proficiency Levels		
	Beginning	**Intermediate**	**Advanced**
Approved bilingual word-to-word dictionary and glossary (English/Native Language)	○	●	●
Text-to-speech or Human read-aloud for the Mathematics tests in English	●	⦿	○
Human scribe or speech-to-text for Mathematics	●	⦿	○
Read aloud/repeat/clarify general administration directions in English (by test administrator)	●	⦿	○
Read aloud/repeat/clarify general administration directions in student's native language (by test administrator)	●	⦿	○

APPENDIX A: State Assessments by Grade

	Alternate Assessments for Students with Significant Cognitive Disabilities			***General Education Assessments***					
Grade Tested	*English language proficiency:* **Alt. ACCESS for ELLs**	*ELA and Mathematics:* **DLM**	*Science:* **DLM**	**ACCESS 2.0 for ELs**	**NAEP**	*Science:* **RI NGSA**	*ELA and Mathematics:* **RICAS**	*Reading and Mathematics:* **PSAT™10**	*Reading (including essay) and Mathematics* **SAT® School Day**
Kindergarten				K					
1	1			1					
2	2			2					
3	3	3		3			3		
4	4	4		4	4		4		
5	5	5	5	5		5	5		
6	6	6		6			6		
7	7	7		7			7		
8	8	8	8	8	8	8	8		
9	9			9					
10	10			10				10	
11	11	11	11	11		11			11
12	12			12	12				

APPENDIX B: Documentation of Accommodations for an EL Student

Sample Form (Optional)

Use this form to document the selection of **accessibility features and accommodations** for each EL student. Available accessibility features and accommodations are listed in the *Comprehensive Accommodations and Accessibility Manual (2020-21)*. This form should be completed within 60 days of the start of school year or student's date of enrollment, and must be **updated annually**. Accommodations decisions for EL students with disabilities must also be documented in the student's IEP or 504 plan.

Student Name: _____School Year: _____

Grade: _____ SASID: _____

School: _____District: _____

Name of staff and others who determined the test accommodations and features for the student:

Teacher(s) _____

Others (including student and/or parent) _____

_____

If the **parent** and/or **student** were not part of the decision-making process, then they should be notified of the features and accommodations the student will receive on the tests.

Directions: Indicate the **accessibility features and accommodations** that will be provided to the student on each statewide assessment they will be taking.

Accessibility Feature or Accommodation Needed by the EL Student for Testing	Notes/Comments
(Continue on additional pages as needed.)	

APPENDIX C: Student Accommodation Refusal Form

Sample Form (Optional)

If a student refuses an accommodation listed in his or her IEP or 504 plan, the school should document in writing that the student refused the accommodation, and the accommodation must be offered and remain available to the student during testing.

This form can be completed and placed in the student's file, and a copy sent to the parent. IEP teams, 504 plan coordinators, and educators making accommodations decisions for ELs should consider this information when making future accommodations decisions for the student. Use of this form is encouraged, but not required.

Student Name: _____ **Date**: _____

Grade: _____ **SASID**: _____

School: _____

District: _____

Test (circle): ACCESS for ELLs ALT ACCESS for ELLs DLM RICAS

NGSA PSAT10 SAT

Test Administrator: _____

Accommodation(s) refused by student _____

_____

Reason for refusal: _____

_____

_____

Comments: _____

_____

_____

Keep this form on file at the school. Do *not* submit this form with your school's test materials.

APPENDIX D: Unique Accommodation Form

Directions: To request approval for a unique accommodation, this form must be submitted to **RIDE by fax to 401-222-3605** by the principal or designee or District Testing Coordinator or designee, at least six weeks prior to testing to ensure a timely response from RIDE. **DO NOT EMAIL.** *A Word version of this form can be found at www.ride.ri.accomodations.*

DISTRICT/SCHOOL ASSURANCES: In submitting this form for approval, the principal/designee or assessment coordinator assures that:

- This accommodation will be documented in the student's IEP, 504 Plan, or EL plan. In the case of an IEP, the parent/guardian of the student must sign the amended IEP prior to testing.
- The school team has met and considered all listed accommodations before proposing this unique accommodation.

The proposed accommodation is used, as appropriate, for routine classroom instruction and assessment.

District Name:	DATE:
Name of Principal/Designee or District/LEA Testing Coordinator (please print):	
School Name:	
Telephone Number:	Fax Number:
Student Information:	
Student Name:	SASID:
Grade:	DOB:

Test(s) on which the student will use the accommodation *(PSAT10 and SAT requests must be submitted through the SSD Online Portal)*:

☐ ACCESS for ELLs ☐ ALT ACCESS for ELLs ☐ RICAS (Subject Area: _____) ☐ RI NGSA

☐ DLM (Subject Area: _____)

Describe the accommodation in detail:
How is this accommodation used during instruction, classroom assessments, or on other assessments:

What equipment, staff, space, or additional accommodations will also be needed in order to administer this accommodation?

