

Accommodations and Accessibility Features for Students with Disabilities

2023-2024

Agenda

- ✓ Essential Documents and Resources
- ✓ Accommodations Data
- ✓ How to Select Accommodations
- ✓ Using the PearsonAccess^{next} PNP
- ✓ Student Participation in State Assessments
- ✓ Accessibility Features
- ✓ Accommodations for EL Students
- ✓ Accommodations for Students with Disabilities



Resources

www.ride.ri.gov/accommodations

All state assessments:

[***RISAP Test Coordinator Handbook***](#)

[***RISAP Accommodations and Accessibility Features Manual***](#)

Assessment	User Guide	Assistive Technology
RICAS	<u>RICAS SR/PNP Guide</u> : this will help you enter the accommodations correctly into PearsonAccess ^{next} (PAN).	<u>RICAS Assistive Technology Guide</u> : this will help you set up any assistive technology for students.
NGSA	<u>NGSA TIDE User Guide</u> : this will help you enter accommodations correctly into NGSA TIDE.	<u>NGSA Assistive Technology Manual</u> : this will help you set up any assistive technology for students.
PSAT 10/SAT	<u>Accommodations and Support Handbook</u> -this will help SSD coordinators prepare to submit accommodation requests and provide guidance on available accommodations and supports for College Board testing	Assistive Technology Guide-COMING SOON
DLM	<u>DLM Accessibility Manual</u> - this will provide guidance with the selection and use of the accessibility supports available in the DLM Alternate Assessment	

Accommodations Data

What Does The Data Say?

How many students took RICAS in 2023?

Participation

Below are the total number of students tested in ELA and/or Math assessment for the RICAS assessment in 2023.

58,636

ELA

59,279

MATH



Any Accommodation: Grade

How many students received accommodations on the 2023 ELA and math RICAS assessments?



ELA

Grade	Total Tested	Tested with Accommodation	Total Percent with Accommodation
3	9647	902	9.35%
4	9728	1043	10.72%
5	9707	1078	11.11%
6	9728	986	10.14%
7	9868	1026	10.40%
8	9958	886	8.90%

Math

Grade	Total Tested	Tested with Accommodation	Total Percent with Accommodation
3	9792	2246	22.94%
4	9845	2239	22.74%
5	9817	2049	20.87%
6	9806	1523	15.53%
7	9948	1536	15.44%
8	10071	1384	13.74%

Any Accommodations: Subgroups



Who received accommodations on the 2023 ELA and math RICAS assessments?



ELA

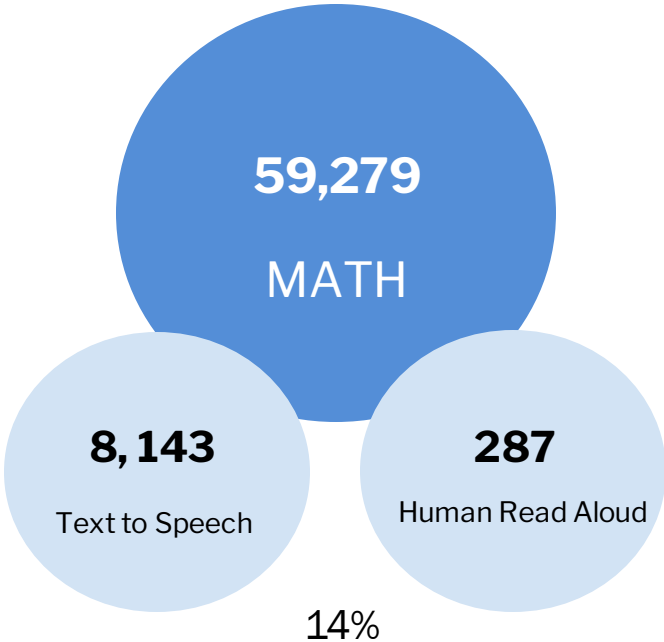
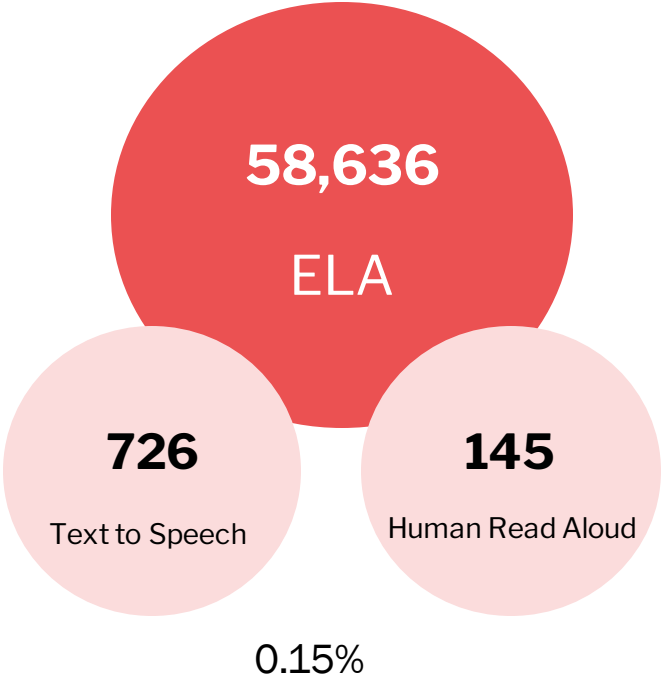
	Total Tested	Tested with Accommodation	Total Percent with Accommodation
ELL - Active	7,476	1,037	13.87%
Ever ELL	9,713	1,108	11.41%
IEP	9,669	5,318	55.00%

Math

	Total Tested	Tested with Accommodation	Total Percent with Accommodation
ELL - Active	8,189	5,016	61.25%
Ever ELL	10,423	5,132	49.24%
IEP	9,652	6,670	69.10%

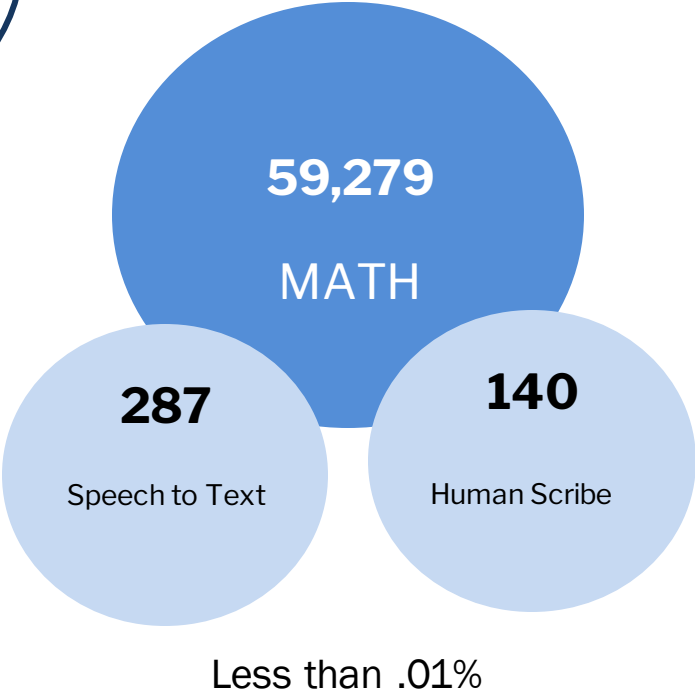
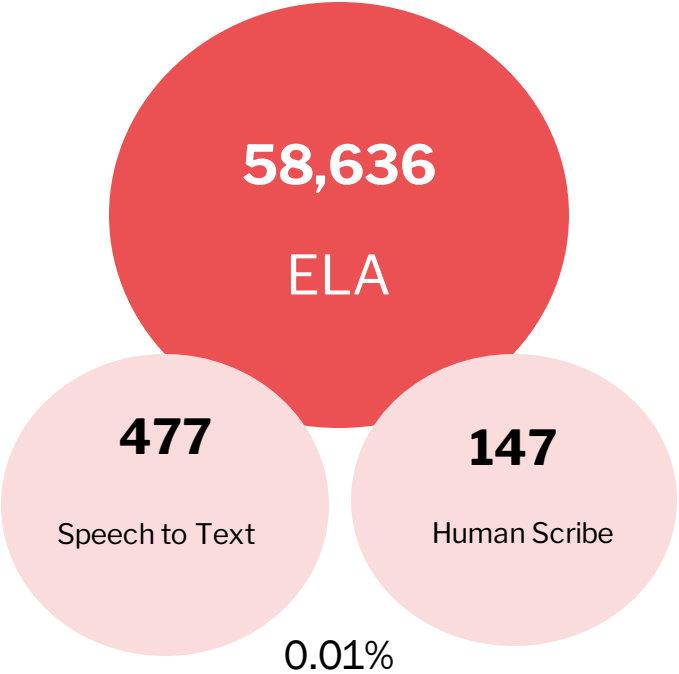
Number of Students With Text to Speech/Read Aloud

How many students received the Special Access text to speech/human read aloud accommodation on the 2023 ELA assessment and the text to speech/human read aloud accommodation on the 2023 Math RICAS assessment?



Number of Students With Speech to Text/Human Scribe

How many students received the Special Access Speech to Text/Human Scribe Accommodation on the 2023 ELA assessment and the Speech to text/Human Scribe accommodation on the 2023 Math RICAS assessment?



RICAS ELA – Text to Speech by IEP Status

Special Access Accommodation on RICAS

Total number of students with Special Access
Accommodation of Text to Speech on **RICAS ELA**

IEP Status	Total number of tested students	Number of students who tested with Text to Speech	% of students who tested with Text to Speech
IEP	9669	685	7.08%
No IEP	48967	41	0.08%

Selecting Accommodations

Selecting Supports

Student Characteristics

- Physical and/or cognitive disabilities; **their needs have been identified in classroom and diagnostic test results**; English language proficiency; comfort level, accommodations used in classroom and on other state tests, medical needs, stamina for test-taking.

Test Characteristics

- What skills outside of academic content knowledge will students have to use? Drag-and-drop, highlighting, equation editor, glossary, keyboarding, using a mouse, completing tasks within a certain time frame, etc?

Validity Requirements

- Any support provided to a student must not interfere with the construct being measured or violate RIDE test specific policies on the use and implementation of the accommodation or accessibility feature.

