

Understanding Accommodations and Accessibility Features for Students with Disabilities for State Assessments 2024-2025

Agenda

- ✓ Essential Documents and Resources
- ✓ How to Select Accommodations
- ✓ Overview of Assessment Platforms
- ✓ Using the RICAS Portal SAP
- ✓ Student Participation in State Assessments
- ✓ Accessibility Features
- ✓ Accommodations for MLL 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 Resource Center- Training</u> - visit the RICAS Resource Center to access the RICAS Portal User Guide (<i>Coming Soon</i>) | <u>Assistive Technology</u> - visit the RICAS Resource Center for technology support and to access the Guide to Assistive Technology (<i>Coming Soon</i>) |
| 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 | <u>Assistive Technology</u> - visit the College Board site for information on compatible assistive technology to be used with the Bluebook application. |
| 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 | |

Selecting Accommodations

Selecting Supports

Discussions around selecting supports and accommodations for students taking RI State Assessments should take place at IEP team meetings.

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, as students learn new skills and strategies.
 - 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 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 interfering with the student's learning?
- Which modalities (e.g., visual, auditory) work best?



Area(s) of Need

Making Accommodations Decisions for MLLs

What is the student's level of language acquisition?

- *Encourage independence when appropriate.*

What support(s) does the student use every day?

- *Instructional practices may be different than needed MLL supports.*

Does the student also have an IEP or 504 Plan?

- *Look to accommodations for students with disabilities along with MLL supports*



Evidence/Data



Evaluating Classroom Accommodation Use

- 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?

Considerations for Assessment Accommodations

- 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 | | | |
|--|---|---|---|
| Students Who: | Questions to Ask | Instruction Examples | Assessment Examples |
| <ul style="list-style-type: none"> have print disabilities due to visual, 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 | | | |
|--|---|--|--|
| Students Who: | Questions to Ask | Instruction Examples | Assessment Examples |
| <ul style="list-style-type: none">have 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">ScribeNote-takersTape recorderSpelling and grammar devicesGraphic organizers | <ul style="list-style-type: none">Speech to textTranscriptionWord predictionLine ReaderAnswer Eliminator |

Choosing Accommodations



| Timing and Scheduling | | | |
|--|--|---|--|
| Students Who: | Questions to Ask | Instruction Examples | Assessment Examples |
| <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 | | | |
|--|---|--|---------------------|
| Students Who: | 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 room Earphones or headphones Small group Change in location (not in school setting) Familiar test administrator Preferential seating Specialized furniture Frequent breaks Breaks as needed Testing over multiple days (test dependent) | |

Case Study

Joseph is a fourth-grade student, with average cognitive abilities. He is very social and loves engaging with peers. He is in a co-teach setting with high levels of support. Joseph has a physical disability that prevents him from walking, although he does, at times, engage in activities outside of the wheelchair. Joseph has challenges with both gross and fine motor skills and receives weekly services and daily accommodations in the classroom to support those challenges. Joseph has a visual impairment that requires modifications to materials and instruction. Although most days it does not occur during the school day, due to a neurological issue, he can fatigue extremely quickly (about 15-20 minutes) and that fatigue can result in possible seizures.

Case Study (Questions to Ask)

Joseph is a fourth-grade student, with **average cognitive** abilities. He is very social and loves engaging with peers. He is in a **co-teach setting** with **high levels of support**. Joseph has a **physical disability** that prevents him from walking, although he does, at times, engage in activities outside of the **wheelchair**. Joseph has challenges with both **gross and fine** motor skills and receives weekly services and daily **accommodations** in the classroom to support those challenges. Joseph has a **visual impairment** that requires **modifications** to materials and instruction. Although most days it does not occur during the school day, due to a neurological issue, he **can fatigue extremely quickly** (about 15-20 minutes) and that fatigue can result in possible seizures.

To what extent? Can he see? Does he require magnification or does he need all text read? (human or otherwise?)

What supports does he receive? Instructionally and physically?

What is the level of support or modification that he requires to complete classwork?

The student does not seem to have a learning disability, what does instruction look like daily in the classroom?

What specific modifications does he receive from the special education teacher and support staff?

What happens when he fatigues? How does the educator know he is nearing fatigue? What does he require when that happens?

What does the classroom structure look like?

Case Study (Possible Accommodations)

Presentation

Does the student have **print disabilities** due to **visual, physical,** sensory or cognitive disability?

- Magnification?
- Zoom?
- 3rd party software?
- Screenreader?
- Human Reader

Response

Does the student have **physical** sensory, or learning disabilities?

- STT?
- Human Scribe?
- Unique accommodation moving between the two

Timing and Scheduling

Does the student need **extra time**, struggle with concentrating for extended periods of time, have a **health-related disability**, get **easily fatigued**, or have a special diet and/or medication needs?

- 1:1?
- Frequent Breaks?
- Testing over Multiple Days?

Setting

Does the student get easily distracted, concentrate best in small groups or **have needs that that cannot be met in a large group**?

- Space?
- Familiar Test Administrator?
- Lighting?