FOR RIDE USE ONLY: ☐ This accommodation is APPROVED ☐ This accommodation is DENIED

RIDE Staff Name and Position: _____

Signature: _____ Date: _____

NOTES:

APPENDIX E: Emergency Accommodation Form

Directions: This form is appropriate in cases where a student needs a new accommodation immediately prior to the assessment due to unforeseen circumstances and should be used for RICAS, NGSA, ACCESS, and DLM. Cases could include students who have a recently-fractured limb (e.g., fingers, hand, arm, wrist, or shoulder); whose only pair of eyeglasses has broken; or a student returning from a serious or prolonged illness or injury. If the principal (or designee) determines that a student requires an emergency accommodation on the date of the test, this from must be completed and maintained in the student's assessment file. The parent must be notified that an emergency accommodation was provided. This form must be submitted to the district testing coordinator to be retained in the student's file. Do not submit this form to RIDE. **PSAT 10 and SAT accommodations requests must be submitted through SSD Online.**

District/LEA Name:	Date:
School Name:	Telephone Number:
Student Name:	Grade:
SASID:	DOB:

Which accommodation(s) will be used? _____

Reason for needing an emergency test accommodation: _____

Who will administer the accommodation? _____

_____ _____

Staff Member's Name (please print) Title/Position

_____ _____

Principal's Signature Date

APPENDIX F: SAT and PSAT 10 Additional Information for Extended Time, Reader, Scribe, and Breaks

This form can also be found at www.ride.ri.gov/sat

If a student has a need for a temporary accommodation, do not enter in SSD Online.

Directions: College Board and RIDE want to ensure that all students receive the accommodations that are in their IEP and 504 Plan. Because you entered an accommodation into SSD Online that is often entered in error or is mistaken for another accommodation, please provide answers to the following questions. This will help College Board and RIDE staff ensure the student is receiving the right accommodations on test day. Please complete *only* the applicable sections of this questionnaire and upload in SSD Online or fax using the fax cover sheet. If you have questions, please contact College Board at 1-855-373-6387, option 1 and choose accommodation/SSD Office or Heather Heineke (heather.heineke@ride.ri.gov or 401-222-8493).

NOTE: If a determination is made that an accommodation different than the one currently listed in the student's IEP/504 plan better meets the student's needs for SAT/PSAT 10 testing, the IEP team must amend the student's plan to reflect the change before testing.

School Name and District: _____

School AI Code: _____

Student Last Name: _____

For All Accommodations:

Write the accommodation(s) as listed in the student's IEP or 504 Plan.

_____

_____

How is this accommodation(s) implemented during instruction?

_____

_____

_____

How is this accommodation(s) implemented during testing?

_____

_____

_____

Does the student's disability impact their ability to read?	YES	NO
Does the student's disability impact their ability to complete math problems?	YES	NO
Does the student's disability impact their ability to write essays?	YES	NO

Please include any additional information that would be helpful for us to know about the student's needs for taking the SAT or PSAT 10?

_____

_____

_____

For Extended Time accommodations: Complete only if extended time is being entered into SSD Online. Students using extended time must sit for the entire amount of extended time that was submitted. No self-pacing is allowed.

On average, what percent of extra time does the student need during instructional activities (e.g., less than time and a half, time and a half, double time)?

_____

On average, what percent of extra time does the student need during state assessments (e.g., less than time and a half, time and a half, double time)?

_____

Based on your answers above, how much extended time, on average, does the student need for the SAT or PSAT10?

_____

Does the student need extra time to complete the test or do they need more breaks? *If they need breaks, please see Breaks as Needed below.*

_____

For the *Reader/Reading* accommodations: Complete only if the *reader* accommodation is being entered into SSD Online. When using a reader, student will not be allowed to read any section of the test on his/her own, the reader is provided for the entire test.

Could the student read independently if they had large print test materials?

YES NO

Could the student read independently if they had extra testing time? *If so, please see section on extended time.*

YES NO

Does the student use a human reader or a text-to-speech accommodation most often during state testing?

YES NO

For the *Scribe/Writing* accommodations: Please note that for most of the SAT and for all of the PSAT10, students will bubble in their answers on scantron sheets and are not required to provide written answers. The exception is the SAT, which has an essay at the end. For student who requires a scribe accommodation for, please provide the following information:

Does the student need a scribe to assist in bubbling in the scantron sheet?

