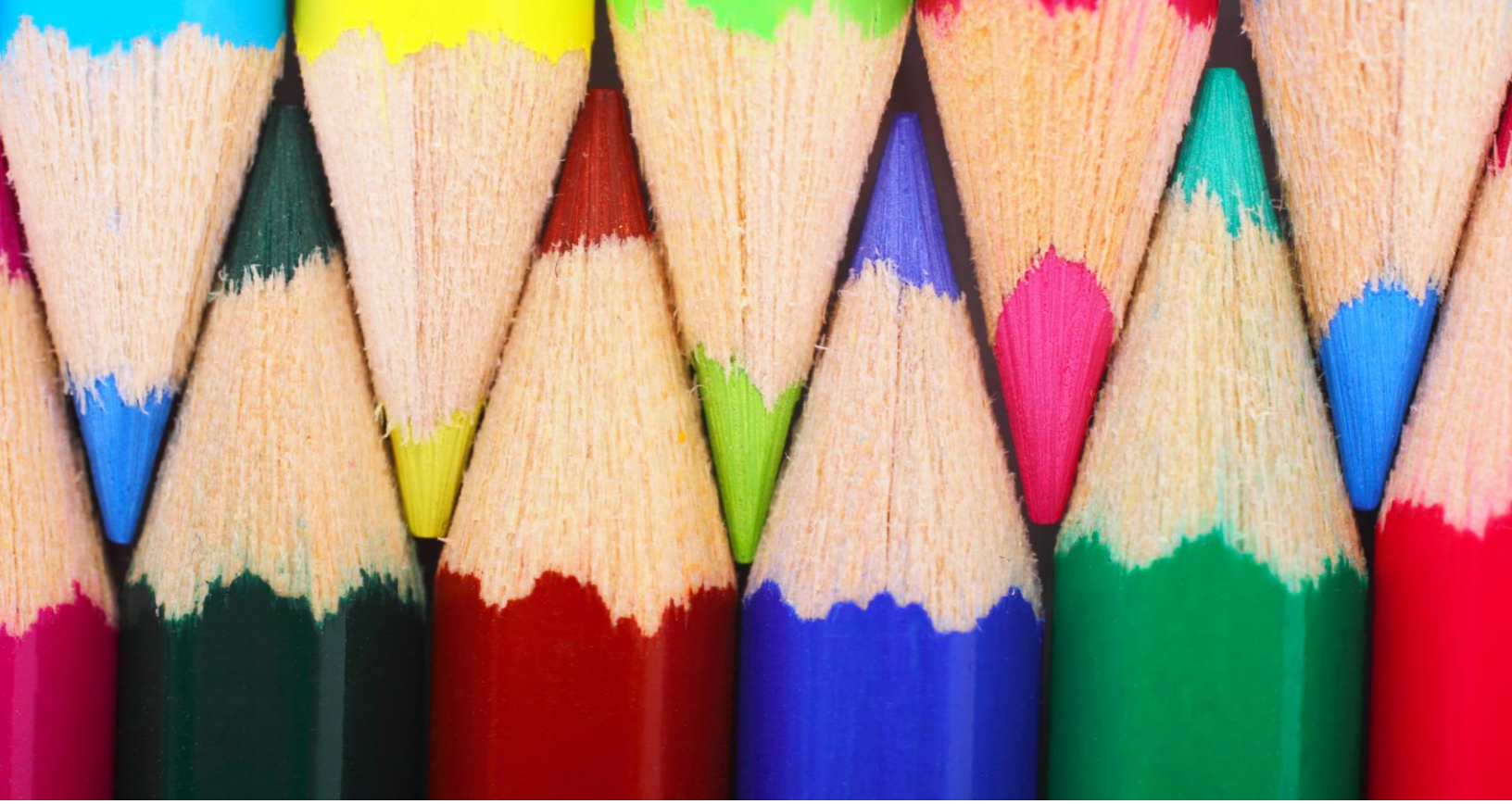

Department of Education

Comprehensive Accessibility and Accommodation Manual

Tennessee Department of Education | 2026-27

TN Department of Education

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Part 1: Introduction and Foundation

Introduction

- **Intended Audience**

Universal Test Administration Conditions

- **Universal Test Administration Conditions for Any Student**

Legal Foundations for Assessment Accessibility

- **State and Federal Law Regarding Assessment Accommodations**

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

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

Students who are classified as ELs will also participate in the English Language Proficiency Assessment, which is currently provided by ELPA21.