How to select an Accommodation

Before the IEP team can select an accommodation to help a student meet their learning goals, they must first identify the barrier (area of need) affecting the student's academic performance.

Each accommodation should be directly related to the area of need and be clearly connected to the evidence and data presented in the IEP and the accommodations that are recommended.

Area of Need

Evidence/Data

Accommodation

When Preparing for Accommodations

- More is not always better.
- Learning curve should be expected.
- What will help the student access instruction and assessments but **not restrict their independence**?
- Student independence should increase every year.
 - Accommodations should evolve with the student.
- Understand what kinds of item types are on the assessments.
 - Drag-and-drop, multiple select, and short answer require the student to be able to perform different tasks in order to answer the test question.



Area(s) of Need



- What are the student's present levels of academic achievement and functional performance?
- What are the student's strengths and needs?
- What are the student's specific learning goals?
- Are there academic or social behaviors interfere with the student's learning?
- Which modalities (e.g., visual, auditory) work best?



Area(s) of Need

Making Accommodations Decisions for ELs

- What is the student's level of language acquisition?
- What support(s) does the student use every day?
- Does the student also have an IEP or 504 Plan?



Evidence/Data



Evaluating Classroom Accommodation Use	Considerations for Accommodations
<ul style="list-style-type: none">• Is the student using any accommodations during classroom instruction that will not be allowed when taking state assessments?• Does the student understand how to use the selected assessment accommodations?• What accommodation(s) does the student use regularly in the classroom for instruction and on tests?• What accommodation(s) will help the student access instruction and assessments but not restrict their independence?• Have you received input from the student, teachers and parents, and others about how the accommodations have worked?• Have there been challenges in administering the selected accommodations?	<ul style="list-style-type: none">• Are the assessment accommodations selected allowed for the specific assessment?• Does the student show a documented need for all selected accommodations?• Are all selected accommodations documented in the IEP or 504 Plan?

Choosing Accommodations



Presentation			
	Questions to Ask	Instruction Examples	Assessment Examples
Students with print disabilities due to physical, sensory or cognitive disability	<ul style="list-style-type: none">• Can the student read and understand directions?• Does the student need text read aloud daily in the classroom?• Has the student been identified as having a reading disability?	<ul style="list-style-type: none">• Large print• Magnification devices • Human reader• Audio tapes• Digital textbooks• Talking materials (calculators, clocks, timers)	<ul style="list-style-type: none">• Screen reader• Text to speech• Braille• Visual representations for math

Choosing Accommodations



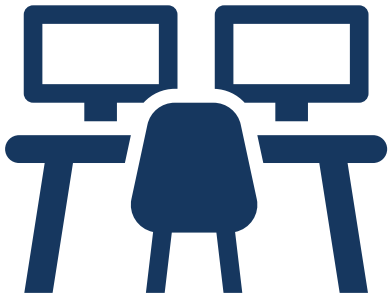
Response			
	Questions to Ask	Instruction Examples	Assessment Examples
Students with physical, sensory, or learning disabilities	<ul style="list-style-type: none">• Does the student have fine motor difficulties?• Does the student have a disability that affects spelling?• Does the student have trouble tracking visually and maintaining their place in a text?	<ul style="list-style-type: none">• Scribe• Note-takers• Tape recorder• Spelling and grammar devices• Graphic organizers	<ul style="list-style-type: none">• Speech to text• Transcription• Word prediction• Line Reader• Answer Eliminator

Choosing Accommodations



Timing and Scheduling			
	Questions to Ask	Instruction Examples	Assessment Examples
Students who: <ul style="list-style-type: none">• need extra time.• struggle with concentrating for extended periods of time• have a health-related disability• Are easily fatigued• Have a special diet and/or medication needs	<ul style="list-style-type: none">• Can the student work continuously during the entire time allocated for test administration?• Does the student tire easily because of health impairments?• Does the student need shorter working periods and frequent breaks?	<ul style="list-style-type: none">• Extended time• Frequent breaks• Multiple testing sessions	<ul style="list-style-type: none">• Extended time• Breaks as needed• Frequent breaks

Choosing Accommodations



Setting			
	Questions to Ask	Instruction Examples	Assessment Examples
Students who are easily distracted or concentrate best in small groups	<ul style="list-style-type: none">Does the student get distracted easily by others?Does the student struggle to stay on task?Does the student exhibit disruptive behaviors?	<ul style="list-style-type: none">Change of room or location in roomEarphones or headphonesSmall groupChange in location (not in school setting)Familiar test administratorPreferential seatingSpecialized furnitureFrequent breaksBreaks as neededTesting over multiple days (test dependent)	

Overview of Assessment Platforms

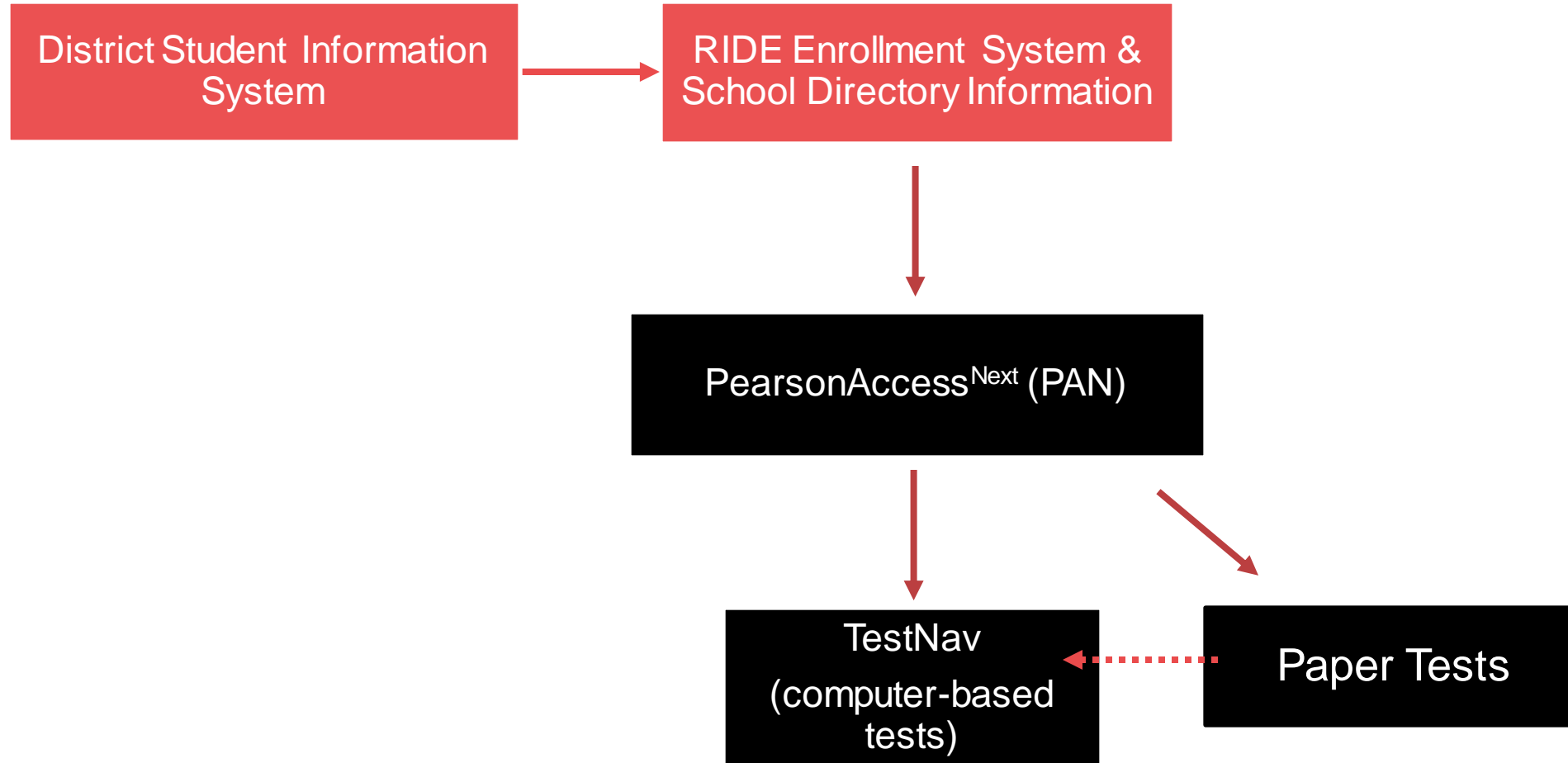


Overview of RICAS

LEGEND

RIDE systems

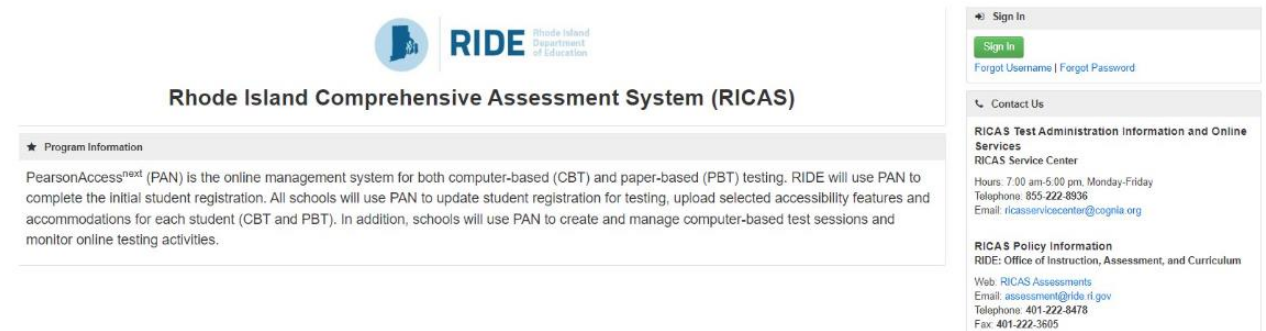
Vendor systems



Using the PNP in PearsonAccess^{next}

- **RIDE** creates **District Test Coordinator** accounts (Master directory must be accurate)
- **District Test Coordinators** create (manage, enable/restore) other **District-level** and **School Test Coordinator** accounts
- **School Test Coordinators** create (manage, enable/restore) **Test Administrator** and other **school-level** accounts

- ✓ Online management system for computer-based (CBT) and paper-based (PBT) testing.
- ✓ Schools can update selected accessibility features and accommodations for each student (CBT and PBT).
- ✓ Schools use PAN to create and manage computer-based test sessions and monitor online testing activities.