YES NO

Could the student provide their answers independently if they had a large-block answer sheet?

YES NO

Could the student provide their answers independently if they wrote them directly into the test booklet?

YES NO

For the essay portion of the SAT:

Does the student need a human scribe to assist with the essay portion of the SAT? YES NO

Does the student need a computer to assist with the essay portion of the SAT? YES NO

For the *Breaks as Needed* accommodation please provide the following information:

Why does the student require breaks (e.g., medical reason, behavior reason)?

_____

How often does the student take breaks during the day?

_____

For Assistive Technology Compatible (ATC) accommodations: The ATC is an accessible version of the test in Word format and provided on a flash drive. It is intended to be used with screen readers and other assistive technology. For students who require the ATC version, please provide the following information:

What type of device/software does the student use and what does the student use it for (name/feature)?

_____

_____

Software downloaded from Google or one that is cloud-based is not allowed during testing. Does the student use software that meets these conditions?

YES NO

For Other accommodations: If you selected the *other* disability option or *other* accommodations, please provide the following information

Does the accommodation require the student to bring an item(s) into the testing room? If so, what item?

YES NO Please write type of item: _____

Does the item require access to the internet? YES NO

APPENDIX G: Providing the Sign Language Accommodation

Although it is understood that the nature of this assessment requires individualized delivery in the communication method familiar to the student, individuals providing the sign language accommodation for the ACCESS, NGSA, RICAS, and DLM assessments must follow these procedures during testing to ensure standardization of delivery.

Procedures for Providing the Sign Language Accommodation

- Signers must be trained on test administration policies as indicated in this document and as provided during online or in-person training opportunities provided by the district or school.
- Individuals providing the sign language accommodation must sign the security agreement.
- Signers should use signs that are conceptually accurate, with or without simultaneous voicing, translating only the content that is presented, without changing, emphasizing, or adding information. Signers may not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response in any way. Signers must do their best to use the same signs if the student requests a portion repeated.
- Signers must sign (or sign and speak when using Sim-Com [Simultaneous Communication]) in a clear and consistent manner throughout the test administration, using correct pronunciation, and without inflections that may provide clues to, or mislead, a student.
- Signers should emphasize only the words printed in boldface, italics, or capital letters and inform the student that the words are printed that way. No other emphasis or inflection is permitted.
- Signers may repeat passages, test items, and answer options as requested, according to the needs of the student. Signers should not rush through the test and should ask the student if they are ready to move to the next item.
- Signers may not attempt to solve problems or determine the correct answer to a test item while signing, as this may result in pauses or changes in inflection that may mislead the student.
- Signers must use facial expressions consistent with sign language delivery and must not use expressions that may be interpreted by the student as approval or disapproval of the student's answers.
- Test Administrators must be familiar with the student's IEP and should know in advance which accommodations are required by the student. Test Administrators must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, closed circuit television (CCTV), abacus, brailler, slate, stylus, etc., and if use of these tools impacts the translation of the test, the signer should be aware of this.
- Upon review of the test, if a human signer is unsure how to sign and/or pronounce an unfamiliar word, the signer should collaborate with a content expert who is fluent in sign language (if available) to determine which sign is most appropriate to use. If the signer is unable to obtain this information before the Test, the signer should advise the student of the uncertainty and spell the word.
- When using a sign that can represent more than one concept or English word, the signer must adequately contextualize the word in order to reduce ambiguity. The signer may also spell the word after signing it if there is any doubt about which word is intended.
- Signers must spell any words requested by the student during the test administration.
- **NGSA and RICAS Math Only:** When test items refer to a particular part of a passage, the signer must re-sign the lines before signing the question and answer options. For example, the signer should sign, "Question X refers to the following part [paragraph]…," then sign the passage part to the student, followed by question X and the answer options.

- **RICAS ELA Only:** When test items refer to a particular part of a passage, **the signer cannot sign any part of the passage**. The signer can sign line or stanza numbers for passages before signing the question and answer options. For example, the signer should sign, "Question X refers to the following lines [paragraph]…," then sign the line or passage numbers, followed by question X and the answer options.
- When signing selected-response items, signers must be careful to give equal emphasis to each answer option and to sign all answer options before waiting for the student's response.
- When answer options will be scribed, the signer should inform the student at the beginning of the test that if the student designates a response choice by letter only ("B," for example), the signer will ask the student if they would like the response to be signed again before the answer is recorded.
- If the student chooses an answer before the signer has signed all the answer options, the human signer must ask if the student wants the other answer options to be signed.
- After the signer finishes signing a test item and all answer options, the signer must allow the student to pause before responding. If the pause has been lengthy, the signer should ask: "Do you want me to sign the question or any part of it again?" When signing questions again, signers must avoid emphasis on words not bolded, italicized, or capitalized.