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

Section 1: Intended Audience

This resource is intended to guide educators including 504, ILP, and IEP team members in decision-making regarding state assessment accessibility and

accommodations. Students with an ILP-D are eligible for Universal Test Administration Conditions and Accessibility Features. Students with an ILP-D only are not eligible for testing accommodations. Parents/guardians are critical members of the team as well as the student. Please ensure that all team members are adequately informed of the options for accessibility and accommodation. For the purposes of this guide, the following definitions are used:

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

Section 2: Legal and Policy Foundations

State and Federal Law Regarding Assessment Accommodations

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

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

Section 3: Universal Test Administration Conditions

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

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

Universal test administration conditions for any student includes:

- Grouping: Small group, one-on-one, study carrel, or separate location
- Preferences: familiar test administrator, seated at special furniture, seating in specific location, reading test quietly to self where no one else can hear, having direction repeated, and special pencil or pencil grip
- Accessibility: vision aids/magnification, special lighting, hearing aids/amplification, noise buffers after directions, using a placeholder, and signing the scripted directions

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Part II: Addressing Student Access Needs

Understanding Accessibility and Accommodations

- **Accessibility**
- **Accommodations**
- **Students with Specialized Needs**
- **Balancing Access and Assessment Validity**

Section 4: Accessibility Features

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

Requested Time

The amount of additional time if requested by a parent or a student is outlined in the Test Administrator Manual. If requested by a parent or student, a test administrator (TA) may allow a student an additional optional time period (calculated by the department), to ensure students are able to finish the assessments completely. See T.C.A. § 49-6-6015(b). The required times represent testing time appropriate for 95% of students. TAs may add the optional additional time, up to the amount listed in parenthesis in the TAM, as requested while adhering to all test security measures and test procedures.

Requested time applies to all subject areas in all grades during Spring TCAP. Requested time is also available during grade 3 retake and grade 3 (Rising Grade 4) summer post-test.

Additional time allowed pursuant to T.C.A. § 49-6-6015(b) does not supersede a Local Education Agency (LEA) or public charter school's obligation to comply with the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.), or Section 504 of the Rehabilitation Act (29 U.S.C. § 794). See T.C.A. § 49-6-6015(c).

Additional time requested, therefore, should NOT take the place of extra time accommodations outlined in a student's individualized education program (IEP), individualized learning plan (ILP), and/or Section 504 plan.

Accessibility Tools

Depending on how a test in TestNav is configured, TestNav displays tools for students to use during online testing. Students can access the highlighter and other tools within the TestNav toolbar or the user dropdown.

Table 1: Accessibility Tools

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

Accessibility Tool	Administrative Guidelines	Additional Considerations for Use
		The student may cover or uncover answer options and/or text with blank masking cards as needed.
Auditory Aids	Before testing: Test administrator ensures student's access to necessary auditory aid. During testing: The student uses amplification device assistive technology (e.g., FM System), noise buffers, or white noise machine provided by the student or by the school. A phone is not considered a medical device for white noise and cannot be used.	The student should continue to use the same auditory aides during assessment as required during daily instruction. Music is not permitted to be played during the assessment. White noise must be waves, white noise, or wind. If headphones are used only as noise buffers, they should not be plugged into a device or connected via Bluetooth.
Color Overlay	Before testing: Test administrator provides students with access to colored overlays. The feature is always available in the testing platform (TestNav).	Students will use the same color overlay and/or color contrast during assessment as required in daily instruction. Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities.
Place Marker	Before testing: Test administrator provides student with place marker (e.g., post-it notes or plain bookmark). The feature is always available in the testing platform (TestNav	The student may use place marker to "bookmark" items to review later. This is also available in the online platform.
Eliminate Answer Choices	During testing: The student may use removable markers	Please do not make any stray marks on the answer document

Accessibility Tool	Administrative Guidelines	Additional Considerations for Use
	within the test booklet (e.g., small strips of paper) to help them track answers they have eliminated.	as that may conflict with accurate scoring. This is also available in the online platform.
Fidget Spinner	Before testing: Test administrator ensures student has access to fidget spinner	Fidget spinner must be regularly used by the student in the classroom. It cannot have any lights, noise, or disturb/distract other students in any way.
General Administration Directions Read Aloud and Clarified and/or Repeated as Needed	During testing: The test administrator reads aloud the general administration directions only per the test administration manual. A student may raise his or her hand and request the directions to be repeated.	A student may raise his or her hand and request the directions to be repeated. The test administrator may clarify directions upon request. No passages or items may be clarified.
Magnification/Enlargement Device/ Large Print online	Before testing: For paper, the test administrator provides the student with magnification/enlargement device. For online, the testing platform should not be enlarged more than 250%. Please find a larger screen for the student needing LP. Imbedded rulers in grades 2 and 3 will scale up and down with the zoom to stay to scale of the image.	The student uses an external magnification or enlargement device to increase the font or graphic size (e.g., projector, CCTV, eyeglass, (smart glasses, even prescription, are not allowed), mounted or hand-held magnifier, electronic magnification system, etc.). The student should use the same type of magnification equipment during assessment as is used daily.
Redirect Student to the test	During Testing: The test administrator redirects the student's attention to the test without coaching or assisting the student in any way.	There is no limit to the number of times a test administrator can redirect a student back to the test. Examples: providing reminders to stay on task and focused during the assessments;

Accessibility Tool	Administrative Guidelines	Additional Considerations for Use
		providing a visual cue to the student to remain on task.
Sensory Strip/Tactile Strip	Test administrator ensures student has access to sensory/tactile strip.	Sensory/tactile strip must be regularly used by the student in the classroom. It must be blank and cannot have any numbers, words, measurement devices, or disturb/distract other students in any way.
Student Reads Assessment Aloud Self.	Before Testing: Test Administrator ensures student's testing environment is conducive to read aloud to self.	During Testing: The student reads aloud the assessment to self in a manner which will not be overheard by other students. Whisper phones are allowed.