Students/Student Tests/Students in Sessions

PearsonAccess^{next}

- Setup
 - Import / Export Data
 - Students**
 - Organizations
 - Users
 - Work Requests
 - TestNav Configurations
- Testing
 - Student Tests**
 - Rejected Student Tests
 - Sessions
 - Students in Sessions**
- Reports
 - Operational Reports
 - Published Reports
- Support
 - Documentation

Students

Tasks 0 Selected

Select Tasks

- ☐ Create / Edit Students
- ☐ Registration
- ☐ Register Students
- ☐ **Manage Student Tests**
- ☐ Move Student Tests (select exactly 2 students)
- ☐ Delete Students

Clear Hide 324 Results

Student Tests

Tasks 0 Selected

Select Tasks

- ☐ **Edit Student Tests**

Find Student Tests

Students in Sessions Go to Sessions »

Tasks 0 Selected

Select Tasks

- ☐ Student Test Statuses
 - ☐ Mark Student Tests Complete
 - ☐ Resume Student Tests
 - ☐ Retake Student Tests
- ☐ Students
 - ☐ Add Students to Sessions
 - ☐ Remove Students from Sessions
 - ☐ Move Students between Sessions
- ☐ **Student Tests**
 - ☐ **Manage Student Tests**

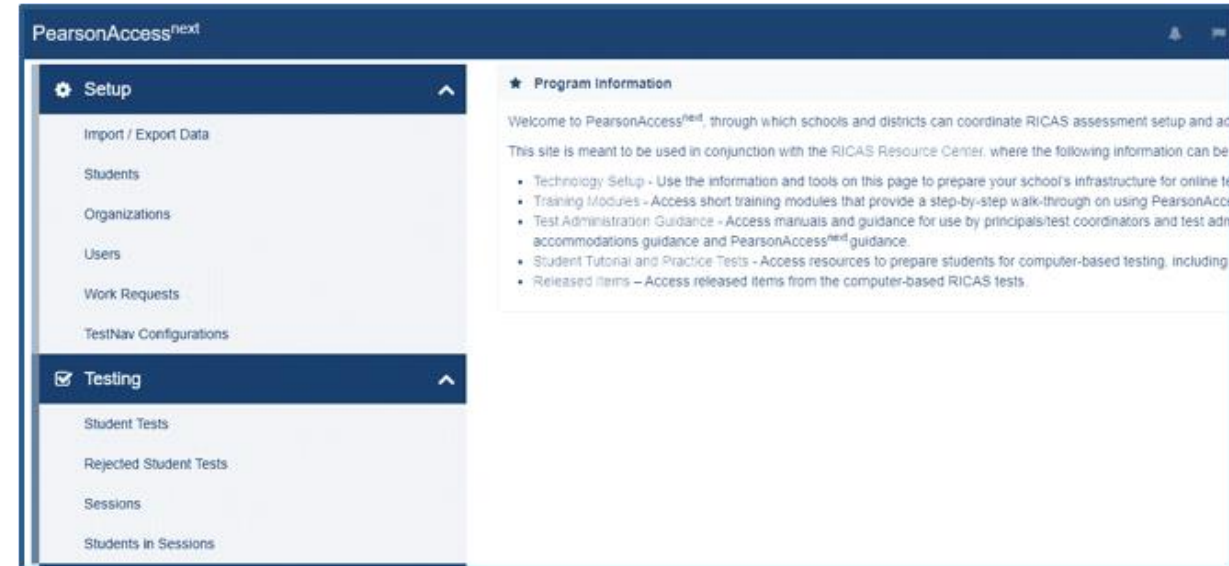
Add a Session

Add a specific session to the left or search all sessions in Sp

Find Students In the selected session(s) above

Best Practices

Entering Accommodations in PearsonAccess^{next}



Personal Needs Profile (PNP)

PNP is the assignment of test supports to students through PAN in accordance with students' documented assessment so that any form-based test supports are ordered (paper) or loaded (CBT) well in advance of testing through:

Import/Export File Upload OR
User Interface

- **Selection of paper test form:** standard, large print, Braille, Spanish (math only)
- **Selection of CBT accommodated forms:** TTS, STT, Screen Reader

TEST FORM

Test Format*

Online

Paper

☒ Text-to-Speech (A4.1, EL3.1 for Math, SA1.1 for ELA) ⓘ

☒ Large Print Test Edition (A2) ⓘ

☒ Braille Test Edition (A3.2) ⓘ

☒ Screen Reader Edition (A3.1) ⓘ

Yes

☒ Web Extensions ⓘ

☒ Compatible Assistive Technology ⓘ

[See list of compatible software.](#)

Selected Accommodations

☐ Human Read Aloud (A5 & EL3.2) ⓘ

☐ Human Read Aloud as a Special Access Accommodation (SA1.2) ⓘ

☐ Human Signer (A6.1) ⓘ

☐ Human Signer as a Special Access Accommodation (SA2) ⓘ

☐ Human Scribe (A10.1 & EL4.1) ⓘ

☐ Human Scribe as a Special Access Accommodation (SA3.1) ⓘ

☐ Speech-to-Text (A10.2 & EL4.2) ⓘ

☐ Speech-to-Text as a Special Access Accommodation (SA3.2) ⓘ

☐ Graphic Organizer/Reference Sheet (A9) ⓘ

Accessibility Features

Alternative Cursor/Mouse Pointer ⓘ

Medium

Large

Extra Large

Extra Large Black

Extra Large Green

Extra Large Yellow

Personal Needs Profile (PNP)

PNP is the assignment of test supports to students through PAN in accordance with students' documented assessment so that any form-based test supports are ordered (paper) or loaded (CBT) well in advance of testing through:

- Assignment of both embedded and non-embedded accommodations; human read aloud / human signer, assistive technology (including web extensions), Spanish (math only)

ACCOMMODATIONS

Test Format*

Add

Special Test Forms

☐ Text-to-Speech (A4.1, EL3.1 for Math, SA1.1 for ELA) ⓘ

☐ Large Print Test Edition (A2) ⓘ

☐ Braille Test Edition (A3.2) ⓘ

Screen Reader Edition (A3.1) ⓘ

☒ Yes

☒ Web Extensions ⓘ

☒ Compatible Assistive Technology ⓘ

[See list of compatible software.](#)

Not Tested

☐ Not Tested Code

Not Tested Reason

Selected Accommodations

☐ Human Read Aloud (A5 & EL3.2) ⓘ

☐ Human Read Aloud as a Special Access Accommodation (SA1.2) ⓘ

☐ Human Signer (A6.1) ⓘ

☐ Human Signer as a Special Access Accommodation (SA2) ⓘ

☐ Human Scribe (A10.1 & EL4.1) ⓘ

☐ Human Scribe as a Special Access Accommodation (SA3.1) ⓘ

☐ Speech-to-Text (A10.2 & EL4.2) ⓘ

☐ Speech-to-Text as a Special Access Accommodation (SA3.2) ⓘ

☐ Graphic Organizer/Reference Sheet (A9) ⓘ

☐ Typed Responses (A12) ⓘ

☐ Calculation Device as a Special Access Accommodation (SA4) ⓘ

☒ Spell-Checker as a Special Access Accommodation (SA5) ⓘ

☒ Word Prediction as a Special Access Accommodation (SA6) ⓘ

☐ Approved Bilingual Dictionary and Glossary

☐ Spanish Edition Test

Spanish

☐ TestNav interface Language

English

Spanish

Void Test Score Reason

Accessibility Features

Alternative Cursor/Mouse Pointer ⓘ

Medium

Large

Extra Large

Extra Large Black

Extra Large Green

Extra Large Yellow

* Required

Create

Reset

Personal Needs Profile (PNP)

PNP is the assignment of test supports to students through PAN in accordance with students' documented assessment so that any form-based test supports are ordered (paper) or loaded (CBT) well in advance of testing through:

- *Indication of certain form-based accessibility features:* alternate cursor/mouse pointer

ACCESSIBILITY FEATURES

Selected Accommodations

- ☐ Human Read Aloud (A5 & EL3.2) ⓘ
- ☐ Human Read Aloud as a Special Access Accommodation (SA1.2) ⓘ
- ☐ Human Signer (A6.1) ⓘ
- ☐ Human Signer as a Special Access Accommodation (SA2) ⓘ
- ☐ Human Scribe (A10.1 & EL4.1) ⓘ
- ☐ Human Scribe as a Special Access Accommodation (SA3.1) ⓘ
- ☐ Speech-to-Text (A10.2 & EL4.2) ⓘ
- ☐ Speech-to-Text as a Special Access Accommodation (SA3.2) ⓘ
- ☐ Graphic Organizer/Reference Sheet (A9) ⓘ
- ☐ Typed Responses (A12) ⓘ
- ☐ Calculation Device as a Special Access Accommodation (SA4) ⓘ
- ☐ Spell-Checker as a Special Access Accommodation (SA5) ⓘ
- ☐ Word Prediction as a Special Access Accommodation (SA6) ⓘ
- ☐ Approved Bilingual Dictionary and Glossary

Spanish Edition Test

TestNav Interface Language

Void Test Score Reason

Accessibility Features

Alternative Cursor/Mouse Pointer ⓘ

- Medium
- Large
- Extra Large
- Extra Large Black
- Extra Large Green
- Extra Large Yellow

answer masking, alternative background and font color now built in

Updating the PNP in PAN

(for additional step-by-step instructions see the SR/PNP Guide at ricas.pearsonsupport.com/manuals/)

	File Upload through Import/Export	Manual via Student Test Settings User Interface
Application	Large numbers of students Initial PNP upload Many updates at once	Fewer than 10 students PNP updates (e.g., IEP changes, new students) One update at a time
Steps	<ol style="list-style-type: none">Export the student registration file from PAN:<ol style="list-style-type: none">"Import/Export Data" from Setup menuStudent Registration ExportUpdate the test mode, accessibility features, accommodations (do not update demographic information)Import the .CSV file into PAN:<ol style="list-style-type: none">"Import/Export Data" from Setup menuStudent Registration Import - RIConfirm all records imported successfully by reviewing any error messages and records in error.	<ol style="list-style-type: none">Access the student's record in PAN:<ol style="list-style-type: none">"Students", "Student Tests" or "Students in Sessions" from Setup menuSearch for student (last name or SASID)"Manage Student Tests" from 'Select Tasks' and click 'Start'Update student accommodations and accessibility features information as neededSave that record and move on to next (if multiple selected) or save and exit.

