NGSA Accommodations Checklist

Directions: Complete this checklist for each student who requires accommodations and/or other test supports and return to the person listed below.

RETURN TO: _____   **DUE DATE:** _____

Completed by: _____   Date: _____

Student: _____   SASID: _____

District/School: _____   Grade: _____

Does the student have an active IEP? *If yes, then accommodations in the IEP/504 and ALL Students columns may be considered provided that 1) the student's IEP contains that accommodation, 2) the student uses that accommodation daily to help them access instruction across content areas, and 3) diagnostic testing supports the use of that accommodation. If no, then only those test supports in the ALL Students column may be considered.*

Is the student a multilingual learner (MLL)? *If yes, then accommodations in the MLL column may be considered. If no, then only test supports in the ALL Students column may be considered.*

> **Definition of multilingual learner:** To be considered a multilingual learner (MLL), the student meets one of these conditions: The student is currently receiving instruction to learn English, the student has exited the MLL program and is in the monitoring process, or the student has been identified as MLL but is not in a program to learn English.

Is the student an MLL *and* has an active IEP? *If yes, then accommodations in the IEP/504 and the MLL columns may be considered provided that 1) the student's IEP contains the accommodation, 2) the student uses that accommodation daily to help them access instruction across content areas, and 3) diagnostic testing supports the use of that accommodation. If no, then only test supports in the ALL Students and MLL columns may be considered.*

ALL Students?	IEP or 504?	MLL?*	✓	TIMING
YES	YES	YES	☐	**EXTENDED TIME:** Testing times are to assist with planning. Allow students to continue testing as long as they are working productively.
YES	YES	YES	☐	**BREAKS.** A student requires extra breaks, extended breaks, or breaks as needed.

ALL Students?	IEP or 504?	MLL?*	✓	SETTING
YES	YES	YES	☐	**ADAPTIVE OR SPECIALIZED EQUIPMENT OR FURNITURE.** Equipment or furniture including (but not limited to) special seating, weighted vests, fidget tools, noise-reducing headphones, specialized lighting or acoustics or adaptive keyboards, desks, or lighting.
YES	YES	YES	☐	**PREFERENTIAL SEATING.** Student takes the test in a specific area of the testing room where they are most comfortable, including study carrel. Seating arrangements must ensure the student can access test materials, hear the test administrator, and be monitored.

Above each table: "Allowed for:"

*If an MLL student also has an IEP, then the student may also use any other accommodations designated as IEP or 504, provided they have a documented disability that requires that accommodation. See page 1 for definition of MLL student.

ALL Students?	IEP or 504?	MLL?*	✓	SETTING
YES	YES	YES	☐	**FAMILIAR TEST ADMINISTRATOR.** Someone familiar to the student who is not the classroom teacher, may administer the test. Anyone involved in test administration must meet all criteria to become a test administrator, sign all confidentiality and security documents, and participate in all required training.
YES	YES	YES	☐	**ABLE TO STAND, MOVE, PACE.** Test the student in an environment where they can move around as necessary and that is not distracting to others and where other's work cannot be seen.
YES	YES	YES	☐	**SMALL GROUP SETTING.** Test students in small groups or other grouping that reflects their typical classroom environment. *RI STATE POLICY ON SMALL GROUPS. Small groups may not have more than ten students. The ideal group size is between two and eight students. Students in small groups should have the same or similar accommodations.*
NO	YES	NO	☐	**OUTSIDE OF THE SCHOOL BUILDING (HOME OR HOSPITAL).** Administration in alternate setting outside of school building with appropriate supervision (e.g., homebound, medical care facility). *This accommodation does not include students attending outplacement schools.*
NO	YES	NO	☐	**INDIVIDUAL or ONE-TO-ONE SETTING.** Test the student individually in a separate setting free from distractions.