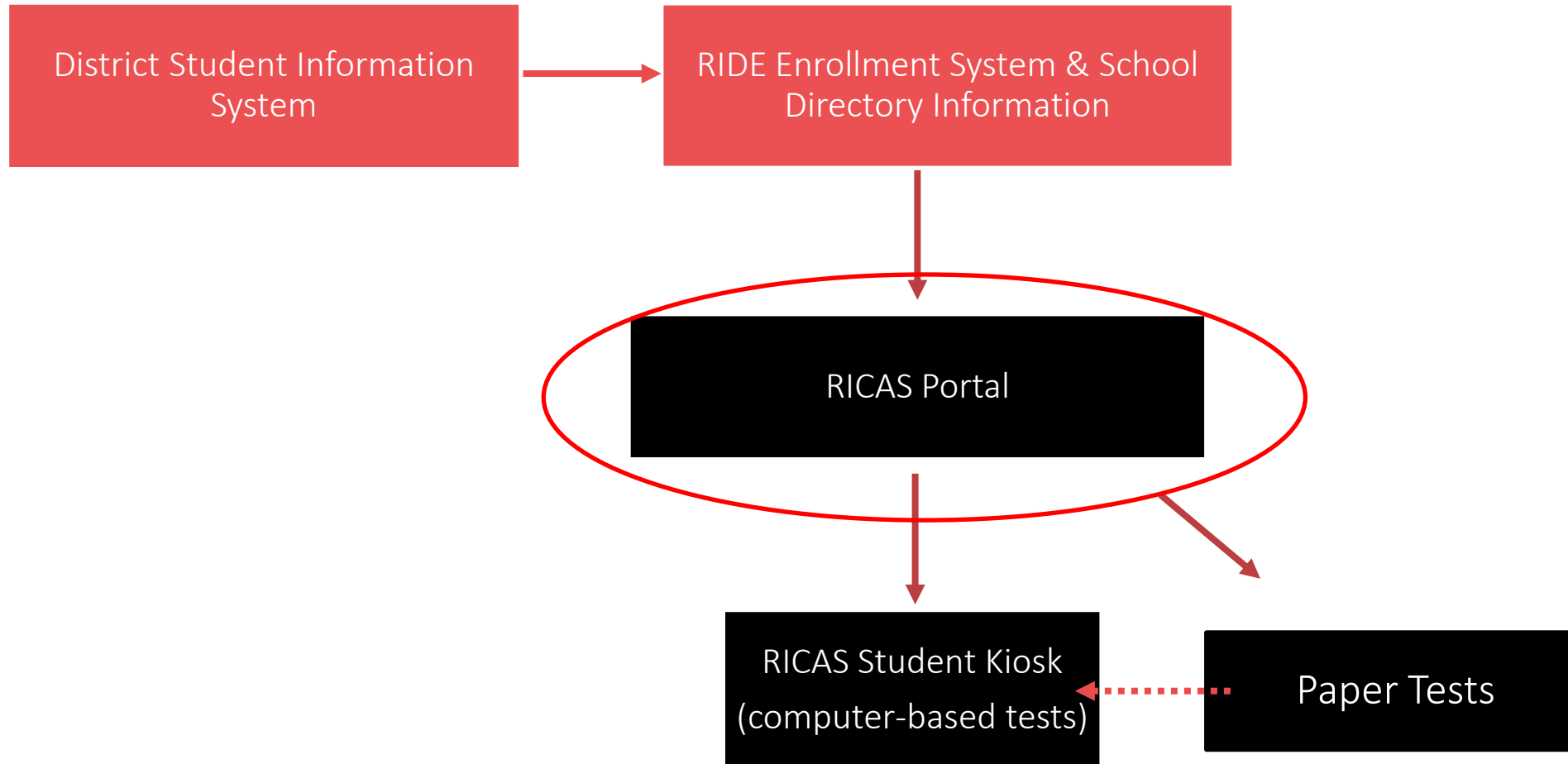
Overview of Assessment Platforms

Overview of RICAS

LEGEND

RIDE systems

Vendor systems



Student Accommodations- Upload File Process

The image shows a sequence of steps in the RIDE RICAS Portal. The top-left screenshot displays the main dashboard with the 'Administration' menu item highlighted by a red box. The top-right screenshot shows the navigation menu with 'Student Registration' highlighted by a red box. The bottom screenshot shows the 'Administration' page content, which is also highlighted by a red box. A blue line connects the 'Administration' menu item in the top-left screenshot to the 'Administration' page content in the bottom screenshot, indicating the flow of the process.

Administration
Organize students for testing, schedule tests, and monitor testing progress.

Reporting
View summary and individual student results by test, content standards, and items.

Users Downloads

adiness Students Classes Test Sessions **Student Registration** Materials Management

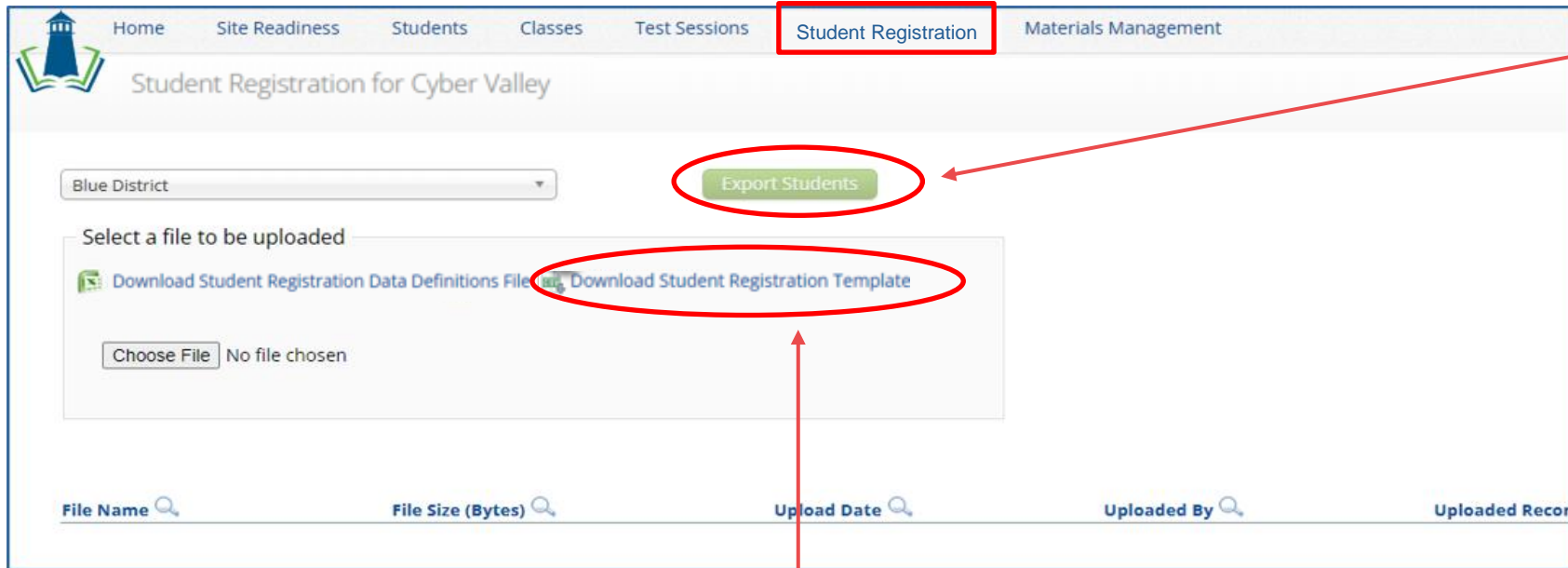
Welcome to the RICAS Portal!

Administration
Organize students for testing, schedule tests, and monitor testing progress.

Student Accommodations Profile

The screenshot shows the 'Student Registration for Cyber Valley' web application. The navigation menu at the top includes 'Home', 'Site Readiness', 'Students', 'Classes', 'Test Sessions', 'Student Registration' (highlighted with a red box), and 'Materials Management'. The main content area features a dropdown menu set to 'Blue District' (circled in red) and an 'Export Students' button. Below this is a file upload section with the text 'Select a file to be uploaded' and two download links: 'Download Student Registration Data Definitions File' and 'Download Student Registration Template'. A 'Choose File' button is present, with the text 'No file chosen' next to it. At the bottom, a table header is visible with columns: 'File Name', 'File Size (Bytes)', 'Upload Date', 'Uploaded By', and 'Uploaded Record'.

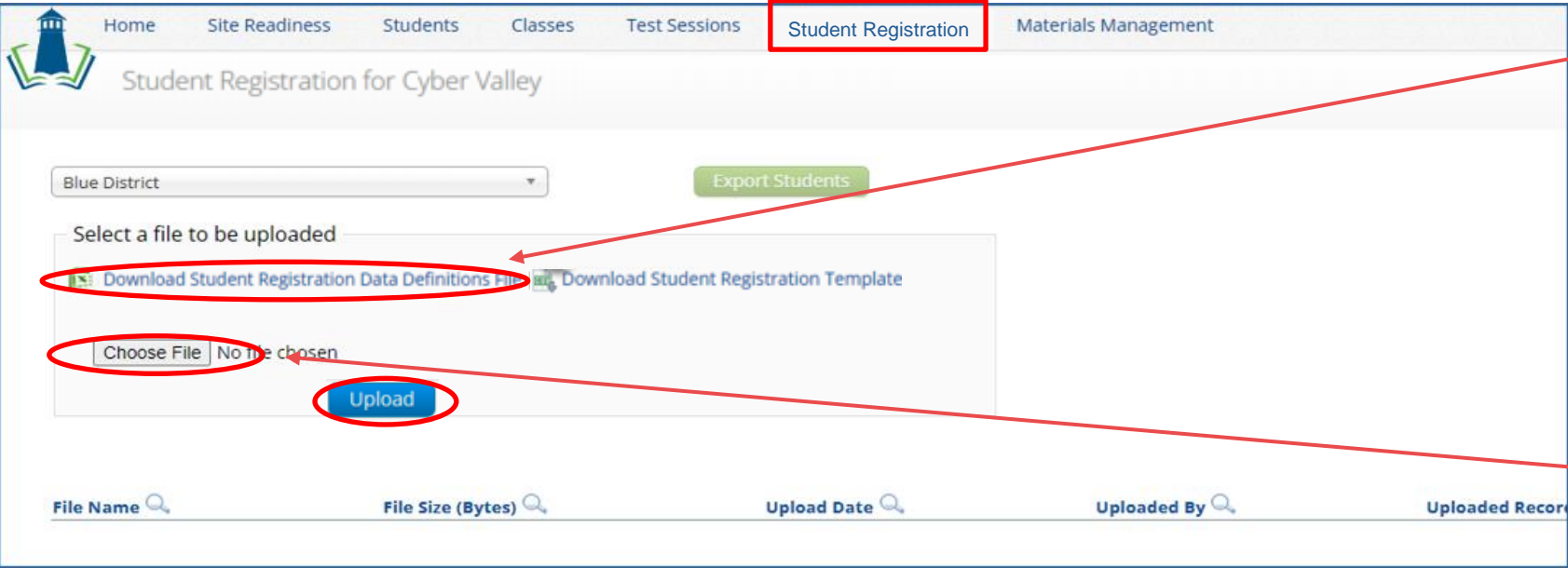
Student Accommodations –Upload File Process



Click **Export Students** to export a Student Registration file. The exported file will contain the current student data as it appears in the portal in the appropriate file layout. Exported Student Registration files can be edited and uploaded back into the RICAS Portal to update student accommodations.