Sign-System-Specific Procedures

Signers must deliver the accommodation in the language or communication mode used by the student according to the student's IEP.

American Sign Language (ASL)

Signers delivering the accommodation via ASL must use appropriate ASL features (including signs, sentence structure, non-manual markers, classifiers, etc.) while protecting the construct being measured by the assessment. The signer must be careful not to cue the student.

English-Based Sign Systems (PSE, Sim-Com, etc.)

Signers delivering the accommodation via an English-based signing system (PSE, Sim-Com, etc.) must use the features of the communication mode used by the student. Signers delivering the test in English-based signing systems should use the rules of those signing systems (conceptually accurate signs, English word order, etc.), with or without simultaneous voicing.

APPENDIX H: RICAS Calculator Policy

Below is a chart, by grade level, of the calculator types available to students on the RICAS mathematics tests for the computer- and paper-based tests. Please keep the following in mind:

- Any 7th or 8th grade student may use one of the handheld calculators listed instead of the calculator embedded in TestNav (no accommodation is necessary). However, at a minimum, 7th and 8th grade students should have access to a 5-function calculator.
- **Non-calculator sessions of any RICAS mathematics tests**: unless a student has the following accommodation *Calculation device or other mathematics tool for the non-calculator session of the mathematics test**, no calculators are provided in TestNav and no handheld calculators should be made available.

Grade	Calculators Provided in TestNav	Allowable Handheld Calculators (CBA and PBA)
3	Non-calculator	Non-calculator
4	Non-calculator	Non-calculator
5	Non-calculator	Non-calculator
6	Non-calculator	Non-calculator
7	5-function	5-function Scientific Graphing
8	Scientific	5-function Scientific Graphing

**This accommodation is a Special Access accommodation; the student must meet specific criteria in order to receive this accommodation.*

APPENDIX I: PSAT10 and SAT Calculator Policy

Acceptable Calculators for the mathematics tests:

- all scientific calculators
- all four-function calculators. Four-function calculators can be used by students but are not recommended due to the level of mathematics being assessed on the PSAT10 and SAT.
- the following graphing calculators. If a graphing calculator is not listed below, as long as it meets the criteria under Unacceptable Calculators, it can be used during testing.

CASIO
FX-6000 series
FX-6200 series
FX-6300 series
FX-6500 series
FX-7000 series
FX-7300 series
FX-7400 series
FX-7500 series
FX-7700 series
FX-7800 series
FX-8000 series
FX-8500 series
FX-8700 series
FX-8800 series
FX-9700 series
FX-9800 series
FX-9860 series
CFX-9800 series
CFX-9850 series
CFX-9950 series
CFX-9970 series
FX 1.0 series
Algebra FX 2.0 series
FX-CG-10

HEWLETT-PACKARD
HP-9G
HP-28 series
HP-38G
HP-39 series
HP-40 series
HP-49 series
HP-50 series
HP Prime

SHARP
EL-5200
EL-9200 series
EL-9300 series
EL-9600 series (use of stylus is not permitted)
EL-9900 series

RADIO SHACK
EC-4033
EC-4034
EC-4037

OTHER
Dataexx DS-883
Micronta
NumWorks
Smart[2]

TEXAS INSTRUMENTS
TI-73
TI-80
TI-81
TI-82
TI-83/TI-83 Plus
TI-83 Plus Silver
TI-84 Plus
TI-84 Plus CE
TI-84 Plus Silver
TI-84 Plus C Silver
TI-84 Plus CE-T
TI-84 Plus T
TI-85
TI-86
TI-89
TI-89 Titanium
TI-Nspire
TI-Nspire CX
TI-Nspire CM-C
TI-Nspire CAS
TI-Nspire CX CAS
TI-Nspire CM-C CAS
TI-NspireCX-C CAS

Unacceptable Calculators

Students may not use:

- computers or tablets not used for testing, cell phones, smartphones, smartwatches, or wearable technology
- Calculators that can access the internet or that have wireless, Bluetooth, cellular, audio/visual recording and playing, camera, or any other smartphone-type features
- Calculators that have a QWERTY keypad, pen/stylus, or touchpad input. The calculator may be approved without the use of a stylus.

APPENDIX J: Scribe Guidelines

A scribe is an adult who writes down what a student dictates in a variety of ways (e.g., speech, American Sign Language (ASL), braille, assistive communication device). The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content.