ALL Students?	IEP or 504?	MLL?*	✓	PRESENTATION
NO	YES	NO	☐	**AAC/AT DEVICES.**
YES	YES	YES	☐	**ANSWER MASKING.** Masking involves covering content that may be distracting so the student can focus their attention on a specific part of a test item.
YES	YES	YES	☐	**STRIKETHROUGH.** Allows students to cross out answer options in multiple choice questions. If an answer option is an image the image will be grayed out.
YES	YES	YES	☐	**STREAMLINE MODE.** Rearranges how the item is presented. In this format, the item stimulus/passages are displayed above the question instead of side-by-side.
YES	YES	YES	☐	**EXPANDABLE PASSAGES.** Each passage or stimulus can be expanded so that each occupies a larger portion of the screen.
NO	YES	NO	☐	**MONITOR PLACEMENT OF RESPONSES.** Test administrators may monitor response placement to ensure that the student is marking the answer in the correct location onscreen or in the paper booklet. For example, a student may accidentally skip a question in the test booklet or may not use the correct keyboard navigation (e.g., the student used the "tab" rather than the arrow keys to navigate), resulting in a skipped question or changed answer. The test administrator may not assist the student with selecting the correct response.
YES	YES	YES	☐	**ASSISTANCE FROM A TEST ADMINISTRATOR REGARDING THE USE OF THE COMPUTER-BASED TESTING PLATFORM.** Assistance must be provided to any student who requires it during the testing session, including students with disabilities and MLL students This *only* refers to helping a student navigate the Test Delivery System (TDS).
NO	NO	YES	☐	**BILINGUAL, WORD-TO-WORD DICTIONARY, OR GLOSSARY.** MLL student requires a glossary and/or word-to-word dictionary. • Bilingual, word-to-word dictionary, or glossaries are limited to those that provide word-to-word translations. Dictionaries or glossaries that include definitions, synonyms, antonyms, phrases, and pictures are prohibited. • Bilingual, word-to-word dictionaries and glossaries **cannot** be electronic or internet-based (Google Translate, for example).

*If an MLL student also has an IEP, then the student may also use any other accommodations designated as IEP or 504, provided they have a documented disability that requires that accommodation. See page 1 for definition of MLL student.

ALL Students?	IEP or 504?	MLL?*	✓	PRESENTATION
Allowed for:				
NOTE TAKING				
YES	YES	YES	☐	**NOTEPAD.** Embedded notetaking is available to all students to take notes on an item.
YES	YES	YES	☐	**HIGHLIGHTER.** This digital tool marks desired text in item questions or item answers with a color. Highlighted text remains available through the test session.
YES	YES	YES	☐	**SCRATCH PAPER.**
LINE READER				
YES	YES	YES	☐	**LINE READER (computer-based tests).** This tool masks the text so only part of the text can be viewed at one time. Can be raised or lowered for each line of text on the screen.
NO	YES	NO	☐	**LINE READER (paper-based tests).** Student uses two sheets of paper, blank card, or cut-out as a line reader for the paper edition or printed copy of a passage or test item,
AUDIO AIDS				
YES	YES	YES	☐	**AMPLIFICATION** (accessibility feature). Volume control, amplification device, FM system, noise buffer, noise-cancelling earmuffs/headphones, etc. *Smart phones cannot be used*. Music or other recordings may not be played on headphones during testing.
PAPER EDITIONS in ENGLISH				
• Order all paper test editions through TIDE.				
• **TRANSCRIPTION:** all responses from the large-print answer booklet must be transcribed into the Data Entry Interface (DEI) or they will not be scored. See *Appendix C: Instructions for Paper Tests* in the NGSA Test Coordinator Manual posted on the NGSA Portal.				
NO	YES	NO	☐	**PAPER EDITION (ENGLISH).** A preprinted paper test is for a student who is unable to use a computer or to take the computer-based test due to a disability. Preprinted paper tests are available in English only. *See note above.*
NO	YES	NO	☐	**LARGE PRINT EDITION.** The large print edition of the NGSA test is Verdana font, 16.8-point Verdana font on 12x18-inch paper. Students record their answers in the large print answer booklet. *See note above.*
NO	YES	NO	☐	**BRAILLE EDITION.** Only UEB with UEB Technical math is available. *See note above.*
PAPER EDITIONS in SPANISH				
• Use the *Print On Demand* feature to print test items.				
• **TRANSCRIPTIONS:** all responses must be transcribed directly into the *computer-based test* to be scored.				
NO	NO	YES	☐	**SPANISH EDITION (SPANISH).** Pre-printed paper editions are not available for the Spanish version of the science test. *See note above.* ☐ *Print on Demand*
NO	YES, if also MLL	NO	☐	**LARGE PRINT SPANISH TESTS.** Large print paper editions are not available for the Spanish version of the science test. Set the Zoom or Magnifier Tool to the proper size. *See note above.* ☐ *Print on Demand*
VISUAL AIDS, MAGNIFICATION				
YES	YES	YES	☐	**MOUSE POINTER.** Allows the mouse pointer to be set to a larger size or a different color.
YES	YES	YES	☐	**ZOOM.** This tool allows the font size viewed by the student to be enlarged. Print size options are: 1x (default setting), 1.5x, 1.75x, 2.5x, 3x, 5x, 10x, 15x, 20x. **NOTE:** Levels 5x-20x require Streamline Mode to be turned on.
NO	YES	NO	☐	**MAGNIFICATION DEVICE.** Examples include closed circuit television, magnification devices. Devices cannot be connected to internet or be able to record images.
NO	YES	NO	☐	**NON-ELECTRONIC MAGNIFICATION DEVICE.** Hand-held magnification devices.
NO	YES	NO	☐	**AT/AAC DEVICE.** BigKeys, switches, adaptive mouse, etc., must have *Permissive Mode* selected in TIDE for it to function properly. ☐ *Permissive Mode*

*If an MLL student also has an IEP, then the student may also use any other accommodations designated as IEP or 504, provided they have a documented disability that requires that accommodation. See page 1 for definition of MLL student.