A blank student registration file template is available for download

Student Accommodations –Upload File Process



1. Review the Data Definitions File for required columns and expected values
2. Revise the export file to add accommodations.
3. Save the file to computer as a CSV.
4. Click **Choose File** and **upload** revised file.

Student Accommodations –Upload File Process

| File Name | File Size (Bytes) | Upload Date | Uploaded By | Records with Error | Uploaded Records | Status |
|--|-------------------|-----------------------|--------------------------|--------------------|------------------|------------------|
| Student Registration Validation Errors.csv | 997 | 01/02/2025 3:05:27 PM | DistrictTest Coordinator | 0 | 3 | Processed |
| StudentRegistration_Upload_File 1.csv | 5611 | 01/02/2025 2:27:10 PM | DistrictTest Coordinator | 3 | 50 | Validation Error |

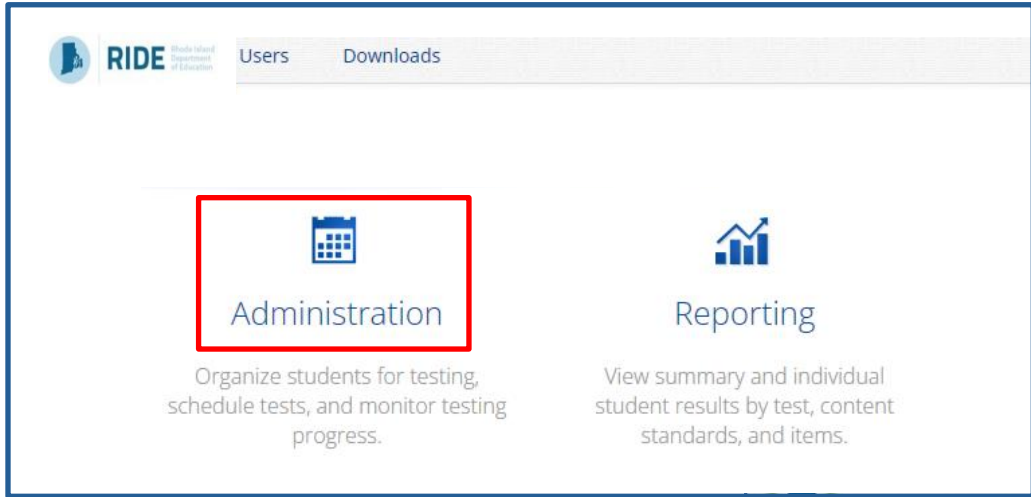
Pending: The file has been uploaded successfully and is processing.

Processed: All records in the file have uploaded successfully.

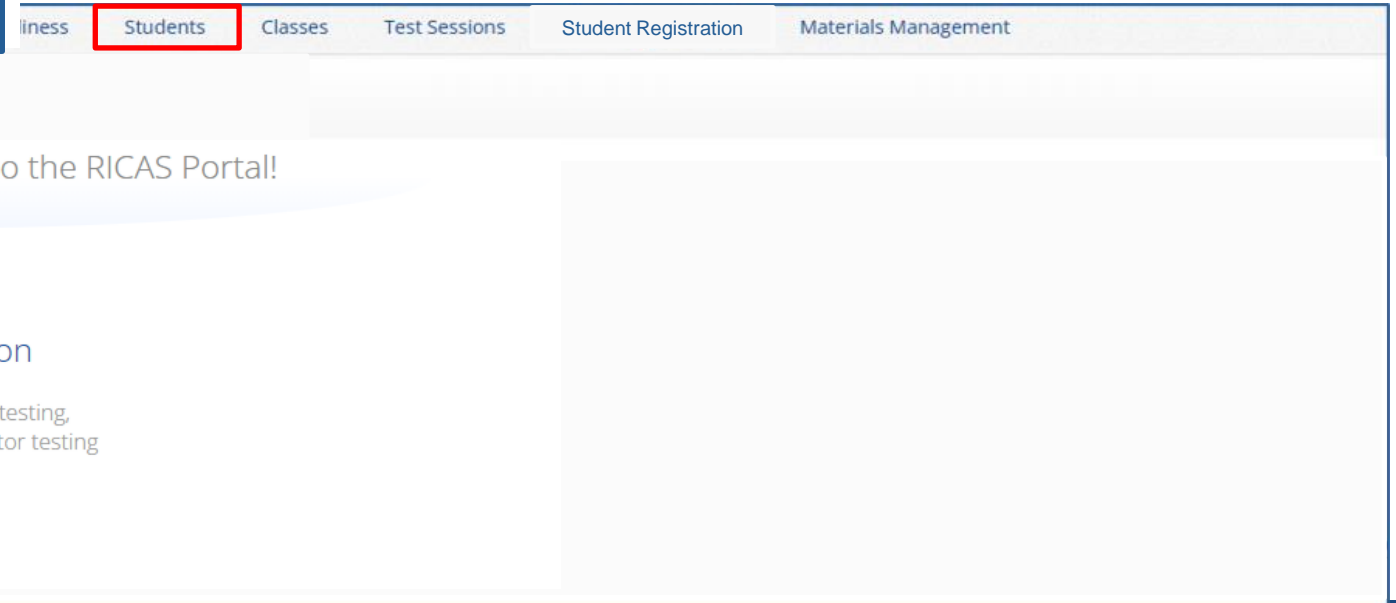
Validation Error: At least one student record has a validation error, and the file needs to be updated and reimported. Select **Validation Error** to download an error file.

Error: Contact eMetric: Contact the RICAS Service Center for support.

Student Accommodations- Interface



The screenshot shows the top navigation bar of the RIDE (Rhode Island Department of Education) interface. It includes the RIDE logo and the text "Rhode Island Department of Education". Below the logo, there are two menu items: "Users" and "Downloads". The "Users" menu is expanded, showing two options: "Administration" and "Reporting". The "Administration" option is highlighted with a red box. Below the "Administration" option, there is a description: "Organize students for testing, schedule tests, and monitor testing progress." Below the "Reporting" option, there is a description: "View summary and individual student results by test, content standards, and items."



The screenshot shows the RICAS Portal interface. At the top, there is a navigation bar with several menu items: "Business", "Students", "Classes", "Test Sessions", "Student Registration", and "Materials Management". The "Students" menu item is highlighted with a red box. Below the navigation bar, there is a header area with a book icon and the text "Welcome to the RICAS Portal!". Below the header, there is a section titled "Administration" with a calendar icon. Below the "Administration" section, there is a description: "Organize students for testing, schedule tests, and monitor testing progress."

Student Accommodations- Interface

1. Click on the **Students** tab at the top
2. Find the student you would like to add or edit accommodations for and click on the **Edit** button to the right of the student record.