Qualifications for Scribes

- The scribe should be familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.
- Scribes must meet the criteria outlined in the Rhode Island Test Coordinator Handbook.
- Scribes must have completed all training for administering the test, including security policies and procedures outlined in the selected test's test administrator manual.

Preparation for Scribes

- Scribes should read and sign a test security/confidentiality agreement prior to test administration.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers. Scribes may wish to review the practice test to become familiar with the assessment.
- Scribes should 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 should also have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on the test.
- Scribes should review the guidelines and procedures they will use during testing with the student at least one to two days prior to the test event.
- Scribes should practice the scribing process with the student at least once prior to testing.

General Scribe Guidelines

- This accommodation should be administered in a separate location, in a one-on-one setting.
- Scribes should answer all procedural questions asked by the student (e.g., test directions, navigation within the test environment).
- Scribes are expected to comply with student requests regarding use of all available features within the test environment.
- For computer-based administrations, scribes must enter student responses directly into the test interface exactly as the student dictates.
- 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 as needed. Scribes may not suggest or hint or otherwise communicate to the student that they should make a change or correction to their answer.
- Scribes may not question or correct student choices, alert students to errors or mistakes, prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way and must record exactly what the student has dictated.
- Students must be allowed to review and edit what the scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.
- For scribes working with students using ASL or other sign system, all ASL guidelines must be followed and the scribe must either be proficient in ASL or working with an ASL interpreter.

RICAS ELA Scribe Guidelines

A human scribe or speech-to-text are accommodations that allow students to provide their responses orally to a test administrator who will write or keyboard the responses directly onscreen (or into the student's test booklet). Students who receive this accommodation may respond to test questions either through:

- verbal dictation to a human scribe
- a speech-to-text device or other augmentative/assistive communication device (e.g., picture/word board)
- signing (e.g., American Sign Language, signed English, Cued Speech),
- gesturing or pointing
- eye-gazing

Clarification on the **role of a scribe** for the ELA test:

- The test must be administered individually in a separate setting.
- The scribe may enter student responses either onscreen (computer-based test) or in the student's answer booklet (paper-based test) at the time of testing. Test administrators who review the test will be asked to sign non-disclosure agreements.
- The scribe must write exactly what the student dictates. The scribe may not edit or alter the student's dictation in any way. When scribing, the scribe may assume that each sentence begins with an upper-case letter and ends with a period. All other capitalization, punctuation, and paragraph breaks are the responsibility of the student.
- After the student has finished dictating his or her response(s), the scribe must ask the student to review the draft and make any necessary edits, including capitalization, punctuation, spelling, and paragraph breaks.
- The student may make edits independently or may direct the scribe to make the edits.
- The scribe must not assist the student in making decisions during the editing process.

Guidelines for Transcribing Student Responses

Circumstances may occur during test administration that may require a test administrator to **transcribe** a student's responses into a combined test and answer booklet, answer booklet, or onscreen. Transcribing responses by a test administrator may occur at any time until the end of the test window under secure conditions supervised by the principal (or designee). These situations may include:

- answers recorded in the wrong section of, or in an incorrect, combined test & answer booklet, answer booklet, or computer-based test.
- a student took the test using a special test format requiring that answers be transcribed; e.g., Braille, large print. (Braille responses must be transcribed by persons fluent in Braille.)
- a student uses speech-to-text software, or augmentative communication, or an assistive technology device and prints responses for transcription by a test administrator.
- A student recorded answers on blank paper, instead of in the required combined test & answer booklet, answer booklet of computer-based test, as an accommodation.
- The combined test & answer booklet or document becomes unusable; e.g., torn, wrinkled, or contaminated.

In cases where a student's responses must be transcribed *after* test administration is completed, the following steps must be followed:

- at least two persons must be present during any transcription of a student's responses. At least one of the individuals must be an authorized test administrator; the other a principal or designee.
- the student's response must be transcribed verbatim into the combined test & answer booklet (or separate answer booklet for legacy tests) or computer-based test.
- the student's original printed responses must either be securely shredded or returned with the school's nonscorable materials.