ALL Students?	Allowed for: IEP or 504?	MLL?*	✓	PRESENTATION
COLOR CONTRAST OPTIONS				
YES	**YES**	**YES**	☐	**COLOR CONTRAST.** The following text and background combinations are available in TIDE: • black text on white background (default) • black text on rose background • gray text on light gray background • yellow text on blue background • reverse contrast (white text on black background)
YES	**YES**	**YES**	☐	**MOUSE POINTER (color contrast options).** Color can be changed for students with visual impairments or those who are using a color contrast option. The color of the mouse pointer must be selected in TIDE prior to testing. Options are black, green, red, white, or yellow.
YES	**YES**	**YES**	☐	**COLOR OVERLAY.** Students can use a color overlay of their choice.
READ ALOUD OPTIONS FOR TEST DIRECTIONS				
NO	**YES**	**YES**	☐	**SIMPLIFIED TEST DIRECTIONS**
YES	**YES**	**YES**	☐	**READ ALOUD, REPEAT, CLARIFY GENERAL TEST DIRECTIONS.** The test administrator may read aloud, repeat, or clarify the test directions for a student, in English. The test administrator must meet the criteria for administering a state assessment as outlined in the Test Coordinator Handbook. **NOTE: General Test Directions do not** include any part of test item, response options, or text (reading passages, charts, graphs, or diagrams) with the test item.
NO	**NO**	**YES**	☐	**READ ALOUD OR TRANSLATE/REPEAT/CLARIFY GENERAL TEST DIRECTIONS IN STUDENT'S NATIVE LANGUAGE.** For students who speak languages other than English and Spanish and who require translated directions, the test administrator may translate general test directions. The test administrator must be fluent in reading and speaking the student's native language. Printed copies of the general test directions in languages other than Spanish are not available. Translate ONLY the general test directions. **NOTE: General test directions do not** include any part of any test item, response options, or text (reading passages, charts, graphs, diagrams, or other pictures) included with the item.
TEXT-TO-SPEECH and HUMAN READ ALOUD OF THE TEST: Students identified as MLL or students who have a PLP (Personal Literacy Plan) receiving a tier 2 or tier 3 reading intervention may benefit from text-to-speech (TTS) for the science English or Spanish science tests. *Spanish tests are bilingual, and students can toggle between English and Spanish.*				
YES	**YES**	**YES**	☐	**READ ALOUD TO SELF.** A student may read the assessment aloud to themselves. Test student in a separate setting unless a low-volume device is used, like a Whisper phone.
YES	**YES**	**YES**	☐	**READ ALOUD SELECTED WORDS.** The test administrator reads aloud selected words on the NGSA science test, as requested by the student. The student will point to the word or phrase that he or she needs read aloud. Test administrator quietly reads aloud the selected word to the student. Students using this feature may be tested alongside other students in groups of any size.
YES, if student has PLP	**YES**	**YES**	☐	**TEXT-TO-SPEECH (ENGLISH & SPANISH):** Text is read aloud to the student via embedded Text-to-Speech technology. **NOTE:** English & Spanish computer-based tests can now read the drop-down lists of response options.
YES, if student has PLP	**YES**	**YES**	☐	**HUMAN READ ALOUD (ENGLISH).** See note above and the *TIDE User Guide* for more information on implementing this PLP accommodation.
NO	**YES, if also MLL**	**YES**	☐	**HUMAN READ ALOUD (SPANISH).** Test administrator must meet all criteria for being a test administrator and complete all required training before giving the NGSA. See the *TIDE User Guide* for more information on implementing this accommodation.

*If an MLL student also has an IEP, then the student may also use any other accommodations designated as IEP or 504, provided they have a documented disability that requires that accommodation. See page 1 for definition of MLL student.