The screenshot displays the 'Students' tab in a web application. The navigation bar includes 'Home', 'Site Readiness', 'Students' (highlighted with a red box), 'Enrollment Transfer', 'Classes', 'Test Scheduling', 'Materials Management', and 'Student Registration'. A 'Logout' button is in the top right. The main content area is titled 'Students in Cyber Falls Sch2-002'. Below this, there is a dropdown menu for 'Cyber Falls Sch2-002 (Cyber Falls)' (circled in red), a checkbox for 'View Unenrolled Students', and a search field for 'Search By State Student ID:'. There are 'Add Student' and 'Student Search' buttons, and an 'Exports' dropdown. A table below lists student records with columns for 'Last Name', 'First Name', 'Middle Initial', 'State Student ID', and 'Student Grade'. Each record has links for 'View Classes', 'View Test Sessions', 'Enrollment Info', and 'Edit' (circled in red).

| Last Name | First Name | Middle Initial | State Student ID | Student Grade | | | | |
|-----------|------------|----------------|------------------|---------------|------------------------------|------------------------------------|---------------------------------|----------------------|
| Student | Demo | | 9989912345 | 03 | View Classes | View Test Sessions | Enrollment Info | Edit |
| Student | Demo | | 9999965748 | 03 | View Classes | View Test Sessions | Enrollment Info | Edit |

Student Accommodations- Interface

Student Information: this tab will provide basic student information from RIDE's nightly feed to the Portal

The screenshot displays the 'Student Information' tab of the 'Student Accommodations' interface. The interface includes three tabs: 'Student Information', 'Accommodations', and 'Classes'. The 'Student Information' tab is active and contains the following fields:

- Required Information:**
- State Student ID: *** (text input field)
- Student Grade: *** (text input field containing '05')
- Last Name: *** (text input field)
- First Name: *** (text input field)
- Middle Initial: *** (text input field)
- Gender:** (dropdown menu with 'Choose a value' selected)
- Date of Birth: *** (text input field)
- Registration Codes: *** (text input field containing 'MAT05', with a checkmark icon and a close 'x' icon to its right)

At the bottom of the form are two buttons: 'Save' (blue) and 'Cancel' (grey).

Student Accommodations- Interface

Student Information **Accommodations** Classes

Accommodations for Test Code: MAT05 (Spring Grade 05 MAT)

If a paper test is needed, choose the desired format.

Test Format

- Regular Size
- Large Print
- Braille

Embedded Accommodations

- Mouse Pointer (Accessibility Feature)
- Text to Speech
- Speech to Text
- Word Prediction
- Calculation Device/Math Tools as a Special Access Accommodation
- Screen Reader (includes Refreshable Braille)
- Compatible Assistive Technology
- Spanish

Non-Embedded Accommodations

- Typed Responses
- Bilingual Dictionary and Glossary
- Human Reader
- Human Signer
- Human Scribe
- Graphic Organizer/Reference Sheet

Embedded Accommodations:

Accommodations that are built into the RICAS Student Kiosk

Non-Embedded Accommodations:

Accommodations that are provided at the time of testing (human, paper resource, etc..)