Section 5: Accommodations

Accommodations are for students served under an IEP, 504, or ILP for English Learners. Accommodations address how the student will participate. They do not alter or change what the student is expected to know or what content is assessed. All grades are tested online. There must be a documented need for paper (i.e., incarceration, medical condition, etc.). A student should only use a testing accommodation that they typically need and use during daily instruction and classroom assessments as outlined in the student's IEP or 504

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

Accommodations should:

- Enable students to participate more fully in instruction and assessments and better demonstrate their knowledge and skills
- Be based upon individual student need, and not upon the category of disability, level of instruction, or program setting
- Be aligned with and part of daily instruction
- Be provided on a regular basis during instruction
- Foster and facilitate independence for students, not dependence
- Provide access not advantage

Accommodations should not:

- Remove instructional content or standards
- Eliminate participation or opportunities within general education
- Be introduced only for high-stakes testing
- Be provided solely as a way to help ensure proficiency

Accommodations should/should not lists from 54-55 of the Sped Manual 2025

Allowable accommodations for state testing are listed in Table 2

Table 2: Allowable Accommodations for State Testing

Accommodations	Administrative Guidelines	Additional Considerations for Use
Adult Transcription	Note: Modes of testing cannot be mixed. A student's answers must be submitted all on paper or all online. Scribing: Before testing: An adult is secured for the testing	Scribing: A student reads each item from the screen or test booklet and then dictates the response to an adult. The adult then marks the student's answer directly on the test. The adult may assume appropriate spelling

Accommodations	Administrative Guidelines	Additional Considerations for Use
	session. The test administrator who is scribing must be a licensed employee of the school district. Transcribing: Before, during, or after testing: Two adults are secured. The test administrator who is transcribing must be a licensed employee of the school district.	for written responses, but the student must indicate correct capitalization, grammar, and punctuation. Students should be given the opportunity to review and edit any responses entered by the adult during scribing. Transcribing: An adult marks selected response items on the paper-based answer document. An adult transfers student responses produced using Assistive Technology onto the paper-based answer document. All student responses must be transcribed verbatim. Two adults must be present during the transcription. Once the transcription is complete, any copies must be shredded or deleted.
Assistive Technology	Before testing: Test administrator ensures the student has access to the necessary assistive technology device (e.g., computer, braille writer, etc.).	This accommodation requires adult transcription. Two adults must be present and must transfer the student's responses exactly as written to the paper-based answer document. The use of assistive technology, including Braille writer, for the writing response and/or other open response items is allowed on the TCAP assessments.

Accommodations	Administrative Guidelines	Additional Considerations for Use
		Reading/Scanning Pens such as C-Penn, OrCam Learn, Scanmarker Air or Pro, ReaderPen, etc. are not allowed. Internet access, spell check, grammar check, AI generative functions, and word prediction ahead functions **must be turned off**.
Braille or Large Print	Before testing: Test administrator ensures that a braille kit or large print test has been ordered for the student. Grade 2 Math will have physical rulers in addition to embedded rulers. The large print paper version will not enlarge the images requiring measuring with a physical ruler. Students should use an additional magnification device such as a magnifying glass, pebble, or projector if enlarging the ruler and image is required.	Braille testing must be addressed in the student's IEP. Students may mark responses directly in the test. The Braille kit comes with transcription instructions. Students using Braille can have more than double time but still not go beyond the school day.
Extended Time	Extended time is defined as up to double time and may not extend beyond one school day. Extended time should be marked in an IEP, 504, or ILP as 1.25x, 1.5x, 1.75x, or 2.0. This applies to each subpart. Specific minutes can also be listed in the IEP, but the team	Provides additional time for a student to complete the assessment beyond the time allotted for the test or subpart.* A student must sit for the full extended time outline in the IEP, 504, or ILP.