ALL Students?	IEP or 504?	MLL?*	✓	PRESENTATION
Allowed for:				
SIGN LANGUAGE: *Use guidelines found in Appendix G of the AAF Manual.*				
NO	YES	NO	☐	**SIGN LANGUAGE INTERPRETER FOR GENERAL TEST DIRECTIONS, TEST QUESTIONS**. *See note.*
NO	YES	NO	☐	**HUMAN SIGNER.** *See note.*
YES	YES	YES	☐	**SIGN SELECTED WORDS.** The test administrator signs words on the NGSA science test, as requested by the student. The student will point to the word or phrase that he or she needs signed. Test administrator signs the selected word to the student. Students using this feature may be tested alongside other students in groups of any size.
CALCULATORS & MATHMATICS TOOLS: *Accessibility Feature*				
YES	YES	YES	☐	**DESMOS CALCULATOR.** A Desmos calculator is available in the test delivery platform for any item requiring a calculator.
YES	YES	YES	☐	**HAND-HELD CALCULATOR.** Schools can provide hand-held scientific calculators to students. Four-function and graphing calculators are acceptable.
YES	YES	YES	☐	**MATHEMATICS TOOLS.** Student uses arithmetic tables for addition, subtraction, multiplication, and division, including an abacus or other manipulatives. *No formula sheets may be provided.*

ALL Students?	IEP or 504?	MLL?*	✓	RESPONSE
Allowed for:				
NO	YES	NO	☐	**AAC DEVICE:** BigKeys, switches, adaptive mouse, etc. Must have *Permissive Mode* selected in TIDE for device to function properly. ☐ *Permissive Mode*
NO	YES	NO	☐	**BRAILLE WRITER:** All questions must be transcribed into the Test Delivery System.
NO	YES	NO	☐	**MONITOR PLACEMENT OF RESPONSES**
YES	YES	YES	☐	**MARK for REVIEW:** Students can mark items for review and return to them later.
SPEECH-TO-TEXT and SCRIBE OPTIONS**: *There are no constructed response items on the NGSA.*				
NO	YES	NO	☐	**SPEECH-TO-TEXT (STT).** If a student has this accommodation in their IEP for writing, they may not need it for this test. Consider human scribe or other recording option instead. ☐ *Permissive Mode – if using Google Read:Write; Dragon Naturally Speaking, etc.*
NO	YES	NO	☐	**HUMAN SCRIBE****. Scribe will type student's answers verbatim into the Data Entry Interface (DEI) (English paper editions) or directly into the Test Delivery System (English computer-based tests and all Spanish editions). *All responses for English paper editions must be transcribed into the Data Entry Interface to be scored.*
NO	YES	NO	☐	**STUDENT RECORDS RESPONSES INTO AAC DEVICE****. The student uses an external augmentative communications device (other than a smartphone) to dictate or generate responses under the direct supervision of a test administrator.
NO	YES	NO	☐	**STUDENT RECORDS RESPONSES INTO EXTERNAL RECORDING OR VIDEO DEVICE****. A student who is deaf or hard-of-hearing uses a video to record their responses.
NO	YES	NO	☐	**STUDENT RECORDS RESPONSES INTO TEST BOOKLET INSTEAD OF ANSWER BOOKLET****.

** Student responses must be typed verbatim into either the Data Entry Interface (English paper editions) or into the Test Delivery System (English computer-based tests and all Spanish editions). See TIDE User Guide for more information.

*If an MLL student also has an IEP, then the student may also use any other accommodations designated as IEP or 504, provided they have a documented disability that requires that accommodation. See page 1 for definition of MLL student.

Allowed for:			✓	**EMERGENCY ACCOMMODATIONS**
ALL Students?	**IEP** or **504?**	**MLL?***		
YES	**YES**	**YES**	☐	**EMERGENCY ACCOMMODATION.** An emergency accommodation is appropriate in cases where a student needs a new accommodation immediately prior to the assessment due to unforeseen circumstances. Cases could include students who have recently fractured a limb (e.g., fingers, hand, arm, wrist, or shoulder); whose only pair of eyeglasses has broken; or a student returning from a serious or prolonged illness or injury. *If a student's IEP is missing an accommodation, follow the IEP amendment process for adding the accommodation to the student's IEP or 504 Plan.* **Common emergency accommodations:** • Text-to-speech or human read aloud • Speech-to-text or scribe • Magnification or large print paper edition **Administration Considerations:** • Make sure the student is comfortable using the accommodation *before* testing. If the student is not comfortable using the suggested emergency accommodation, please find a suitable alternative. Complete the *Emergency Accommodation Form* in the AA-AAF Manual in Appendix E or you can download at www.ride.ri.gov/accommodations.

Resources

***Accommodations and Accessibility Manual*:**

- Appendix G: Providing the Sign Language Accommodation
- Appendix J: NGSA Scribe Guidelines
- Appendix K: RICAS and NGSA Human Read Aloud (Human Reader) Guidelines
- Appendix L: NGSA Simplified Test Directions Guidelines

TIDE User Guide: Information on entering accommodations and accessibility support into TIDE and how to use the Data Entry Interface to record student responses for English paper editions.

NGSA Practice Test Resources: https://ri.portal.cambiumast.com/teachers.html

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