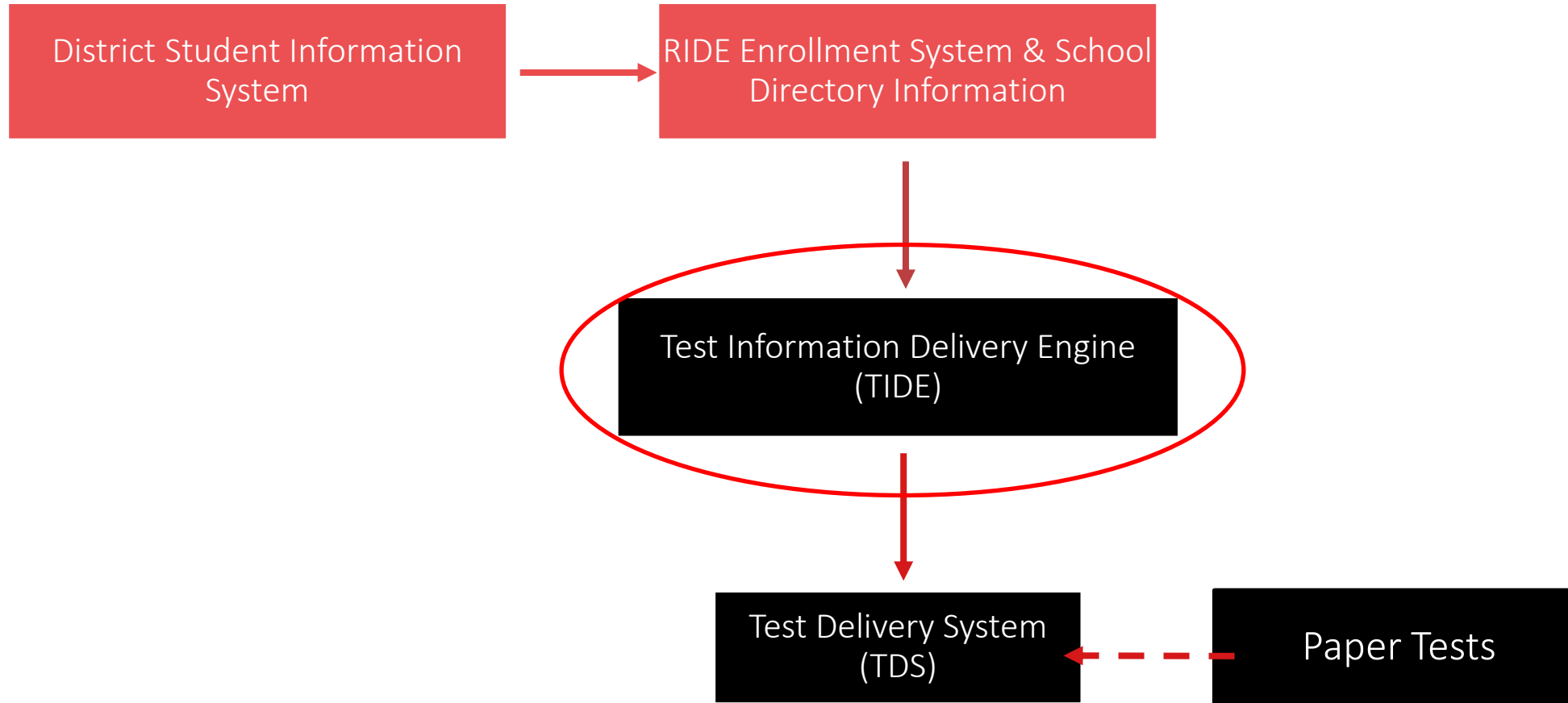
Save Cancel

Overview of NGSA

LEGEND

RIDE systems

Vendor systems

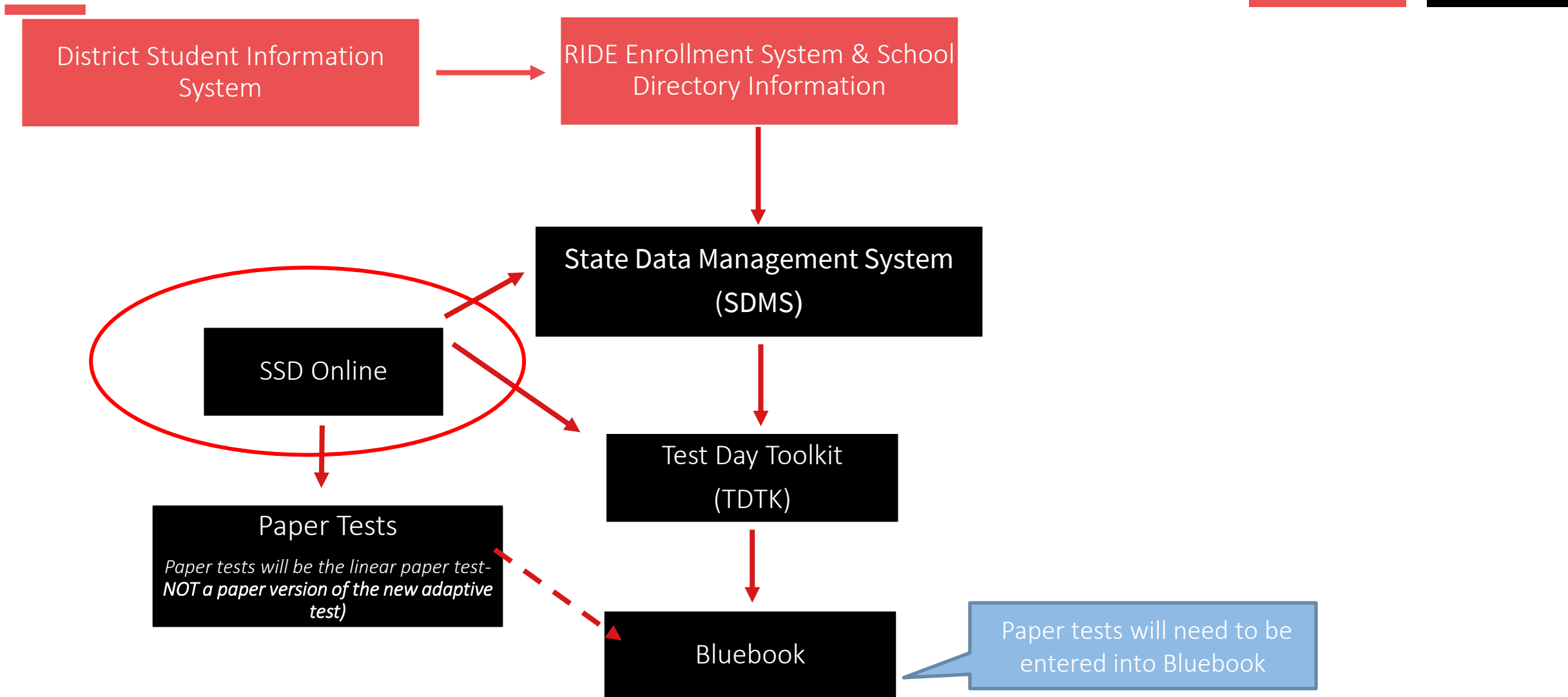


Overview of SAT/PSAT 10

LEGEND

RIDE systems

Vendor systems



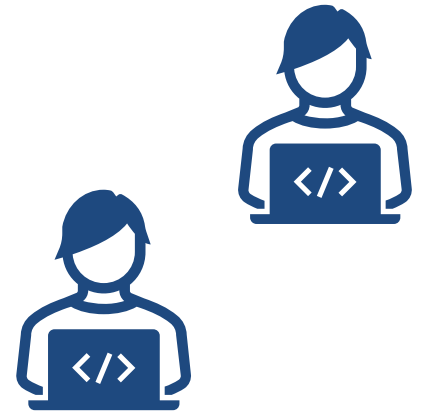
Participation in Rhode Island State Assessments

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**:
the school will not receive credit for participation for this student.

RIDE **cannot** change any
student information.

Participation Requirements

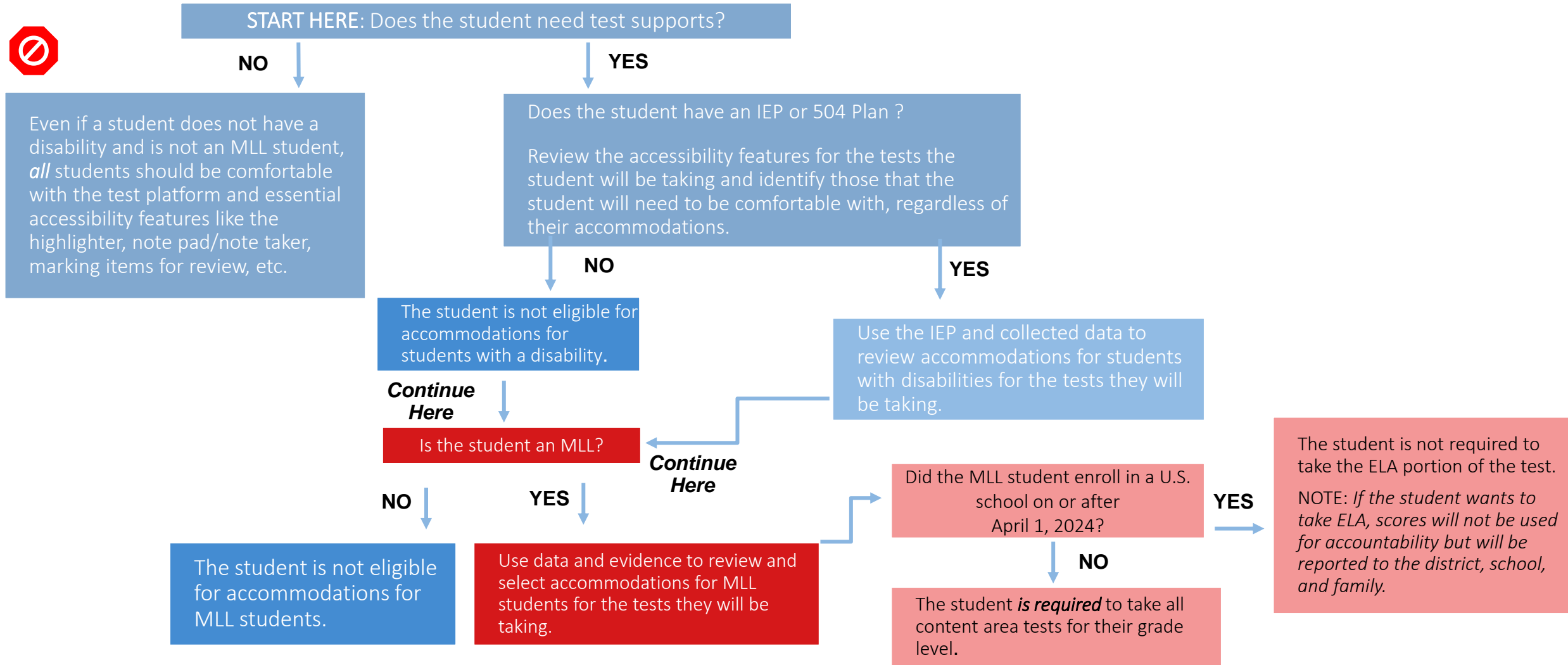
| Students with Disabilities | Multilingual Learners |
|--|--|
| <ul style="list-style-type: none">• Must have an IEP or 504 Plan.• All accommodations must be in the IEP or 504 Plan <i>before</i> testing can begin. | <ul style="list-style-type: none">• If an MLL student has a disability, they must have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