Accommodations	Administrative Guidelines	Additional Considerations for Use
	must indicate how those are to be used across subparts.	
Visual Representations for Math	Before testing: Test administrator ensures the student has access to the necessary manipulatives for testing (e.g., abacus, cubes, tiles, rods, or blocks). This **would not** include things such as multiplication charts/tables, number lines, etc. typically used by students with math deficits who are not visually impaired.	This accommodation is only available for students with a visual impairment and may not be used on the non-calculator sections of the assessment.
Rest or Break	Rest or break needed due to fatigue, behavior plan, sensory needs, and/or health related needs.	This accommodation is not to be confused with a break provided for all students such as a stand and stretch break or break between subparts.
Oral Presentation (Read Aloud and Text to Speech (TTS))	Before testing: Test administrator ensures only students who receive this accommodation are included in the oral presentation group and adheres to the directions for test administration. Students are familiar with and meet the guidelines outlined in the Oral Accommodations Considerations section of this manual and Section 5: The Test Administrator will read the Secure Test Administrator/ Proctor Script exactly as presented, which matches the online text to speech.	Does not provide pacing for a student. Provides an oral presentation of directions, test items, and answer options on the assessments for students. To ensure test fidelity and in consideration of timing, test material shall be read aloud once. The exception is rereading small sections on student request. IEP, 504, and ILP teams should consider the student's disability and use data from classroom implementation of accommodation to help determine if additional extended time is needed, if the parents want to request optional time, or if regular time is adequate.

Accommodations	Administrative Guidelines	Additional Considerations for Use
		A text-to-speech pen is a portable device that reads printed text aloud. It works by scanning words or sentences on a page and then using text-to-speech technology to convert the scanned text into spoken words. This is not allowed on TCAP. See the appendices for Oral Presentation Guidance by Subject Area.
Word-to-Word Dictionary	Before testing: Test administrator ensures student has access to a bilingual published, paper dictionary. No illustrated word-to-word dictionary allowed. No online dictionary or Google Translate allowed.	Provides a bilingual published, paper dictionary for the student to use during testing. This should be the same type of dictionary used by the student for daily instruction.

*Any percentage used for extended time accommodations is calculated from the regular time for the assessment. This calculation does not take into account the option of requested time.

Example: A student has a 50-minute subpart. With an extended time accommodation of 1.5x, they would receive 25 minutes of extended time for a testing time of 75 minutes. The student could, at the close of the extended time accommodation, ask for the optional requested time of 10 minutes.

For districts who are choosing to give all students the optional requested time, the percentage used for extended time calculation is still based on the regular time for the assessment.

If an IEP team notes number of minutes on IEP for extended time, they must also note how that is to be spread over the subparts or if that number of minutes is to be used on each subpart. The amount of extended time to be used on which subpart must be determined by the IEP team and not left up to the test administrator during testing.

Example: A student has a 5-minute subpart with an extended time accommodation of 15 minutes to be applied to each subpart. This would exceed the allowed double time, which in this instance is 10 minutes. This is not allowed.

Extended time accommodations - whether a percentage or a specific time amount - cannot exceed double regular time. The IEP, 504, or ILP team determines the precise amount of extended time the test administer is to apply. Student must sit through full regular time and full extended time.

Section 6: Students with Specialized Needs

Supporting Students with Specialized Needs

- **Accommodations for Students with an Injury**
- **Temporary Impairments**
- **Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind**

Accommodations for Students with an Injury

Students with an injury (e.g., broken arm or hand) may use any of the above accommodations if their IEP or 504 team determines that the injury makes it difficult to participate in an assessment. Any injury-related accommodations must be documented in the IEP or 504 plan. The accommodations available for consideration are as follows: Adult Transcription/Scribe; Assistive Technology Extended Time; and Rest/Breaks. Refer to Table 2: Allowable Accommodations for State Testing for details.

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Temporary Impairments

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

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

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

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

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

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

Section 7: Balancing Access and Assessment Validity

Balancing Access and Assessment Validity

- **Unique Accommodation Requests**
- **Prohibited Accommodations on ELPA**

Unique Accommodation Request

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

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

Prohibited Accommodations

Because each assessment is designed to accurately measure something specific, not all accommodations may be used on all assessments. Check the Accessibility and Accommodation Manual for the specific test.

- Accommodations cannot be such as to invalidate what is being assessed.
- Accommodations must be implemented consistently across all testing sessions across the state.
- Check the IEP, 504, or ILP to ensure the testing accommodations listed are allowed. If IEP, 504, or ILP list testing accommodations not allowed, the IEP, 504, or ILP must be revised so it can be implemented with fidelity.

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Example 1: A student has a classroom accommodation to use a calculator on every math assignment. This is prohibited on subpart 1 of Math because of what is being measured. Therefore, if a student uses a calculator on subpart 1 of Math, it will be invalidated– even if it is in the IEP or 504.

Example 2: A student with an ILP-D receives text to speech as a classroom accommodation. This accommodation is not allowed on TCAP as students with an ILP-D are not eligible for state-level testing accommodations.

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Part III: Accommodation Decision-Making

Section 8: Determining Appropriate Testing Accommodations

Determining Appropriate Accommodations

- **Selecting Accommodations**
- **Accommodations for Students with Disabilities**
- **Questions IEP, 504, and ILP Teams Should Ask**
- **Evaluating Accommodations**

Making Decisions about Statewide Assessment Accommodations

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

- Accommodations should facilitate an accurate demonstration of what the student knows or can do.
- Accommodations should not provide the student with an unfair advantage or interfere with the validity of a test; accommodations must not change the underlying skills that are being measured by the test.
- Accommodations must be the same or nearly the same as those needed and used by the student in completing classroom instruction and assessment activities.
- Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery.