PNP Verification – Accommodations Report

Report Parameters

Test Administration
Massachusetts > 2016 - 2017 > Spring 2017 MCAS Gr. 3-8

Organization
LEANN SCHOOL (56787534)

Accessibility Features and/or Accommodations*
ALL

Filtered Organization

Test

Display Report Download CSV

Ensure students have the correct assignments for:

- ✓ Test format (paper or online)
- ✓ Accessibility and accommodations information
- ✓ Special forms: screen reader (TTS), assistive technology (including web extensions), human read aloud / human signer, Spanish (math only)

2 Results

Row	SA SID	Student Name	Organization Name	Organization Code	Test Name	Test Format	Form Code	Session Name	Answer Masking	Alternative Background and Font Color	ASL Video DVD Edition	Screen Reader Edition	Assistive Technology	Large Print Test Edition	Braille Test Edition	Human Scribe or Speech-to-Text	Calculation Device	Word Prediction	English/Spanish Edition Test	Text-to-Speech	Human Read-Aloud or Human Signer	Any Other Accommodations
1	1010101010	BOB, JIM	LEANN SCHOOL	56787534	Grade 5 ELA (ELA05)	Paper												Y			02 = Human Read-Aloud	Y
2	1011231231	STUONE, STUONE	LEANN SCHOOL	56787534	Grade 5 Math (MAT05)	Online		CHANGEACCOMMODATIONS				Y										
3	1012961343	TAYLOR, KENNY	LEANN SCHOOL	56787534	Grade 3 ELA (ELA03)	Online	E1703ELA01	GRADE3 ELA				Y										

1. Login to PAN
2. Reports > Operational Reports
3. ✓ Check Students & Registrations box
4. Select *PNP Report - Accessibility Features and Accommodations for Student Tests*

Rejected Student Tests

Sessions

Students in Sessions

Reports

Operational Reports

Published Reports

Support

Documentation

Report Categories

- ☐ Organization
- ☒ Students & Registrations
- ☐ Online Testing
- ☐ Users

[PNP Report - Accessibility Features and Accommodations for Student Tests](#)
List of students and tests with identified Accessibility Features and Accommodations

[Students with Online Test but not assigned to Session](#)

Accommodations Test Irregularities

If a student has already logged in to TestNav and has an incorrect accommodation (e.g., TTS, human reader, human signer, web extensions, assistive technology, Spanish for math) that needs to be updated, **test coordinators must contact RIDE**. The following steps will need to be taken:

Test coordinators are not able to “void” tests in PAN.

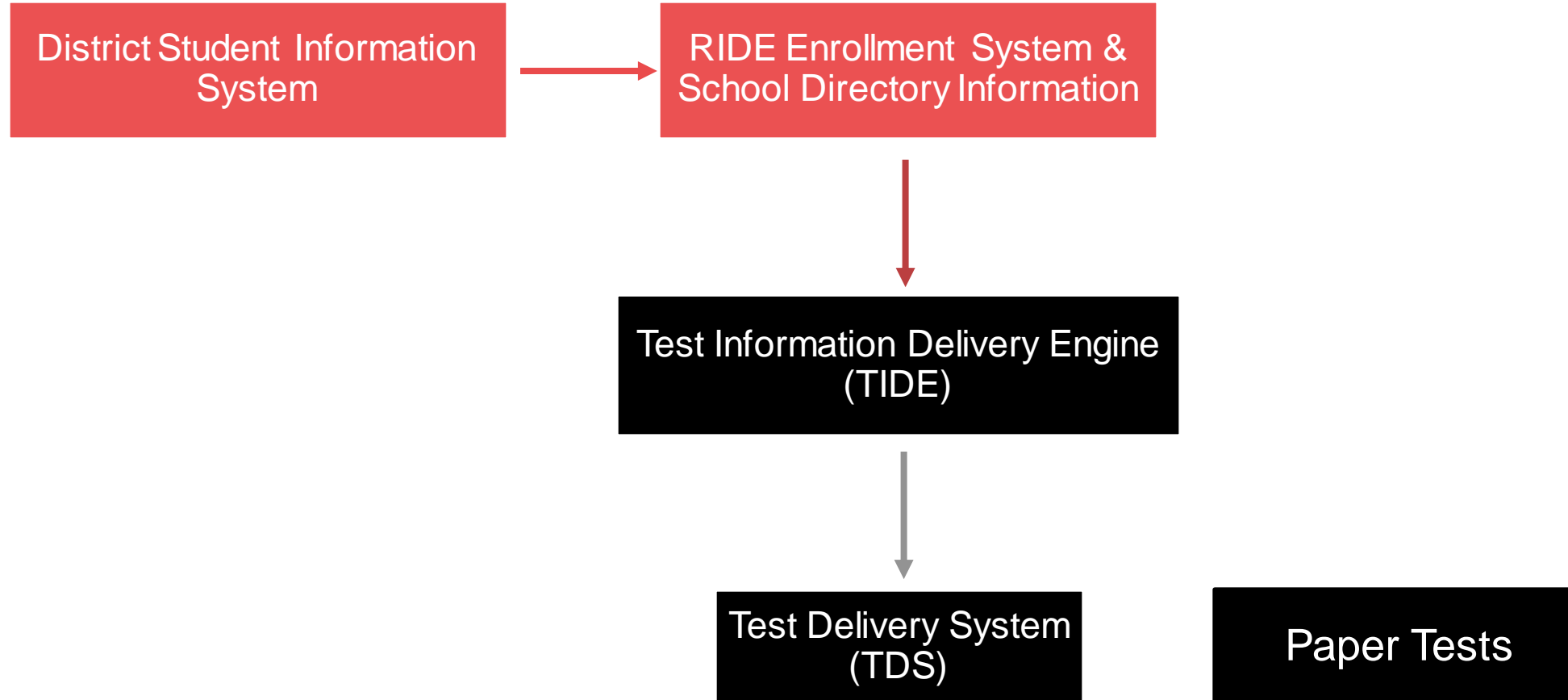
1. The test administrator should direct the student to stop testing **IMMEDIATELY** and **sign out** of TestNav.
 - *Catching the error quickly and stopping the test before the student begins to answer questions will reduce the chance of an invalidation*
2. Test coordinators are required to **create an irregularity report in the State Assessment Irregularity Application in the RIDE Portal**. (The student’s score *may* be invalidated for accountability.)
3. **RIDE** will work with the district to determine if the test needs to be voided and **a new test assigned** to the student.
 - *Tests can take up to 24 hours to show up in PAN once they have been re-assigned; plan on testing the student the following day. If you would like to put the new test in the same session as the old one, you must create a session and **MOVE** the old test to that session in order to move in the NEW test.*
4. Once the new test is available, test coordinators **MUST update the student’s NEW PNP accordingly**, then **assign the student to a proper PAN Session** (ensuring the PAN Session’s test setting matches the student’s accommodation) for the student to retake that session (e.g scribe, human read aloud)