Rhode Island State Assessment Program

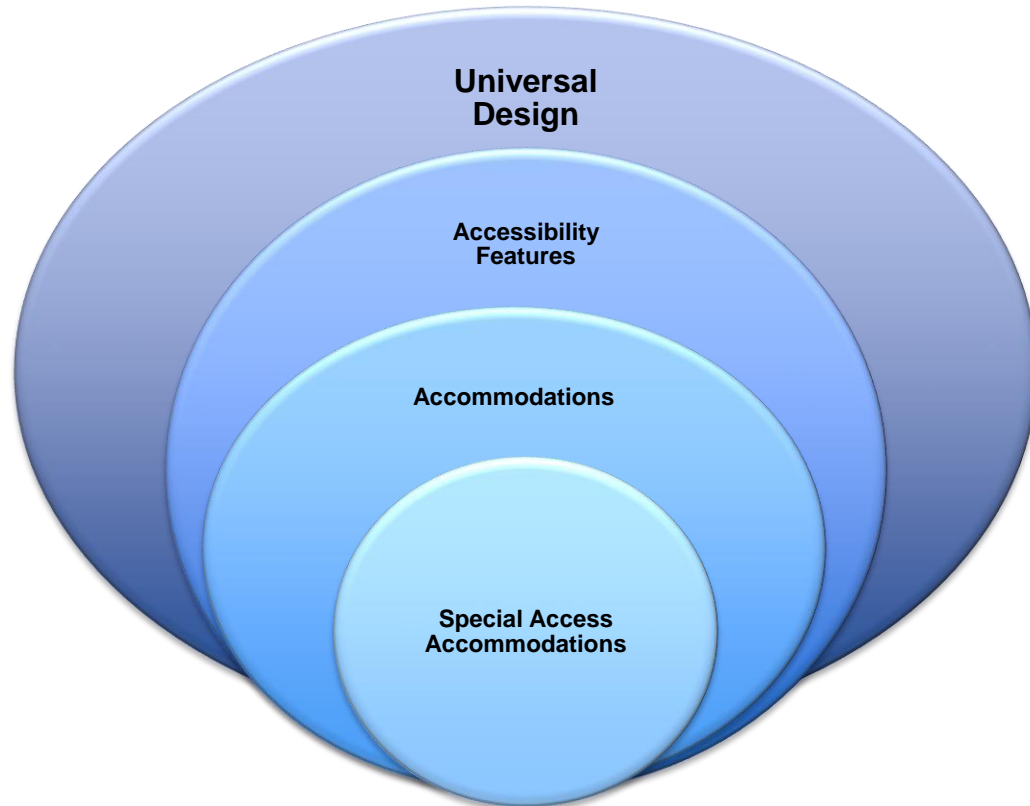
| | Alternate Assessments | | | General Education Assessments | | | | | |
|--------------|--------------------------|-----------------------|----------------|-------------------------------|----------------|-----------------------|-----------------------|-----------------------|----------|
| Grade Tested | 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 |

Test Supports

Test Supports



Types of Test Supports



- **Universal Design:** 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. A valid IEP or 504 plan is required.

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.

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> |
|-----------------------|-------------|----------------|-----------------------|---|--|
| | | IEP/504 | Accommodation | CALCULATOR OR MATHEMATICS TOOLS. <i>This is an accommodation for DLM and RICAS Mathematics.</i> | MATHEMATICS 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. NGSA TIDE: Not Recorded |
| Color Contrast | ACCESS | Any Student | Accessibility Feature | COLOR PREFERENCES. A student can change the color of the text and background. <i>See the WIDA Accommodations and Accessibility Features Manual, page 6 for more information.</i> | COLOR OVERLAY. The student can use a color overlay or acetate shield of their choice to lay over the text booklet page. |
| | DLM | IEP/504 | Accommodation | COLOR CONTRAST. <i>This is an accommodation for DLM.</i> | |
| | NGSA | Any Student | Accessibility Feature | COLOR CONTRAST. The following text and background combinations are available in TIDE: <ul style="list-style-type: none"> • 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) NGSA TIDE: Color Contrast | COLOR OVERLAY. Students can use a color overlay of their choice. NGSA TIDE: Not Recorded |
| | PSAT10_ SAT | Any Student | Accessibility Feature | COLOR CONTRAST. Testing devices must have the Floating Accessibility Feature enabled for certain tools to work properly during testing. Color combinations are device dependent. | |
| | RICAS | Any Student | Accessibility Feature | COLOR CONTRAST. Selects an alternative color combination for the text (font color) and background. If selected, students may change the alternative color combination during testing. These combinations are available: <ul style="list-style-type: none"> • black text on white background (default) | COLOR OVERLAY. The student can use a color overlay or acetate shield of their choice if using a paper test booklet. An acetate shield can be taped over the computer screen if the preferred color contrast option is not available. RICAS SAP: Not Recorded |



Assistive Technology (AT)-RICAS

Compatible with RICAS Student Kiosk

Compatible with RICAS Student Kiosk: AT can be used on the same computer as RICAS Student Kiosk

One Computer:
Embedded in RICAS Student Kiosk

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

Accommodations:
Text-to-speech*
Speech to Text
Spell checker
Word prediction
Calculator* (non-calc session)

One Computer:
Compatible with RICAS Student Kiosk

Screen Reader: JAWS 2021; NVDA

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

Not Compatible with RICAS Student Kiosk

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

Computer 1:

RICAS Student Kiosk

Computer 2:
Assistive Technology

Other AT that is not listed in Guidelines document

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

Assistive Technology (AT)-PSAT 10/SAT

Compatible with Bluebook

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

| One Computer: Embedded in Bluebook | One Computer: Compatible with Bluebook |
|--|--|
| Accessibility Features: color contrast, answer eliminator, Question Navigator, line reader, calculator, Item flag/bookmarking, Notepad, Annotation Tools, Highlighter, Expanded passage | Magnification: ZoomText 2018; Fusion |
| | Accommodations for... Speech-to-text*^: Apple Voice Control, Chromebook Dictation, Windows Speech Recognition, Dragon Naturally/Speaking |
| Accommodations: Text-to-speech* Spell checker Calculator* (non-calc session) | Word Prediction*^: |
| | Built-in Device Screen Reader ChromeVox/Select to Speak |
| | External Screen Reader: JAWS; NVDA 2020.2; Fusion |
| | Hardware-based Technology: alternate keyboards, mouse, etc. |

Not Compatible with Bluebook

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

| Computer 1: | Computer 2: Assistive Technology |
|-------------|--|
| Bluebook | Other AT that is not listed in Guidelines document |

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 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.*

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

Paper/Braille and Read Aloud Accommodations

Braille

Braille Code:

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

If testing on the computer:

- NGSAs: 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 |

Paper Editions for RICAS

Paper Editions are used in following situations:

1. As an accommodation for a student with a disability.
2. 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.

| Test Support | RICAS | | NGSA | PSAT/SAT |
|---|-------|------|------|----------|
| | ELA | Math | | |
| Paper Edition – Regular Font Size English | Y | Y | Y | Y |
| Paper Edition – Regular Font Size English/Spanish | NA | Y | Y | NA |
| Paper Edition – Large Print English | Y | Y | Y | Y |
| Paper Edition – Large Print Spanish | NA | NA | Y | NA |
| Paper Edition – Braille | Y | Y | Y | 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/SAT |
|---|-------|------|---------|------------|
| | 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 or 504 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 | NA | 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 | NA | Y | | Y | Not Offered |
| Text-to-Speech (Embedded in Test Platform): English | Y* | Y | | Y | Y |
| Text-to-Speech (Embedded in Test Platform): Spanish | NA | 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 the following conditions? | IEP or 504 plan teams should also ensure that: |
|--|---|
| <p>1. Has blindness or a visual impairment. This means that the student:</p> <ul style="list-style-type: none">• has not learned or cannot access text through Braille <p style="text-align: center;">AND</p> <ul style="list-style-type: none">• cannot access text through large print/enlarged text. <p>2. 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.</p> <p>3. 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);</p> | <ul style="list-style-type: none">• 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. <p>The distance between a student's current grade level and the grade level of their reading ability is not part of the criteria.</p> |

** 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.*

RICAS Read Aloud

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

- Human Read Alouds and Human Signers will no longer be using proctor tickets to log in, but will read off of the student's computer.
- **RICAS Math:** To receive a read aloud for the math test, the student must have an IEP or 504 that states read aloud (human read aloud/text to speech) is required, be an MLL student still learning English, or both.