Selecting Accommodations

Selecting Testing Accommodations: All students with disabilities (those with an active IEP or 504 plans) and active (L or W) ELs with an ILP are entitled to the

appropriate accommodations that allow them to fully and meaningful participate in state and district testing, as determined by their IEP, 504, or ILP team. The student's IEP, 504, or ILP team determines the accommodations for both instruction and assessments. Accommodations should be annually determined on the basis of the individual student's needs, not on the basis of disability category, grade level, or instructional setting. Accommodations should be used consistently for instruction and assessment. Each teacher and others responsible for the implementation of the accommodations must be informed of the accommodations that must be provided.

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

- Are the recommended accommodations related to the student's PLAAFPs and necessary for access to core instruction and assessment?
- Will the recommended accommodations lessen the integrity of the assessment?
- What accommodations are regularly used by the student during core instruction?
- What accommodations does the student regularly use on assessments?
- Has the student been willing to use the accommodation?
- What is the student's perception of how well an accommodation has provided access?
- What are the perceptions of the parents, teachers, and others about how the accommodations appear to have provided access?
- Have there been difficulties administering the necessary accommodations?

Additionally, IEP teams should consider the following specifically for large-scale assessments:

- IEP teams must consider and discuss accommodations individually for each state assessment mandated for the student's grade level and should not broadly assign accommodations across all assessments.

- Students should receive the accommodation they need to participate in the assessment but should not be given more accommodations than are necessary to participate meaningfully.
- *Accommodations are not to be used to compensate for a student's lack of knowledge and skills.*
- The use of any accommodation must be considered in light of the student's disability and must be necessary for the student to access the assessment due to his/her disability.
- Schools must not provide accommodations solely as a way to ensure proficiency on the assessment. The team must be sure that the accommodation(s) recommended for each student are providing access, not advantage.

Determining Accommodations for Students with Disabilities

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

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

- Accommodations do not reduce learning expectations.
- Accommodations should not give a false picture of what a student knows and can do.

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- Reliance on accommodations should never replace appropriate and rigorous instruction in the content area.
- The IEP, 504, or ILP team should clearly distinguish between classroom and state testing accommodations.
- Accommodations are not designed to ensure proficiency.

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

In order to make effective accommodations decisions, the IEP, 504, or ILP team should gather and review information about the student's Present Level of Academic Achievement and Functional Performance, supports the student requires during instruction and classroom assessment. Team meetings could include discussions about providing the student with meaningful and accessible learning opportunities and identifying practices and approaches intended to help the student overcome learning obstacles during instruction and assessment.

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

Is the student using any accommodations during classroom instruction that will not be allowed when taking state or district-wide assessments?
Because of the nature of certain accommodations, they are only allowed for instruction, not testing. A student who is provided an accommodation during classroom instruction that is not allowed on a state test should be provided with the opportunities to practice without the use of that accommodation.

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

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

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

Does the student understand how to use the selected assessment accommodations?
Students should have ample time to learn to use the accommodations available to them during assessment. Be sure the student is willing to use the accommodation and has had numerous opportunities to use the accommodation in class and on other tests." Does the school have an advance planning process to ensure the proper implementation of the testing accommodations chosen and documented in my child's IEP, 504 plan, or ILP?

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

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Evaluating Accommodations

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

The team should review:

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

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

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

For additional guidance in developing appropriate IEPs, please refer to the Special Education Manual Revised 2025

Part IV: Implementing Accessibility and Accommodation Policies

Accessibility and Accommodation Resources

- **Calculator Policy**
- **Oral/Signing Presentation Accommodation Considerations and Guidelines**
- **Special Note Regarding Assistive Technology**

Assessment-Specific Accessibility and Accommodation Guidance

- **ACT Accessibility and Accommodations**
- **NAEP Accessibility and Accommodations**
- **TCAP Alternate Assessments**
- **Grades 3–8 ELA and Mathematics and High School ELA and Mathematics: DLM and Accessibility**
- **English Language Proficiency Assessment (ELPA)**
    - **Allowable Accommodations**
    - **Embedded and Non-Embedded Features**
    - **Recommended Alternate ELPA Participation Criteria**
- **Optional Grade 2 Assessment**
- **Grade 2 Alternate Assessment**

Section 9: Accessibility and Accommodation Resources

Calculator Policy

The Calculator Policy is based on two concepts: (1) In order to demonstrate mastery of the mathematics standards, students must demonstrate many skills without reliance on calculators. (2) Calculators are important tools, and in order to be ready for career and college, students need to understand how to use calculators effectively.