Overview of NGSA

LEGEND

RIDE systems

Vendor systems

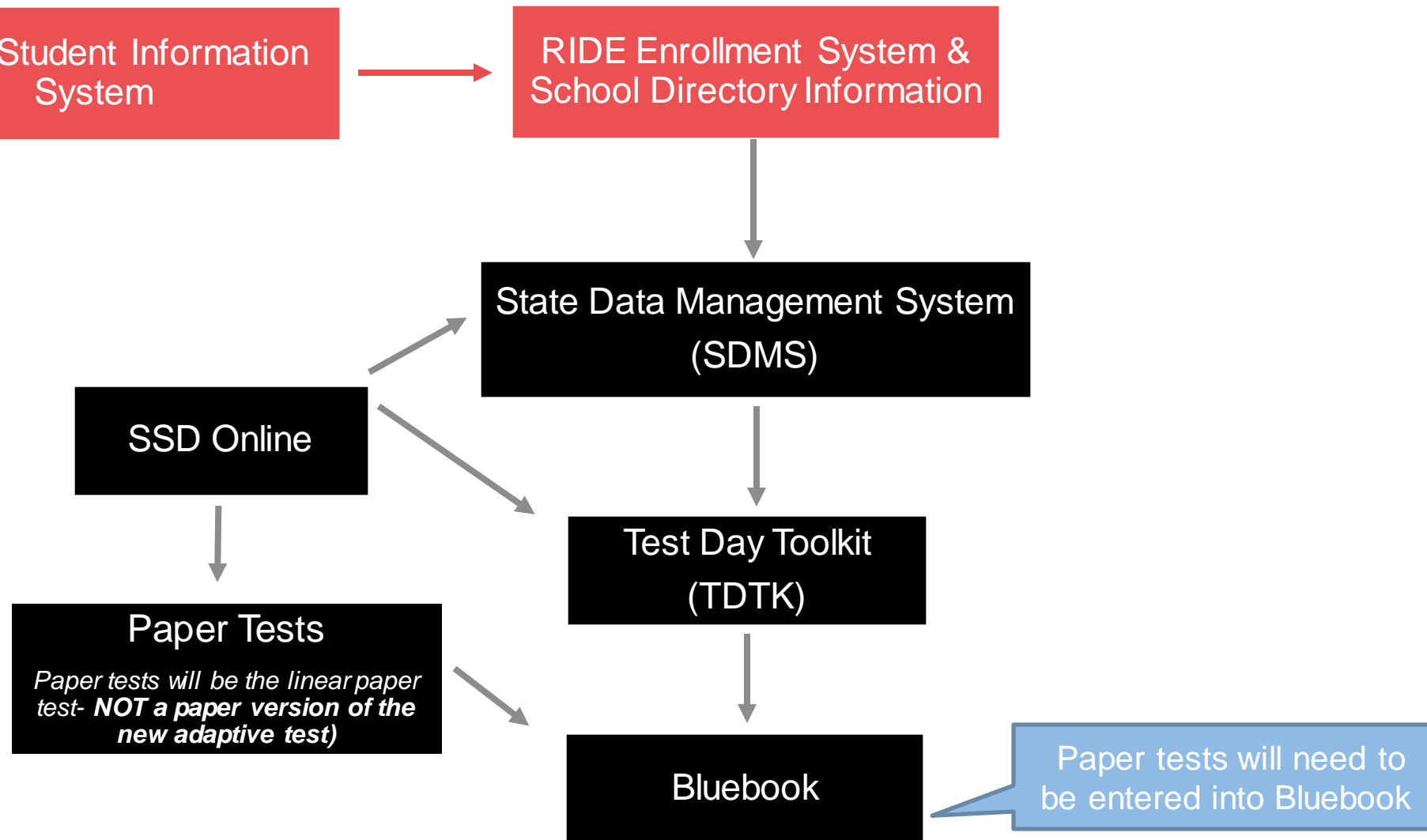


Overview of SAT/PSAT 10

LEGEND

RIDE systems

Vendor systems



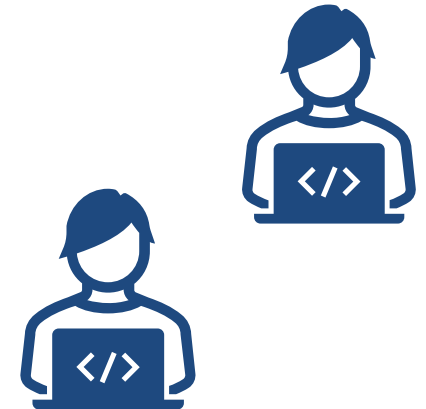
Participation in Rhode Island State Assessments

Participation Requirements

Participation Requirements: RISAP Test Coordinator
Handbook, page 16

Students are required to participate in the state assessments for their current grade level in one of three ways:

1. General education assessments **without** accommodations
2. General education assessments **with** accommodations
3. **Alternate** assessment- DLM



Participation Requirements

- **Current Grade Level** is the grade level indicated in the Enrollment Census.
 - Student data is transferred directly from the LEA.
 - LEA is responsible to correct student data.
- If a student takes a test at the wrong grade level, the test scores may be invalidated and the school will not receive credit for participation for this student.

RIDE cannot change any student information.

Participation Requirements

Students with Disabilities	English Learners
<ul style="list-style-type: none">• Must have an IEP or 504 Plan.• All accommodations must be in the IEP or 504 Plan before testing can begin.	<ul style="list-style-type: none">• If an EL students has a disability, they must have an IEP or 504 Plan.• See column Students with Disabilities• If an EL student does not have a disability, there are specific accommodations only EL students may use, and only if they are helpful for the student.• <i>This includes EL students who are monitored.</i>

Rhode Island State Assessment Program

	Alternate Assessments			General Education Assessments					
Grade Tested	WIDA Alternate ACCESS	DLM	DLM	ACCESS for ELLs	NGSA	RICAS	PSAT™10	SAT	NAEP
	<i>ELP</i>	<i>ELA & Math</i>	<i>Science</i>	<i>ELP</i>	<i>Science</i>	<i>ELA & Math</i>	<i>ELA & Math</i>	<i>ELA & Math</i>	
K	K			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		(Age 15)
11	11	11	11	11	11			11	
12	12			12					12

Selecting Accommodations



1. Go to: <https://kahoot.it>
 2. Enter the game pin
 3. Enter a nickname
- OR
1. Scan the QR code
 2. Enter a nickname

Test Supports



Test Supports



START HERE: Does the student need test supports?

NO

YES

Even if a student does not have a disability and is not an EL/MLL student, **all** students should be comfortable with the test platform and essential accessibility features like the highlighter, note pad/note taker, marking items for review, etc.

Does the student have an IEP or 504 Plan ?

Review the accessibility features for the tests the student will be taking and identify those that the student will need to be comfortable with, regardless of their accommodations.

NO

YES

The student is not eligible for accommodations for students with a disability.

Continue Here

Use the IEP and collected data to review accommodations for students with disabilities for the tests they will be taking.

Is the student an EL/MLL?

Continue Here

NO

YES

The student is not eligible for accommodations for EL/MLL students.

Use data and evidence to review and select accommodations for EL/MLL students for the tests they will be taking.

Did the EL/MLL student enroll in a U.S. school on or after April 1, 2023?

NO

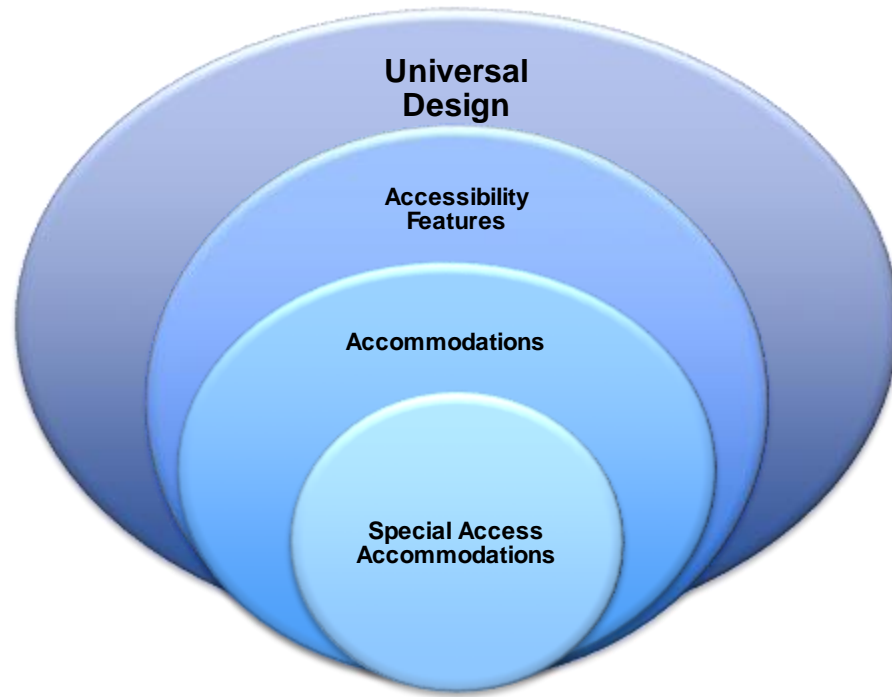
YES

The student **is required** to take all content area tests for their grade level.

The student is not required to take the ELA portion of the test.

NOTE: If the student wants to take ELA, scores will not be used for accountability but will be reported to the district, school, and family.

Types of Test Supports



- **Universal Design:** this means the test was designed with accessibility in mind for all students.
- **Accessibility Features:** these include test supports that students many students may find helpful and are not necessarily tied to a student's disability.
- **Accommodations:** Specifically designed to mitigate the effects of a disability or English language proficiency.
- **Special Access Accommodations:** Specifically designed to be used by students with calculation and/or reading disabilities on the ELA and mathematics tests for RICAS.

Effective Accommodations

Effective accommodations and test supports will:

- allow the student equitable access to instructional and assessment activities.
- promote the student's independence.
- remove barriers that exist as a result of a student's disability.
- maintain high expectations for the student's learning of grade level content.

Accommodations and test supports will not:

- change the expectations for learning.
- make the test or the content easier.
- reduce what the student is expected to learn.
- take the place of appropriate and challenging instruction.
- recreate the instructional environment.

State Policy For Classroom And Assessment Accommodations

- Accommodations *must* address the diagnosed disability(ies) and the challenges that the disability presents.
- Educators should be able to provide a rationale and evidence showing why an accommodation was selected and what challenges that accommodation is expected to address.
- The student should be using the accommodation(s) throughout the year, across multiple content areas/classes.
 - For example, if a student needs a scribe/speech-to-text accommodation, they should need and use it in every content area, every day.

Stop Testing Policy

THIS IS NOT AN ACCOMMODATION

If student is not responding to test questions after 15–20 minutes, test administrator may ask if student is finished. If so, collect the student's test materials. Student may sit quietly or be excused.

This policy applies to:

- Newcomers to the US without English
- Students with disruptive/violent behaviors
- None of the available accommodations will enable the student to participate in testing



What this means for Accountability:

- All test items will be counted.
- Families will receive score reports.
- Students will be counted as participants for state assessments as long as they meet the criteria for participation for that test (scores will be used for accountability purposes).

Note: Test administrators must notify school testing coordinators before they stop testing.

Process for Selecting and Evaluating Accommodations

1. 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.
2. Brainstorm the use of various accommodations, accessibility features, and test administration considerations with IEP team members, the student, and other adults familiar with the student.
3. Try out the accommodation(s) in different assessment settings and adjust as needed.
4. Evaluate whether the accommodation addresses the student's need.
5. If the accommodation addresses the challenge, determine whether the accommodation is allowed on the specific test.
6. Develop or amend the IEP or 504 plan accordingly to include the accommodation(s) and the test(s) on which they will be used.

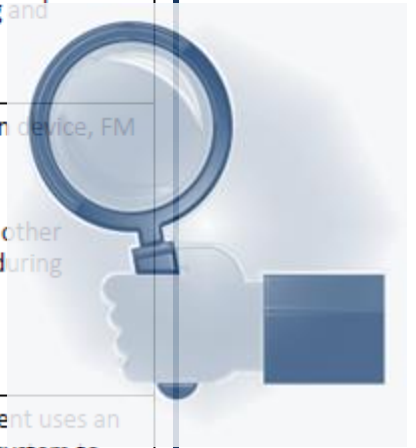
Accessibility Features

These test supports are available to any student, regardless of MLL/EL and/or IEP status.