NGSA Scribe Guidelines

For scribes working with students using Braille:

- In addition to the scribe guidance on page 102, the scribe should be proficient in reading (visually or tactually) braille in UEB and Nemeth.
- The scribe should enter the responses in the paper test booklet or online exactly as the student has brailled.
- The scribe may ask for the student to read back brailled responses for clarification ifthe brailled response is difficult to read due to student corrections.
- Students may review the written or typed response on paper or on the computer screen by either using the scribe to read back the entered response or using assistive technology. Students may indicate any changes or revisions to the scribe.
- When the student has finished testing (the end of the test session), the scribe will immediately collect all scratch paper and rough drafts, and:
    - **(if online)** at the direction of the student, will submit the student's responses through the TDS. The scribe will then collect the login ticket, and deliver all collected materials to the Test Administrator and confirm the student's test has been submitted.
    - **(if paper booklet)** deliver the paper booklet and all other collected materials to the Test Administrator. The Test Administrator will then need to login to the Data Entry Interface (DEI) to transfer the student's responses from the paper booklet exactly as indicated by the student into the DEI before the end of the testing window when the Test Coordinator ships all completed booklets. See Appendix C of the *RI NGSA Test Coordinator Manual* for guidance on using the DEI.

For scribes working with students taking the online test in Spanish:

- In addition to the general scribe qualifications, preparation, and guidelines above, the scribe should be proficient in reading, writing, and speaking Spanish.
- Students will need the following settings in the TIDE/TDS before testing: Spanish version (embedded), scribe (non-embedded), 1:1 administration (non-embedded).
- The scribe should enter the responses in the Test Delivery System (through the student's login) exactly as the student indicates.
- When the student has finished testing (the end of the test session), at the direction of the student, the scribe will submit the student's responses in the TDS. The scribe will then immediately collect all scratch paper and the login ticket and deliver those to the Test Administrator (or Test Coordinator, if the scribe is administering the test to this student).

For scribes working with students taking the test in Spanish using "print-on-demand" (i.e., paper edition Spanish version) in regular font size or large print:

- In addition to the general scribe qualifications, preparation, and guidelines above, the scribe (test administrator) should be proficient in reading, writing, and speaking Spanish.

- Students will need the following settings in the TIDE/TDS before testing: Print-On-Demand (embedded), Spanish version (embedded), Text magnification (if large print), scribe (non-embedded), 1:1 administration (non-embedded).
- **Technology needed:** separate computer for the Test Administrator to approve the print requests for each item (see the *RI NGSA Test Administrator Manual,* page 71); printer to print the items for the student. These are secure items so the printer must be in the same room as the test is administered.
- Once the student has logged into the TDS and begun testing, the student (or scribe/Test Administrator) will have the ability print items from the test. There are two ways: selecting the "Print Item" option from the Context menu for that item, or selecting "Print Page" and "Print Stimuli" from the Global Menu (see the *Guide to the Student Interface of the TDS*). Once the print request has been generated, the Test Administrator will need to approve the request in TIDE and submit the item to the printer (see the *RI NGSA Test Administrator Manual,* page 71).
- Printed items, like paper test booklets, are considered secure materials. As such, keep track of all printed items both for security purposes and to reduce duplicate prints if a student wants to return to a particular item in that session for review (e.g., use paper clips to combine stimuli with their items, organize in order of the test for easier reference).
- The scribe should enter the student's responses into the TDS exactly as indicated by the student.
- When the student has finished testing (the end of the test session), at the direction of the student, the scribe will submit the student's responses in the TDS. The scribe will then immediately collect all printed items, scratch paper, and the login ticket and deliver those to the Test Administrator (or Test Coordinator, if the scribe is administering the test to the student). Printed items must be shredded immediately as they are secure materials and will not be shipped with the paper test booklets.

APPENDIX K: NGSA Read Aloud (Human Reader) Guidelines

When a student cannot access text-to-speech and instead requires a human reader, or *test reader*, the following guidelines will help the test reader prepare to administer the test. Because the student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test, the person providing the read aloud must be trained and qualified and follow the guidelines below.

For information and decision-making criteria for use of assistive technology with accommodations, see the *RI NGSA Assistive Technology Manual,* posted at https://ri.portal.cambiumast.com/.

Qualifications for Test Readers:

- The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments.
- Test readers must be trained on the administration of the assessment in accordance with member policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must be trained in accordance with RIDE security policies and procedures as articulated Test Coordinator Manual (TCM).

Requirements:

- Test readers must read and sign a test security agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test and participate in any online and/or in-person training sessions held by the district, school, or provided online before the testing session.
- Test readers must be familiar with this and any other accommodations or test supports required by the student.
- It is important to practice with a student prior to testing so that both the student and the test reader are familiar with the process.
- Unless otherwise specified by a student's IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. Test readers should be ready with appropriate script that reinforces the parameters during the test session.