- Therefore, at all grade levels except grade 2 and in all courses, the math assessment will include both calculator-permitted subparts and calculator-prohibited subparts.
- There will be one calculator-prohibited subpart and two calculator-permitted subparts at all grade levels except grade 2. This applies to students with and without disabilities.
- No accommodation can be made for students to use a calculator, calculating device, hundreds chart, multiplication chart, etc. on the non-calculator subpart.
- Information on the rationale, administration guidelines, and calculator types can be found in the TCAP Calculator Guidance document located in appendix B.

Oral/Signing Presentation Accommodation Considerations and Guidelines

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

- Students who communicate with sign language may have a human signer as an accommodation. The human signer will read the assessment using the conventions of the student's sign language (e.g., American Sign Language (ASL)).
- The following questions should be used by the IEP, 504, or ILP team to help determine if a student's disability and/or limited English proficiency is significant enough to warrant oral presentation. For a student with a visual impairment, the IEP team must consider the impact of the visual impairment on the student's ability to access printed text. Questions a team must consider in discussions determining oral presentation include:
- Does the student have a documented decoding or fluency deficit which precludes access to printed text?

- For students with an IEP, does the student have a goal to address the deficit listed in the Present Level of Academic Achievement and Functional Performance.
- What is the data indicating Oral Presentation is needed to access the content?
- Does the student consistently, over time, require Oral Presentation in the classroom and on district assessments to access the content?
- Have you interviewed the student to determine interest/confidence in read aloud?
- Is the student engaged in intensive intervention through their IEP, 504, or ILP to address the specific deficit?
- For students identified as active EL, does the student show limited reading ability in English?
- Did you assess to determine the difference between when the student is read to versus when they read independently on assignments and assessments?
- Is the difficulty present across content subjects or limited to just ELA?
- Does the student have average or above average listening comprehension skills, working memory, etc.?

NOTE: EL students who score a 4 or above on the reading domain of ELPA21 **summative** from the prior testing year should be considered reading at grade level; therefore, a read aloud accommodation should not be necessary. EL students who score a 4 or above on the reading domain of the ELPA21 **screener** should be considered reading at grade level; therefore, a read aloud accommodation should not be necessary.

Scribe Accommodation Considerations/Guidelines

Scribing is an accommodation for students with an IEP or 504 plan who are unable to interact with a keyboard and/or do not have the physical ability to hold a pencil or whose writing is illegible.

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The scribe is basically a human, manual typewriter. The scribe can assume correct spelling. Student must indicate grammar, punctuation, capitalization, etc. No pacing the student. No phrases like, “Can you tell me a little bit more?” or “Would you like to add details?”.

The following should be used by the IEP or 504 team to help determine if a student’s disability is significant enough to warrant a scribe.

- What is the classroom data telling the team about how much the student needs and is willing to correctly use the scribe accommodation?
- Does the student need and use a scribe accommodation on a consistent basis in the classroom to access the content? Not so the student can “do better”, but actually access the content.
- Does the IEP address the deficit that is driving the need for the scribe accommodation?
- Is the IEP team aware of the grades that will be online starting in 2027, and has the student been taught how to use a keyboard?
- Has the classroom scribe been using the same restrictions as they would have to use during testing (verbatim, assuming correct spelling, student indicating grammar, paragraphs, capitals, etc.)? How is that working?
- Scribing on state testing is most definitely not the same as using speech to text. There needs to be classroom data from a real human scribe when considering the scribe testing accommodation.

Special Note Regarding Assistive Technology

- Internet access, spell check, grammar check, AI functions, and word prediction functions must be turned off.
- If a student must use a communication device where a prohibited feature cannot be turned off, submit a Unique Accommodation Request.

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Section 10: Assessment-Specific Accessibility and Accommodation Guidance

ACT Accommodations and English Learner Supports

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

Qualifying students may take the ACT with accommodations. ACT is tested online. There must be a documented need for paper (i.e., incarceration, medical condition, etc.). Paper ACT option must be approved through your district and then request submitted to the department for final approval. In order for a student to receive a college-reportable ACT score, accommodations must be submitted to ACT according to the deadline in the Schedule of Events for spring or fall testing, which is posted to the ACT state testing landing page. Accommodations requests must be supported by documentation. There should be a documented need if the student is requesting paper (i.e., incarceration, epilepsy with light sensitivity, etc.).

Some EL Supports no longer require ACT authorization. These EL Accessibility Supports are now Designated Supports, which means they can be authorized locally and do not require submission for ACT approval.

- Translated Test Directions
- Bilingual Dictionary
- Small Group Testing*

*Requires ACT authorization for National only; can be locally authorized for State & District.

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

approved accommodations will result in a student receiving a non-college reportable score.

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

For more information, refer to the ACT Test Accessibility & Accommodations User Guide. If you have any accommodations questions, please reach out to actstateaccoms@act.org.