Accommodations and Accessibility Features Manual

Test Support Name	Test	Student Status	Support Group	Embedded Support <i>Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.</i>	External or Non-Embedded Support <i>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.</i>
Auditory Supports	ACCESS	Any Student	Accessibility Feature	<p>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.</p> <ul style="list-style-type: none"> Noise buffers must be compatible with the requirements of the test (i.e., allow the student to hear listening items). Smart phones cannot be used. Music or other recordings may not be played on headphones worn during testing. See the <i>WIDA Accommodations and Accessibility Features Manual</i>, page 5 for more information. <p>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.</p>	<p>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.</p>
	NGSA, RICAS	Any Student	Accessibility Feature	May be provided as a non-embedded support.	<p>AMPLIFICATION.. Volume control, amplification device, FM system, noise buffer, noise-cancelling earmuffs/headphones, white noise machine.</p> <p>NOTE: Smart phones cannot be used. Music or other recordings may not be played on headphones during testing.</p> <p>NGSA TIDE: Amplification RICAS PNP: Not Recorded</p>
	DLM	Any Student	Accessibility Feature	<p>AMPLIFICATION. The volume of the testing device may be increased using computer controls. DLM PNP Profile: Not Recorded</p>	<p>AUDITORY AMPLIFICATION/FM SYSTEM. Student uses an auditory amplification device or special sound system to hear the test administrator. DLM PNP Profile: Not Recorded</p>
	PSAT10_SAT	IEP/504	Accommodation	AUDITORY SUPPORTS. This is an accommodation for PSAT 10 and SAT.	



Accessibility Features For All Students By Test

Accessibility Features: for any student, regardless of EL or disability status	RICAS		NGSA	PSAT 10/SAT
	ELA	Math	Science	ELA/Math
Adaptive furniture or lighting	Y	Y	Y	
Answer Eliminator or pencil to eliminate answer choices	Y	Y	Y	Y
Answer Masking or Masking Using Blank Card	Y	Y	Y	
Assistance from a test administrator regarding use of computer-based test platform	Y	Y	Y	
Auditory Supports (noise buffers, earbuds, headphones)	Y	Y	Y	
Breaks or Frequent Supervised Breaks	Y	Y	Y	
Calculators or Mathematics Tools			Y	Y
Color Contrast	Y	Y	Y	Y
Expandable Passages			Y	Y
Extended Time	Y	Y	Y	
Familiar Test Administrator	Y	Y	Y	Y*
Highlighter	Y	Y	Y	Y

Accessibility Features For All Students By Test

Accessibility Features: for any student, regardless of EL or disability status	RICAS		NGSA	PSAT 10/SAT
	ELA	Math	Science	ELA/Math
Line Reader or Tracking Device/Straight Edge	Y	Y	Y	
Screen Magnification/Zoom tool	Y	Y	Y	Y
Mark for Review or Bookmark/Item Flag or Place Marker	Y	Y	Y	Y
Mouse Pointer	Y	Y	Y	
Notepad or Scratch Paper	Y	Y	Y	Y
One-to-one testing	Y	Y	Y	
Preferential Seating	Y	Y	Y	Y*
Read Aloud Selected Words		Y	Y	
Read Aloud, Repeat, or Clarify General Test Instructions	Y	Y	Y	
Student Reads Aloud to Self	Y	Y	Y	
Redirect student's attention to the test	Y	Y	Y	

Accessibility Features For All Students By Test

Accessibility Features: for any student, regardless of EL or disability status	RICAS		NGSA	PSAT 10/SAT
	ELA	Math	Science	
Testing in a separate location*	Y	Y	Y	
Small Group Administration	Y	Y	Y	
Specific Time of Day	Y	Y	Y	

Accommodations For EL Students



Accommodations For EL/MLL Students

Test Support	RICAS		NGSA	PSAT 10/SAT
	ELA	Math	Science	ELA/Math
Bilingual Word-to-Word Dictionaries or Glossaries	Y	Y	Y	Y
Paper Edition - Regular Font Size English	Y	Y	Y	Y
Paper Edition – Regular Font Size Spanish	Not Offered	Y	Y	
Translation of General Test Directions	Y	Y	Y	Y
Read Aloud, repeat, or Clarify General Test Instructions (English)	Y	Y	Y	Y
Read Aloud, repeat, or Clarify General Test Instructions in Student’s Native Language	Y	Y	Y	
Read Aloud (Human) or Text-to-Speech (Computer) (English)	Not Offered*	Y	Y	Y
Read Aloud (Human) or Text-to-Speech (Computer) (Spanish)	Not Offered	Y	Y	
Read Aloud Selected Words (Computer or Paper, in English or Spanish)	Not Offered	Accessibility Feature	Accessibility Feature	

*Special Access Accommodation for RICAS ELA: ONLY for students who have an IEP and meet the criteria for this accommodation. There are no read aloud or TTS accommodations for RICAS ELA for English learners **who do not have an IEP or 504 Plan or who do not meet the criteria.**

Accommodations For Students With Disabilities



Accommodations For Students With Disabilities

Test Support	RICAS		NGSA	PSAT 10/SAT
	ELA	Math	Science	ELA/Math
AT/AAC Devices	Y	Y	Y	Y
Braille Editions	Y	Y	Y	Y
Braille Writer	Y	Y	Y	Y
Calculators or Mathematics Tools		Y*	Accessibility Feature	Accessibility Feature
Paper Edition - Regular Font Size English	Y	Y	Y	Accessibility Feature
Paper Edition – Regular Font Size Spanish	Not Offered	Y	Y	
Paper Edition – Large Print English	Y	Y	Y	Accessibility Feature
Paper Edition – Large Print Spanish	Not Offered	Y**	Y**	
Paper Edition – Braille	Y	Y	Y	Y
Monitor Placement of Responses	Y	Y	Y	
Read Aloud, Text-to-Speech, Screen Reader	Y*	Y	Y	Y

*Special Access Accommodation: ONLY for students who meet the criteria for this accommodation.

**For ELL/MLL students who have an IEP or 504 who have a visual impairment and who need a Spanish paper test as an accommodation.

Accommodations For Students With Disabilities

Test Support	RICAS		NGSA	PSAT 10/SAT
	ELA	Math	Science	ELA/Math
Graphic Organizers	Y			
Sign Language Interpreter for General Test Directions	Y	Y	Y	Y
Sign Language Interpreter for Reading Passages	Y*	Y	Y	Y
Sign Language Interpreter for Test Questions	Y	Y	Y	Y
Simplified Test Directions			Y	
Speech-to-Text, Scribe, Dictates, or Records Responses	Y*	Y	Y	Y
Spell-checker	Y*			
Word Prediction	Y*			

**Special Access Accommodation: ONLY for students who meet the criteria for this accommodation.*

Assistive Technology (AT)-RICAS

Compatible with TestNav		Not Compatible with TestNav	
Compatible with TestNav: AT can be used on the same computer as TestNav		AT needs to be run on an additional computer. The student needs two computers: one for TestNav and one for the AT.	
One Computer: Embedded in TestNav	One Computer: Compatible with TestNav	Computer 1:	Computer 2: Assistive Technology
Accessibility Features: color contrast, answer masking, line reader, Item flag/bookmarking, Notepad, Highlighter, zoom	Accommodations for... Speech-to-text*^: Co:Writer Universal and Read&Write Word Prediction*^: Co:Writer Universal and Read&Write	TestNav	Chrome and web extensions other than Universal CoWriter and Google Read&Write
Accommodations: Text-to-speech* Spell checker Calculator* (non-calc session)	Screen Reader: JAWS; NVDA 2020.2; Fusion Hardware-based Technology: alternate keyboards, mouse, etc.		Other AT that is not listed in Guidelines document

* Special Access Accommodation: ONLY for students who meet the criteria for this accommodation.
^ These accommodations have web extensions that can be downloaded and used with TestNav. See RICAS Assistive Technology Guidelines for step-by-step instructions.

Assistive Technology (AT)-PSAT 10/SAT

Compatible with Bluebook		Not Compatible with Bluebook	
Compatible with Bluebook: AT can be used on the same computer as Bluebook		AT needs to be run on an additional computer. The student needs two computers: one for Bluebook and one for the AT.	
One Computer: Embedded in Bluebook	One Computer: Compatible with Bluebook	Computer 1:	Computer 2: Assistive Technology
Accessibility Features: color contrast, answer eliminator, Question Navigator, line reader, calculator, Item flag/bookmarking, Notepad, Annotation Tools, Highlighter, Expanded passage	Magnification: ZoomText 2018; Fusion	Bluebook	Other AT that is not listed in Guidelines document
Accommodations: Text-to-speech* Spell checker Calculator* (non-calc session)	Accommodations for... Speech-to-text*^: Apple Voice Control, Chromebook Dictation, Windows Speech Recognition, Dragon Naturally/Speaking Word Prediction*^:		
	Built-in Device Screen Reader/Text to Speech: ChromeVox/Select to Speak		
	External Screen Reader: JAWS; NVDA 2020.2; Fusion		
	Hardware-based Technology: alternate keyboards, mouse, etc.		

Assistive Technology (AT)-NGSA

Compatible with TDS

Compatible with TDS : AT can be used on the same computer as TDS

One Computer:
Embedded in TDS

Accessibility
Features: color contrast, answer masking, line reader, calculator, Item flag/bookmarking, Notepad, Highlighter

Accommodations:
Text-to-speech
Speech-to-Text*
Word Prediction*

One Computer:
Compatible with TDS

Magnification:
Embedded tools are recommended but external magnification devices are compatible.

Accommodations:
Screen Readers
Speech-to-text*
Word Prediction*
Braille Embossers*
Refreshable Braille Displays

Hardware-based Technology:
alternate keyboards, mouse, etc.

Not Compatible with TDS

AT needs to be run on an additional computer. The student needs two computers: one for and one for the AT.

Computer 1:

Test Delivery System

Computer 2:
Assistive Technology

Chrome and web extensions other than Co:Writer Universal* and Read&Write*

Other AT that is not listed in guidelines document

NGSA Technology Guide: <https://ri.portal.cambiumast.com/coordinators.html>

**NGSA does not include short answer or essay items. Even though a student may have these accommodations in their IEP, they may not need them for this assessment unless they are using them for note taking or recording their responses.*

Paper/Braille and Read Aloud Accommodations

Braille

Braille Code:

- NGSA: UEB Technical
 - RICAS: UEB Technical
- PSAT 10/SAT: UEB Technical

If testing on the computer:

- NGSA: Proctor/test administrator must print tactile graphics on embosser or braille printer or can order the Braille pack that includes the printed tactile graphics.
 - RICAS: Paper test must be ordered so student has access to tactile graphics and screen reader should be used along with braille reader.
- PSAT 10/SAT: Proctor/test administrator must print tactile graphics on embosser or braille printer or can order the Braille pack that includes the printed tactile graphics.