Read Aloud Options

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

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 RICAS Student Kiosk, TDS or Bluebook

*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.***

Spell Checker for ELA

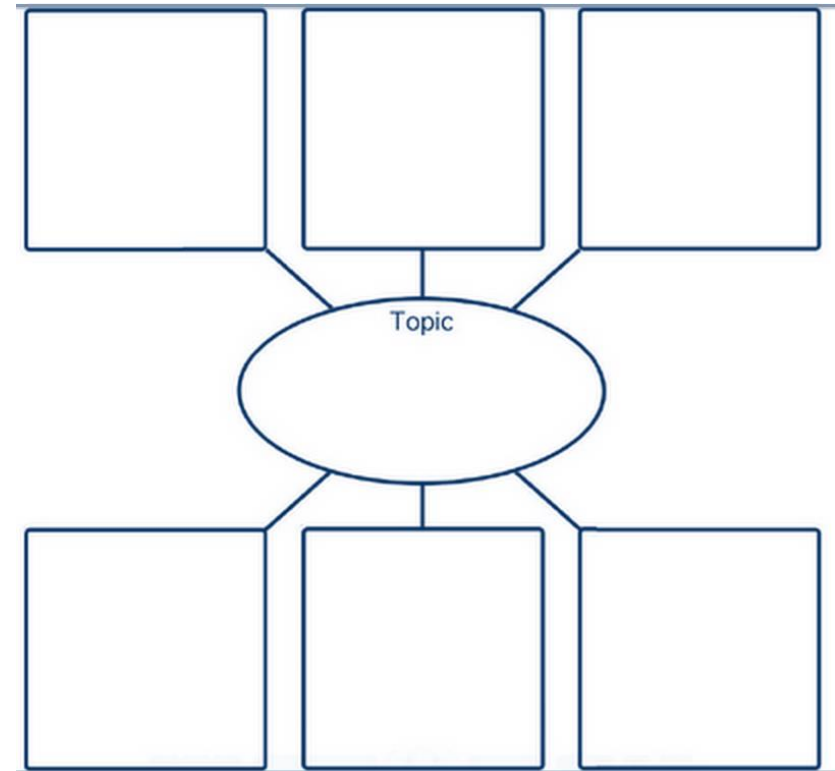
Special Access Accommodation- IEP/504 required

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 RICAS ELA

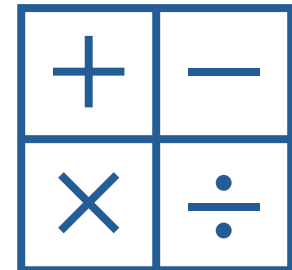
www.ride.ri.gov/accommodations

| Test Support | RICAS | | NGSA |
|--------------------|-------|------|---------|
| | ELA | Math | Science |
| Graphic Organizers | Y | | |

- Graphic Organizers are not applicable for Math or NGSA.
- RICAS ELA -Students with a graphic organizer accommodation in their IEP/504 Plan for 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.

Calculators and Reference Sheets



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 a supplemental 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 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.

Calculation Device/Mathematical Tools Special Access accommodation: If the student requires a multiplication table, they should have access to the multiplication table they use every day and delete the blank multiplication table from the Supplemental Reference Sheet.

Word Prediction



Word Prediction (ELA)

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 limits or prevents 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
 - *Internet access must be turned off when using external word prediction device.*

Speech-to-Text And Scribe Accommodations



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

| Test Support | RICAS | | | NGSA | PSAT10/SAT |
|----------------|-------|------|---------|---------|------------|
| | ELA | Math | Spanish | Science | ELA/Math |
| Speech to Text | Y | Y | Y | Y | Y |

There are three 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
 - 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 before the test is submitted.

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

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

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 NGA

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.
- Each accommodation used by a student must relate directly to the student's disability and its impact on their learning.
- If you don't see an accommodation that a student uses in the AAF Manual, please submit a unique accommodation request for review.
- Review accommodations for accuracy in the RICAS Portal, Test Day Toolkit and TIDE *BEFORE you begin testing*. **Administering a test without accommodations (or with accommodations not included in the IEP) is an irregularity and may result in invalidated test scores.**



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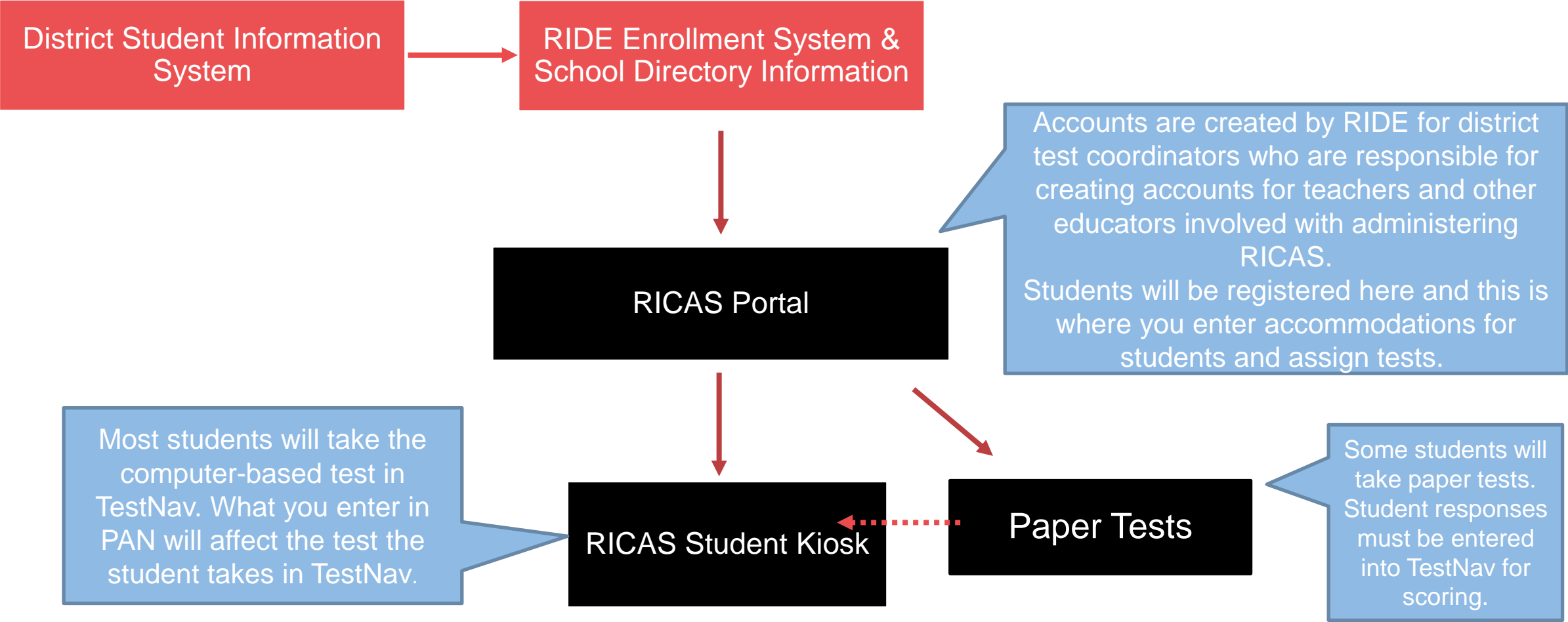
References