Guidelines for Administering Human Read Alouds:

- Read alouds requiring a human reader must be conducted in a separate setting.
- Read each question exactly as written as clearly as possible.
- Spell any words requested by the student.
- Adjust your reading speed and volume as requested by the student and maintain a neutral tone, facial expression, and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Do not discuss the test questions as this would be a violation of test security; respond to the student's questions by repeating the item, words or instructions verbatim as needed.
- Do not paraphrase, interpret, define, or translate any items, words, or instructions as this would be a violation of test security. EL students requiring translations of items or words may use a word-to-word dictionary or glossary.

English Usage/Conventions

- Read all text as punctuated.
- Quotation marks should be verbalized as "quote" and "end quote" at the beginning and end of quoted material, respectively.
- For words printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order to avoid giving an unfair advantage to students receiving this support, test readers should be

cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.

After Testing

- Collect all scratch paper, rough drafts, and login information or paper test booklets immediately after testing session and deliver it to the Test Administrator or Test Coordinator.

Diagrams/Pictures/Maps for Students who are Visually Impaired

- Before describing a picture or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item.
- Describe the image/graphic as concisely as possible following a logical progression. Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic.
- Read the title or caption, if available.
- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student's needs. Often the reader moves top to bottom, left to right, in a clockwise direction, or general to specific in accordance with teaching practices.

Graphs/Tables/Keys for Students who are Visually Impaired

- Read the title of the graph, table, or key first.
- Read the label and numbers on each axis second, referring to the horizontal axis at the bottom and vertical axis as the left side of the graph.
- For data tables, first read the title of the data table. If the data table has two or more columns, read as follows:
    - The heading of the left column is…
    - The heading of the right column is…
    - The data from left to right are as follows:
        - row one:
        - row two:
        - row three:
- Use common grade-appropriate language throughout the item and the test when referring to graphic organizers and their attributes (labels, blank cells, stems, etc.).
- Test readers must read scientific equations and symbols with technical accuracy and according to the charts on the following pages.
- Human Reader Guidance with Specific Examples

Description	Example(s)	Read As:
Large whole numbers	603,407,981 45,000,689,112	"six hundred and three million, four hundred and seven thousand, nine hundred eighty one" "forty-five billion, six hundred eighty-nine thousand, one hundred twelve"
Decimal numbers	0.056 4.37	"zero point zero five six" "four point three seven"
Fractions	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}$ $\frac{14}{25}$ $\frac{487}{6972}$	"one half, one fourth, two thirds, four fifths" Other common fractions include "sixths, eighths, tenths" "fourteen over twenty-five" "four hundred eighty-seven over six thousand, nine hundred and seventy-two"
Mixed numbers	$3\frac{1}{2}$ $57\frac{3}{4}$	read with "and" between whole number and fraction "three and one-half" "fifty-seven and three fourths"
Percent	62% 7.5% 0.23%	"sixty-two percent" "seven point five percent" "zero point two three percent"
Money	$4.98 $0.33 $5,368.00	"four dollars and ninety-eight cents" "thirty three cents" "five thousand, three hundred and sixty-eight dollars" **NOTE:** if contains a decimal point, read as "dollars AND cents"
Negative numbers • do NOT read negative sign as "minus"	- 3 $-\frac{5}{8}$ -7.56	"negative three" "negative five eighths" "negative seven point five six"
Dates (years)	1987 2005	"nineteen eighty-seven" "two thousand five"
Roman Numerals	I II III IV	"one" "two" "three" "four"
Ratios	$x: y$	"x to y"
Addition	13 + 27 =	"thirteen plus twenty-seven equals"
Subtraction	487 - 159 =	"four eight seven minus one five nine equals"
Multiplication	63 x 49 = 63 x 49 =?	"sixty-three times forty-nine equals" "sixty-three times forty-nine equals question mark"

Division *(vertical or horizontal)*	$\frac{120}{15} = 8$	"one hundred twenty divided by fifteen equals eight"
Expressions or Formulas containing variables NOTE: any letter may be used as a variable.	*N* + 4 8x — 3 4 (y — 2) + 5 =7 $V = 4\ \frac{r^3}{3}$ $x^2y^3 = -36$ 156x ≥ 4	"'N' plus four" "eight 'x' minus three" "four open parenthesis 'y' minus two close parenthesis plus five equals seven" "Capitol 'V' equals four-thirds pi 'r' cubed" "'x' squared 'y' cubed equals negative thirty-six" *or* "'x' to the second power times 'y' to the third power equals negative thirty-six" "one hundred fifty-six 'x' is greater than or equal to four"
Coordinate Pairs	the point (-1, 2)	"the point (pause) negative one comma two"
Exponents	2^2 6^{-5} $3^{2.5}$ 2^x	"two squared" "six to the negative fifth power" "three to the two point five power" "2 to the x power"
Less Than	< ≤	"is less than" "is less than or equal to"
Greater Than	> ≥	"is greater than" "is greater than or equal to"
Similar To	~	"is similar to"
Plus or Positive	+	"plus" or "positive" depending on the context of the item.
Negative/Minus	- -4°C -20°F -22°K	"minus" "negative four degrees Celsius" "negative twenty degrees Fahrenheit" "negative twenty-two degrees Kelvin"
Pi	Π	"pi"
Theta	θ	"Theta"
Alpha	α	"Alpha"
Percent	%	"percent"
Formulas	$p = \frac{\mathrm{m}}{\mathrm{V}}$	Read letters and numbers of scientific formulas exactly as they are printed; do not substitute the words that the letters represent. "*p* is equal to *m* divided by capitol V"
Scientific Units	3m 9.8 m/s^2	Abbreviated units should be described using the full word(s). "three meters" "nine point eight meters per second squared"