Possible additional accommodations for students taking braille editions of the test:

- One-to-one setting
- Scribe
- Braille writer
- Screen reader

Test Support	RICAS		NGSA	PSAT 10/SAT
	ELA	Math	Science	ELA/Math
Braille Editions	Y	Y	Y	Y
Braille Writer	Y	Y	Y	Y

Paper Editions for RICAS

Test Support	RICAS	
	ELA	Math
Paper Edition – Regular Font Size English	Y	Y
Paper Edition – Regular Font Size Spanish		Y
Paper Edition – Large Print English	Y	Y
Paper Edition – Large Print Spanish		Y
Paper Edition – Braille	Y	Y

Paper Editions are used in three situations:

1. As an accommodation for a student with a disability.
2. As an accommodation for an EL/MLL student who may have difficulty using the computer.
3. For homeschooled students who participate in the state assessments and who are not included in the student registration file.

Students can answer directly in the answer booklet and may respond in Spanish for the RICAS math test. Test Administrators who give the test in Spanish must be fluent in reading, writing, and speaking Spanish.

Paper Editions for NGSA

Test Support	NGSA
Paper Edition – Regular Font Size English	Y
Paper Edition – Regular Font Size Spanish	Y
Paper Edition – Large Print English	Y
Paper Edition – Large Print Spanish	Y
Paper Edition – Braille	Y

Paper editions are used in two situations:

- 1. As an accommodation for a student with a disability
- 2. As an accommodation for an EL/MLL student who may have difficulty using the computer.

English Paper Tests:

Order through NGSA TIDE. See NGSA Test Coordinator Manual for details.

All student responses for paper editions must be entered into NGSA's Data Entry Interface (DEI).

Spanish Paper Tests:

Settings in TIDE: Print-On-Demand (embedded), Spanish version (embedded), Text magnification (if large print), Scribe (non-embedded), 1:1 administration (non-embedded).

The student logs in normally and items must be printed individually by the test administrator (see Appendix J of the AAF Manual, starting on p.80).

After testing, printed items should be **immediately** shredded because these are secure materials.

Paper Editions for PSAT 10/SAT

Paper editions are used in two situations:

- As an accommodation for a student with a disability

Linear Paper Tests:

Orders will be based on the information entered into SSD Online.

Test Support	PSAT 10/SAT
	ELA/Math
Paper Edition – Regular Font Size English	Y
Paper Edition – Regular Font Size Spanish	
Paper Edition – Large Print English	Y
Paper Edition – Large Print Spanish	
Paper Edition – Braille	Y

Sign language

Sign language Guidance, APPENDIX G

American Sign Language, Signed Exact English, or other sign system that the student uses are all allowable for RICAS and NGSA.

Test Support	RICAS		NGSA	PSAT10/S AT
	ELA	Math	Science	ELA/Math
ASL Interpreter for General Test Directions	Y	Y	Y	Y
Exact English Signing Interpreter General Test Directions	Y	Y	Y	Y
ASL Interpreter for Reading Passages	Y*		Y	
Exact English Signing Interpreter Reading Passages	Y	Y	Y	Y
ASL Interpreter for Test Questions	Y	Y	Y	
Exact English Signing Interpreter test Questions	Y	Y	Y	Y

- Signers may review the tests in advance to identify any words they are unsure of signing or pronouncing and collaborate with another sign language expert to determine the correct sign and pronunciation to use. Any words that cannot be identified, the signer should advise the student and spell the word in question.
- Signers should use conceptually accurate signs, with or without simultaneous voicing, translating only the content that is presented.
- 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.
- Signers must spell any words requested by the student during test administration.

**Special Access Accommodation: ONLY for students who have an IEP and who meet the criteria for this accommodation.*

Read Aloud Options

For Students With Disabilities



Read Aloud/Human Reader Options

Paper Based Tests	RICAS ELA	RICAS Math	NGSA	PSAT 10/SAT
Human Reader in English	Y*	Y	Y	Y
Human Reader in Spanish	Not Offered	Y	Y**	Not Offered

Computer Based Tests	RICAS ELA	RICAS Math	NGSA	PSAT 10/SAT
Human Reader in English	Y*	Y	Y	Y
Human Reader in Spanish	Not Offered	Y	Y	Not Offered
Text-to-Speech (Embedded in Test Platform): English	Y*	Y	Y	Y
Text-to-Speech (Embedded in Test Platform): Spanish	Not Offered	No. Use human reader	Y	Not Offered

*Special Access Accommodation: ONLY for students who meet the criteria for this accommodation.

**For Spanish printed tests, you must set Print On Demand in TIDE. Test administrators must print each test item for the student.

Criteria: Read Aloud for RICAS ELA

Special Access Accommodation

Does the student meet one of the following conditions?

- Has blindness or a visual impairment. This means that the student:
 - has not learned or cannot access text through Braille **and**
 - cannot access text through large print/enlarged text.
 - Deafness or hearing impairment that severely limits or prevents the student from decoding text due to a documented history of early and prolonged language deprivation.
- A disability that severely limits or prevents the student from accessing printed text even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text* and read fluently);

** The student is at the basal/foundational reading level. In other words, at the beginning stages of sound/symbol relationship, able to decode consonant-vowel-consonant words, and some high-frequency words.*

Read Aloud Options

There are three levels of support available as a read aloud accommodation:

- 1. The whole test** can be read aloud (passages, items, and response options)- special accommodation
- 2. Part of the test** can be read aloud (only test items; only response options, etc.)
- 3. Individual words** can be read aloud. These words are requested by the student and the support is provided as the student needs it.

These options can be provided in English or Spanish for the math and science tests in one of the following ways:

Options 1-3: A human reads aloud either the paper test or the computer-based test

Option 1: Embedded text-to-speech or screen reader is delivered from TestNav and/or TDS.

*Options 1-3: Can be provided in English for the RICAS ELA test **only to students with disabilities who meet the specific criteria for the special access accommodation.***

RICAS Read Aloud



Remember that a very small number of students will be eligible for the RICAS ELA Read Aloud.

RICAS Math: To receive a read aloud for the math test, the student must be a struggling reader, an MLL/EL student, or both.

The student may be one or more grade levels below their current grade level and/or, for MLL/EL students, still learning English.

Administering a Human Read Aloud Accommodation

Appendix K: Guidance on Providing Read Aloud Accommodations for NGSA and RICAS

All human read aloud administrations of all passages and test items must be read verbatim.

No translating, explaining, or additional assistance of any kind may be provided to the student.

RICAS and NGSA: *(This will work only for students taking the paper edition of the science test. It will not work for computer-based testing or for print-on-demand in Spanish)*

- Multiple students in one grade level may be tested together if they are in the same grade level and the read aloud is in the same language (English or Spanish).
- Students must progress through the test at the same pace.

PSAT 10/SAT: *Human Reader accommodation can only be done in a 1:1 setting.*

There are two options for Human Reader accommodation

- **Non-adaptive digital linear form of the test:** A reader script is provided that includes the text, graphics, points of emphasis, etc.
- **Adaptive digital form of test:** No reader script provided; the reader sits beside the student and reads off the screen as the questions appear

Things to consider

IEP or 504 plan teams should also ensure that:

- the student has access to printed text during routine instruction through a reader or other spoken-text audio format, or interpreter, *for all subjects for the majority of instructional time*.
- the student's inability to decode printed text or read Braille is documented in evaluation summaries from locally-administered diagnostic assessments.
- the student receives ongoing, intensive instruction and/or interventions in the foundational reading skills to continue to attain the important skill of independent reading.

The distance between a student's current grade level and the grade level of their reading ability is not part of the criteria.

Example: 8th grade student reads at 2nd grade level does not meet criteria because the student is beyond the basal/foundational level.

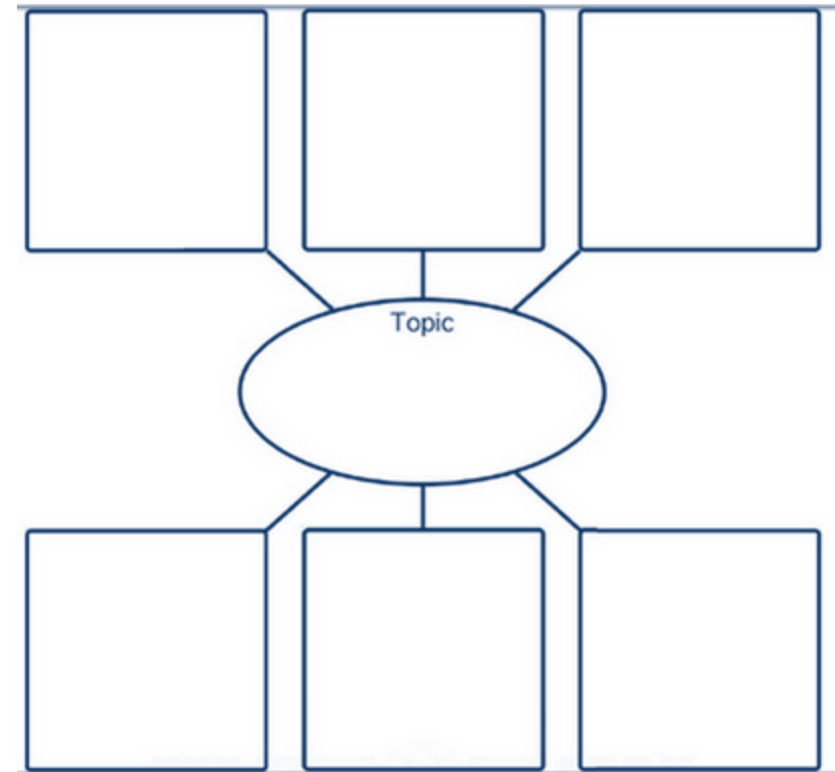
Spell Checker

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 in all content areas; and
- receives ongoing intervention to learn the skill.