Overview of RICAS

LEGEND

RIDE systems

Vendor systems

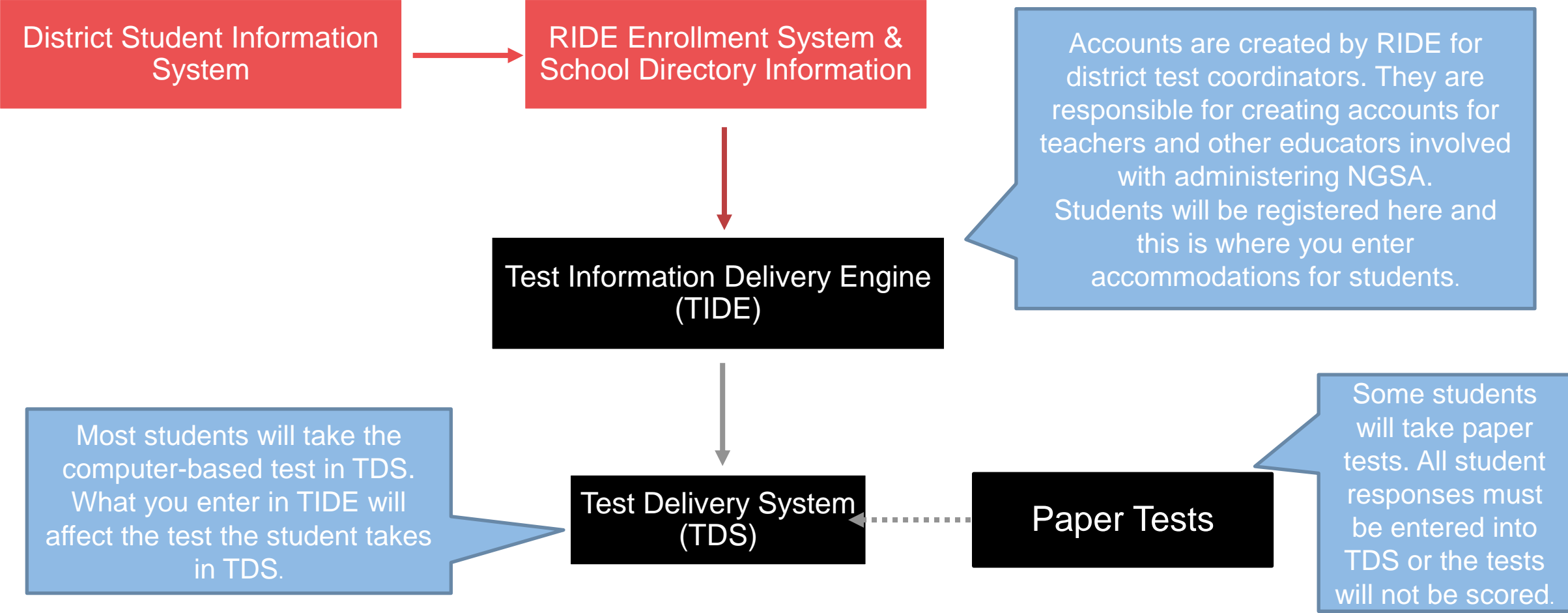


Overview of NGSA

LEGEND

RIDE systems

Vendor systems

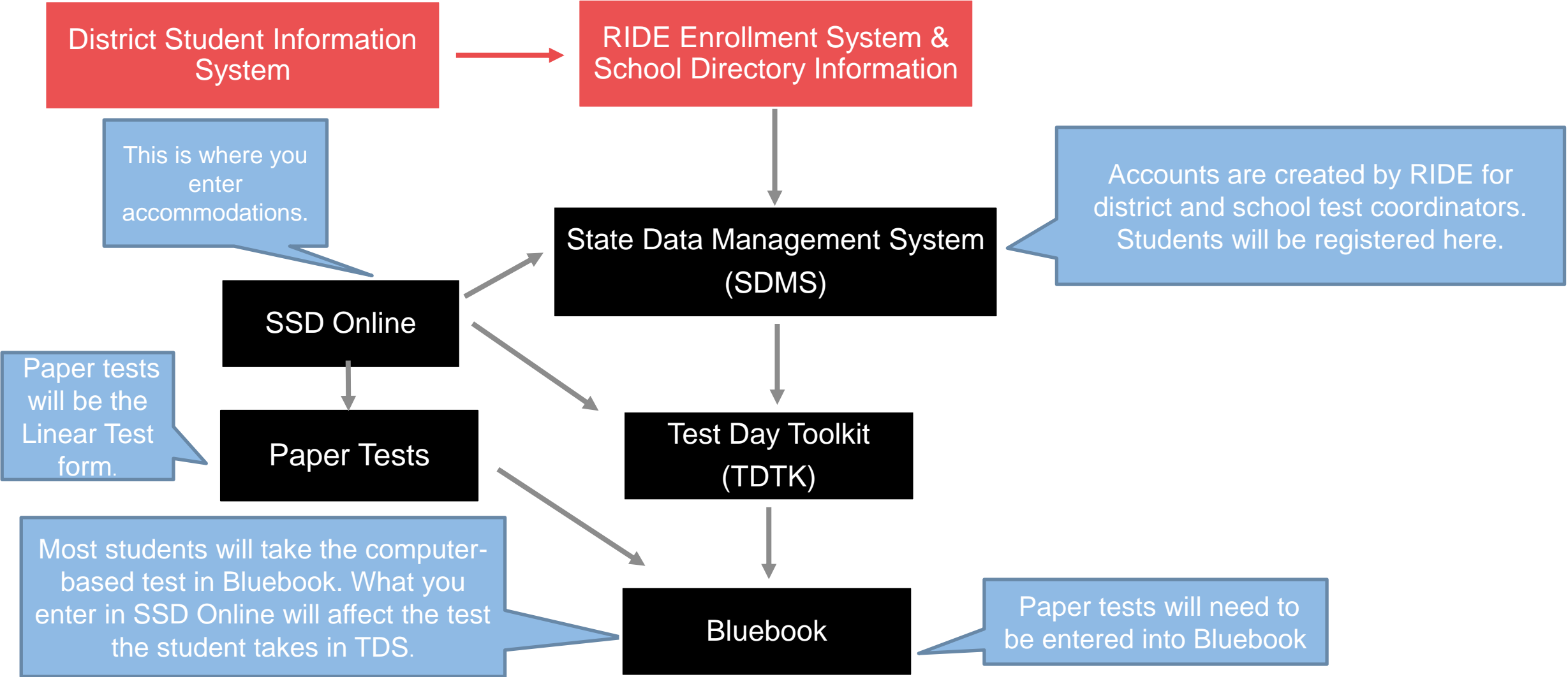


Overview of SAT/PSAT 10

LEGEND

RIDE systems

Vendor systems



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.

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

Continue Here

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?

YES

NO

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.

Accessibility Features

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



Accessibility Features For All Students By Test

| Accessibility Features: for any student, regardless of MLL or disability status | RICAS | | NGSA | PSAT 10/SAT |
|--|-------|------|---------|-------------|
| | ELA | Math | Science | ELA/Math |
| Adaptive furniture or lighting | Y | 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 | Y |
| Assistance from a test administrator regarding use of computer-based test platform | Y | 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 | 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 | |
| Reference Sheet | | Y | | Y |
| Student Reads Aloud to Self | Y | 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 MLL or disability status | RICAS | | NGSA | PSAT 10/SAT |
|---|-------|------|---------|-------------|
| | ELA | Math | Science | |
| Testing in a separate location | Y | Y | Y | Y |
| Small Group Administration | Y | Y | Y | Y |
| Specific Time of Day | Y | Y | Y | Y |

Accommodations For MLL Students



Accommodations For 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 |
| 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 | |
| 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 |
| Calculators or Mathematics Tools | | Y* | Accessibility Feature | Accessibility Feature |
| Paper Edition - Regular Font Size English | Y | Y | Y | Y |
| Paper Edition – Regular Font Size Spanish | Not Offered | Y | Y | |
| Paper Edition – Large Print English | Y | Y | Y | Y |
| Paper Edition – Large Print Spanish | Not Offered | Not offered | 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 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/Supplemental Reference sheet | Y | 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* | Y | | |

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

Calculators, Mathematical Tools, and Supplemental Reference Sheet