NAEP Accessibility and Accommodations

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

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

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

Several accommodations provided on the Tennessee assessments are not necessary for the NAEP assessments because they are available for all students

through universal design elements. NAEP accommodations are only allowed for students with disabilities and English learners. For more information refer to the NAEP accommodations guide.

TCAP Alternate Assessments

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

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

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

Criteria for Alternate Assessments

Criteria 1: The student has a significant cognitive disability. Only students with the most significant cognitive ability should be considered for the alternate assessment.

Criteria 2: The student is learning content linked to (derived from) state content standards.

Criteria 3: The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum.

All students in TN public schools must be assessed in ELA, math, and science in grades 3-8 and once in high school. Parents may not opt a student out of state assessments.

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In TN, high school students on the AAD track are expected to take DLM math and ELA tests once when they are in 11th grade. Students who are unable to take the test in 11th grade due to medical conditions can be exempted from the participation rate calculation with a medical waiver and take the test while they are in 12th grade in order to meet their graduation requirements. High school students who took DLM tests prior to 11th grade will be counted against school/district participation rate at the school/district in which they are enrolled in 11th grade.

Grades 3–8 ELA and Mathematics and High School ELA and Mathematics: DLM and Accessibility

The DLM Alternate Assessment System assesses what students with the most significant cognitive disabilities know and can do in the DLM-assessed ELA and Math in grades 3-8 and high school. The DLM Alternate Assessment System provides accessibility by design and is guided by the core beliefs that all students are to have access to challenging grade-level content, and test administrators must adhere to the highest levels of integrity when providing instruction and administering assessments based on this challenging content.

The DLM Alternate Assessment System includes computer-based assessments and an administrative application to manage student information. The assessments can be administered on a variety of devices.

Customization for each student:

- The First Contact survey and the Personal Needs and Preferences (PNP) Profile are records of data in the Educator Portal about the student that is entered by the test administrator. The system uses the data from the First Contact survey and the PNP Profile to ensure the student is provided with the most appropriate testing experience possible. The data is used to:
    - Recommend or assign the complexity level for the testlets (e.g., linkage level)

    - Customize the accessibility supports for the testlets (e.g., magnification)
    - Assign the appropriate form for the testlets (e.g., braille). Supports in the PNP Profile are listed under five tabs: Summary, Display Enhancements, Language & Braille, Audio & Environment Support, and Other Supports. Also, the student can use special devices such as alternate keyboards, touch screens, or switches to access the items.
- After the appropriate supports are selected and saved, the test administrator may review them in the Summary tab. More information is available in the DLM Accessibility Manual.

English Language Proficiency Assessment (ELPA)

State and federal laws require that all English Learners (ELs) participate in annual English Language Program Assessments (ELPA). These annual tests measure ELs' proficiency and progress in learning English in the language domains of listening, reading, speaking, and writing.

No EL may be exempted from these tests, including ELs with disabilities, although an IEP team can exempt a student from a domain because of a disability. For example, a student who is a selective mute may be exempted from the speaking domain. A student who struggles in reading may not be exempted from the reading domain.

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

Testing a domain over multiple days is not allowed by Tennessee except on the Alt ELPA assessment.

Tennessee Code Annotated, Section 49-6-60010: "(2)(A) A student who is an English language learner (ELL) and who received language assistance services in the classroom during the school year must be allowed to receive the same language assistance services while taking a TCAP test or an end-of-course assessment, required by the state board of education under subsection (a), as long as the receipt of language assistance services does not invalidate the assessment."

Public Chapter No 685 amended TCA Title 49 to the paragraph above.

- Student must be marked as a L or W in district's student information system.
    - This is not for T1 or T2 students who still have an ILP.
- Accommodation cannot invalidate the assessment. Examples of EL accommodations not allowed because it would invalidate the assessment include by are not limited to:
    - Translating test directions by a human or computer
    - Translating/explaining any test questions or answer choices by a human or computer
    - Using word prediction
    - Using speech to text.

ELPA21 Features and Accommodations

- ELPA21 offers
    - Universal Features available to all students
    - Designated Features available to students with an identified need
    - Accommodations available to students with an IEP or 504
- Each of the above have
    - Embedded (in the testing platform) and
    - Non-embedded (provided by the test administrator) conditions.

For specific Features and/or Accommodations, refer to the current year's ELPA21 Accessibility and Accommodations Manual available on the TN Portal.

- TN does not allow
    - Translating of test or test directions
    - Dictation

- Bilingual word-to-word dictionaries including online translating assistance
- A test administrator reading aloud any part of the Reading test
- Providing test items or test directions in a language other than English
- Allowing responses in a language other than English
- Testing a domain over multiple days
- Word Prediction
- Speech to text.

Alt ELPA21

Alternate ELPA21 meets U.S. federal requirements under the Individuals with Disabilities Education Act of 2004 (IDEA) and Every Student Succeeds Act (ESSA) for monitoring and reporting ELs' progress toward English language proficiency.