Graphic Organizers



Graphic Organizers

www.ride.ri.gov/accommodations

Test Support	RICAS		NGSA
	ELA	Math	Science
Graphic Organizers	Y		

- Graphic Organizers are not applicable for Math or NGSA.
- For students with a graphic organizers accommodation in their IEP/504 Plan for the RICAS ELA assessment:
 - Blank copies of the graphic organizer can be provided as handouts only to students who have this as an accommodation in their IEP/504 plan.
 - Graphic organizers can have items removed but not added.
 - If a student prefers a different graphic organizer, it can be used as long as there is no text.
 - One or two graphic organizers allowed during testing.

Students *without* this as an accommodation can have a *blank* piece of paper and may draw the graphic organizer on their own.

Graphic Organizers for RICAS

www.ride.ri.gov/accommodations

CAUTION: This accommodation should not be given to every student with an IEP or 504 Plan as a result of the teacher using it as an instructional strategy for all students.

- Students who have this as an accommodation in their IEP or 504 Plan for state assessments should have a documented disability for which a graphic organizer provides support and access to the RICAS ELA test and without this accommodation, the student would not be able to access the test to their fullest ability.

Graphic Organizers can be found at the web address below – click on *RICAS*.

<https://ride.ri.gov/instruction-assessment/assessment/assessment-accommodations>

Word Prediction



Word Prediction

The student may use embedded word prediction or 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:

- Student must have a disability(ies) that severely limit or prevent them from recalling and processing language without word prediction for the purpose of written responses AND
- Student can access written expression only through the use of word prediction software that is used routinely for generating written responses in the classroom
- Written responses must be transcribed by the student or test administrator prior to the end of the testing window into TestNav (RICAS) and/or TDS (science)
 - *Internet access must be turned off.*

Speech-to-Text And Scribe Accommodations



Speech-to-text, Scribe, Dictation/Recording Accommodations

There are four ways variations on the speech-to-text or scribe accommodation:

1. Human Scribe
 - Responses can be scribed into either a paper test booklet or into the online test platform directly.
2. Speech-to-Text
3. Responses are recorded on an external augmentative communications device (NOT a smart phone).
4. For a student who is deaf or has a hearing impairment, signed responses are recorded on an external augmentative communications device (NOT a smart phone).

NOTE: Students who use a recording device or paper test booklet must have their responses transcribed into the online test platform.

Speech-to-text, Scribe, Dictation/Recording Accommodations: RICAS ELA

Special Access Accommodation for RICAS ELA:

The student **must** meet one of these criteria to receive this accommodation:

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 *across all content areas*.
2. Is unable to use their writing hand or arm at the time of testing due to a fracture, severe injury, recovery from surgery, or chronic medical condition (arthritis, for example) that makes writing difficult or impossible.

CAUTION: Please do not use speech-to-text software to provide an Emergency Accommodation unless the student is familiar with the software and feels comfortable using it.

Scribe Guidelines

AAF Manual, Appendix J

Qualifications for All Scribes:

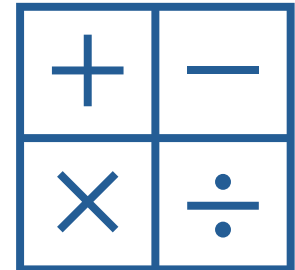
- Familiar with the student
- Completed all test administrator training
- Meet criteria for test administrator as outlined in the RISAP Test Coordinator Handbook.

Preparation for All Scribes:

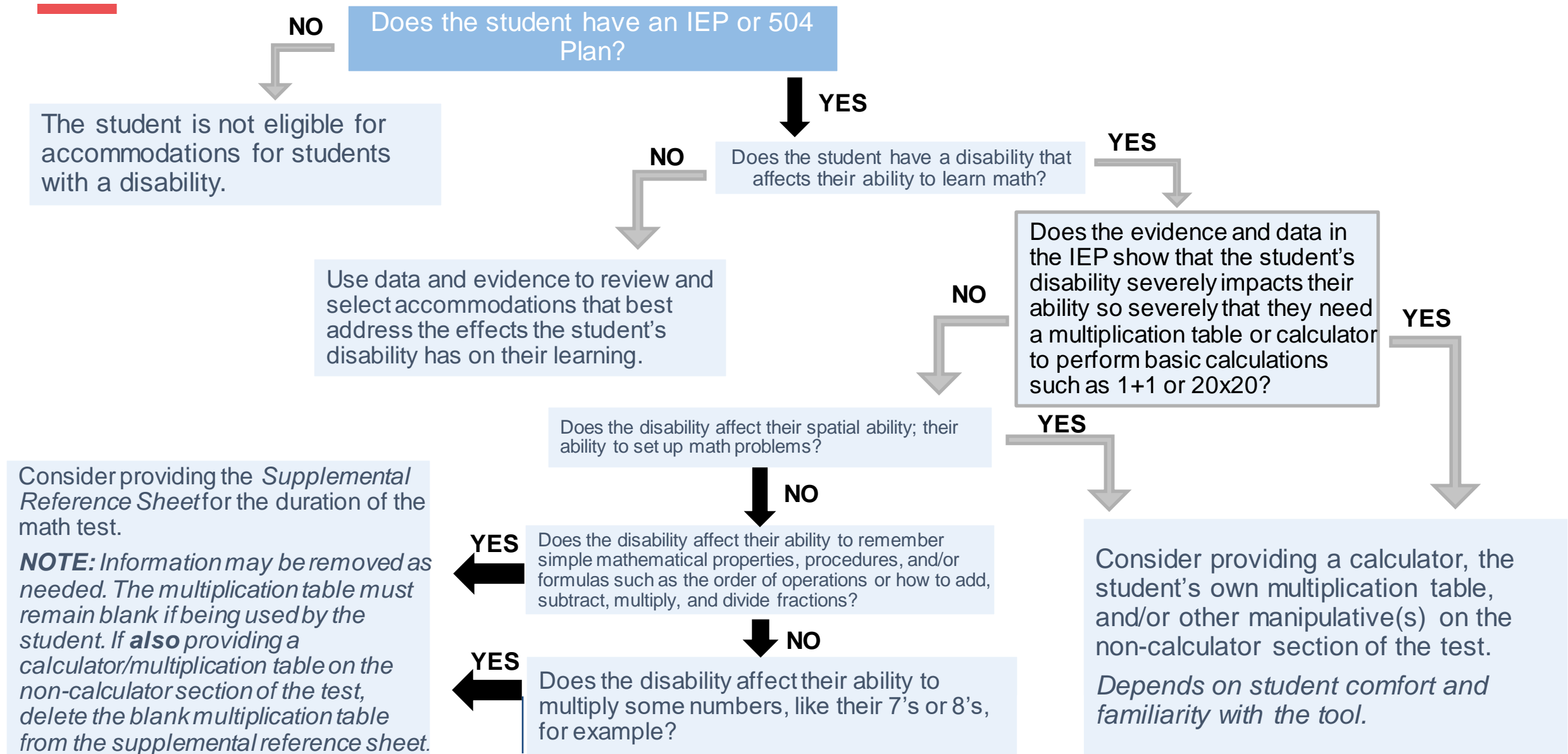
- Review the procedures for scribing for the test they will be giving. Not all tests have the same procedures or requirements.
- Review the test format in advance of administering the test.
- Use practice test items or other content to scribe with the student *at least once* prior to the test session.

Note: for students with the "spell check" accommodation, scribes must spell each word correctly

Calculators and Reference Sheets



Calculators, Mathematical Tools, and Supplemental Reference Sheet



Using the Supplemental Mathematics Reference Sheets

www.ride.ri.gov/accommodations

Test Support	RICAS		NGSA	PSAT 10/SAT
	ELA	Math	Science	ELA/Math
Supplemental Reference Sheet		Y		

Supplemental Reference Sheet refers to an additional resource that includes information in addition to the Math Reference sheet.

Per individual needs, items can be removed but NOT added:

- If the student will use a multiplication table (Calculation Device/Mathematical Tools special access accommodation), use the multiplication table the student uses every day and delete the blank multiplication table from the Supplemental Reference Sheet.

If the student will use the multiplication table included on the Supplemental Reference Sheet, **do not complete** the multiplication table; it must remain blank.

- The student completes the blank table on their own, during testing. Once the student completes the multiplication table, they can use it for the duration of testing.

Emergency Accommodations



Emergency Accommodation

AAF Manual, Appendix E

- Most commonly, the scribe accommodation is provided because the student injured their writing hand.
- Be sure that the emergency accommodation is practiced by the test administrator and the student at least once before testing. Use practice items and practice tests for this purpose.
- Emergency Accommodations Form in Appendix E.
 - Complete and provide copy to district office.
 - Do not send to RIDE.

Unique Accommodations



Unique Accommodations

AAF Manual, Appendix D

Please use this form is for any accommodation that is not covered in the AAF Manual.

[Unique-Accommodation-Form.pdf \(ri.gov\)](#)

Complete the form and fax to 222-3605.

DO NOT EMAIL. This form will have private student information included on it.

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.accommodations](#).

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:)

Accommodation Refusals



Accommodation Refusal

AAF Manual: Appendix C

Each year, accommodations included in the student's IEP or 504 Plan should be reviewed and updated to ensure that the accommodations provide the intended access to the student.

- Accommodations increase access to the test.
- If a student refuses the accommodation(s) in their IEP, complete the Student Accommodation Refusal Form.
 - Reconvene the IEP Team to discuss the accommodation and reasons the student refused, and to revise or remove the accommodation from the IEP or 504.
- For students taking the PSAT 10/SAT who refuse their accommodation, test coordinators must ensure that the accommodation has been waived in the SDMS BEFORE test day.

Wrap Up



Please Remember:

- Review accommodations in student IEPs each year to make sure they are providing the student the most independence.
- Teachers must be able to provide evidence that each accommodation used by the student relates directly to the effect the student's disability has on their learning.
- If you don't see an accommodation that a student uses in the AAF Manual, please ask us! We are always open to learning about new accommodations – or updates to established accommodations!
- Check the online accommodations in PearsonAccess^{next}, Bluebook and TIDE *BEFORE* you *begin testing*. Administering test without accommodations (or with accommodations not included in the IEP) is an irregularity and may result in invalidated test scores.



Assessment Team Contact Information

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Questions?