Chemical Symbols	Sodium sulfate (Na_2SO_4)	Elements and formulas should be read in a way that does not cue the correct answer or provide a hint to the student. If the item includes both the name and symbol of an element or formula of a compound, the symbol/formula may be read as the name in later instances within the test question: "sodium sulfate [pause] parentheses N-A two, S-O four parenthesis"
	Cl^2	If only the symbol/formula appears within the test question, only the symbol/formula should be read: "C-L two" *not* "Chlorine" or "Chlorine gas"

APPENDIX L: NGSA Simplified Test Directions Guidelines

Students with difficulties in auditory processing, short-term memory, attention, or decoding may benefit from having test directions simplified for them. This designated support may require testing in a separate setting to avoid distracting other test takers. This support is intended to ensure that students understand the directions for the test. **Only the script in the TAM may be simplified. Test content, including test items, stimulus material or passages, individual words from items, or instructions for individual items may NOT be simplified or paraphrased.**

Simplifying test directions should be consistent with classroom instruction and includes repeating or rephrasing.

Qualifications for Test Administrators Who Simplify Test Directions

Any test administrator who provides this test support on the NGSA should be:

- familiar with the student. Typically, the test administrator or teacher is responsible for providing this support during educational instruction and assessments.
- trained in administering the NGSA through online trainings and/or in-person training sessions held by the district or school in accordance with NGSA guidelines and policies.
- meet all criteria for being a test administrator as outlined in the *NGSA Test Coordinator Handbook* (www.ride.ri.gov/assessment-manuals)
- sign and abide by all requirements in the Test Security Agreement.

Procedures for Administering Simplified Test Directions:

- The test administrator must familiarize themselves with the testing environment and format before testing.
- The test administrator must be familiar with the student's needs, including any additional test supports, materials, or assistive technology the student may require.
- The test administrator may only simplify the script within the SAY boxes in the Test Administration Manual (TAM). **Test items, stimulus material or passages, individual words from items, or instructions for individual items may NOT be simplified or paraphrased.**
- The test administrator must be familiar with the vocabulary used in the directions.
- The test administrator must speak clearly and at a normal pace with clear pronunciation.
- The test administrator may break directions into parts or segments or using similar words or phrases.
- The test administrator may paraphrase, clarify, or simplify test directions.
- The test administrator may spell any words in the script if requested by the student.
- The test administrator may adjust their reading speed and volume as requested by the student.
- The test administrator may not prompt the student in any way that could affect their response to a test item.
- The test administrator may only read the test items aloud if the student is receiving that test support. If so, test administrators must also adhere to the NGSA *Guidelines for Read Aloud*.

NGSA: Examples of Simplified Test Directions

Full Log-in Directions	Simplified Log-in Directions
Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information. Enter your legal first name, not your nickname, followed by your SASID or SSID number. Then enter the test session ID. Raise your hand if you need help typing this information on your keyboard.	Now we are ready to log in. Enter your legal first name, not your nickname, followed by your SASID or SSID number. Then enter the test session ID.
Now click "Sign In." Once you have successfully logged in, you will see a screen with your first name and other information about you. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.	Now click "Sign In." Make sure that your personal information on the next screen is correct and click YES to continue. If it is not correct, raise your hand.
On the next screen, select the [INSERT NAME OF TEST]. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. Please wait quietly while I verify each of your tests.	On the next screen, select the [INSERT NAME OF TEST]. Then wait.
After I approve you to begin testing, you will see a screen asking you to check your test content area and settings. If all the information is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand. Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. Please read this carefully. You can also find this information during your test by clicking the HELP button in the top right corner.	After I approve you to begin testing, make sure that you have the right test and settings. If any of the test information is incorrect, please raise your hand. If the information is correct, click YES, START MY TEST.
When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.	When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

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