ELPA21Alt **screener**: https://www.livebinders.com/media/get/MjUyNjIwMzM=

Criteria to determine student eligibility for participation in ELPA21 Alt Summative Assessment:

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

ELPA21 Domain Exemption Request

- **Documented Disability:** The student has a disability or impairment documented in their Individualized Education Program (IEP) or 504 Plan.
- **Impact on Domain:** The disability specifically hinders the student's ability to participate in the targeted domain (listening, reading, writing, or speaking) even with available accessibility features and accommodations.

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- **Team Decision:** The exemption is determined by a team that includes the student's IEP or 504 Plan team members and educators supporting the student's English language development.
- Selected in the IEP under accommodation section.
- Is granted by the department because student is unable to access domain.
    - Deaf students may be exempted from Listening domain and possibly Speaking domain.
    - Low reading level is not a reason for exemption.
    - Limited vocabulary alone does not warrant an exemption from Writing.
    - Speech disorders are not grounds for exemption from Speaking, but non-verbal student may be exempt.
- Domain Exemption Consideration Form
- Submit ELPA21 Screener Domain Exemption Request to Department
- Submit ELPA21 Summative Domain Exemption Request to Department

Optional Grade 2 Assessment

For grade 2 students with an IEP, 504, or English Learner ILP, it is beneficial to understand the structure of the optional second grade ELA and math assessments. Both ELA and math are divided into subparts to ensure age-appropriate length of testing sessions. Both assessments have the teacher reading sections of the assessment aloud to all students in addition to the independent sections. Test administrators should follow the Secure, Test Administrator/Proctor Scripts (TAPS) exactly.

An IEP, 504, or English Learner ILP plan cannot provide an accommodation on a state assessment that would alter what is being tested. Follow the detailed administration directions in the accompanying Secure TAPS for students with a read aloud accommodation.

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

Content Area	Subparts	Total Time
English/ Language Arts Part 1: Writing	**Subpart 1:** **Section 1a*:** 13 min. (5 min.) Section 1b: 15 min. (5 min.) **Subpart 2:** **Section 2a*:** 13 min. (5 min.) Section 2b: 15 min. (5 min.) **Subpart 3:** **Section 3a*:** 13 min. (5 min.) Section 3b: 15 min. (5 min.)	84 min. (114 min.)
English/ Language Arts Part 2*	Subpart 1: 25 min. (5 min.) Subpart 2: 13 min. (5 min.) Subpart 3: 25 min. (5 min.) Subpart 4: 13 min. (5 min.)	76 min. (96 min.)
Content Area	**Subparts**	**Total Time**
Math	Subpart 1: 35 min. (7 min.) **Subpart 2***: 25 min. (5 min.) Subpart 3: 30 min. (6 min.) **Subpart 4*:** 10 minutes (5 min.)	100 min. (123 min.)

*This portion of each subpart and section **must not be read aloud** to students. Students **must work independently** on these subparts and sections to maintain the structure, accurate measurement, and validity of the test. **Exception: Students who receive the Read Aloud Accommodation.**

According to Public Chapter 978 passed by the Tennessee 112th General Assembly, if requested by a parent or student, a test administrator (TA) may allow a student an additional optional time period (calculated above), to ensure students are able to finish the assessments completely. The required times posted above represent testing time appropriate for 95% of students. TAs may add the optional additional time, up to the amount listed in parenthesis, as requested while adhering to all test security measures and test procedures. Additional optional requested time allowed by PC978 does not supersede a Local Education Agency (LEA) or public charter school's obligation to comply with the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.), or Section 504 of the Rehabilitation Act (29 U.S.C. § 794). Additional time requested, therefore, **should NOT** take the place of extra time accommodations outlined in a student's individual educational plan (IEP), individual learning plan (ILP), and/or Section 504 plan.

Grade 2 Alternate Assessment

Districts who choose to participate in the grade 2 optional assessment must also participate in the grade 2 Alt assessment during the annual administration window for TCAP-Alt. The grade 2 Alt test administration is the same as for the TCAP-Alt grades 3-11 administration for accessibility and accommodations.

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Appendices

Appendix A. Oral Presentation Guidance Document

Oral presentation is an accommodation available to students with an IEP, 504 plan, or English Learner ILP, if the IEP, 504 or ILP team determines that oral presentation is required for the student to access the assessment. As a reminder, students should be familiar with the accommodations prior to assessment and require the same accommodations to access daily instruction. A text-to-speech pen is a portable device that reads printed text aloud. It works by scanning words or sentences on a page and then using text-to-speech technology to convert the scanned text into spoken words. This is not allowed on TCAP.

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

Guidance for Mathematics

- **Abbreviations & acronyms** are read as written. ○ Example: “mph” is read as “em pee aitch”, “cm” is read as “see em”, or m^2 is read as “m squared”.
    - AZ is read as “a zee”
- **Decimals** should be read as “point”. Example: 10.0962 is read as “ten point zero nine six two”.
- **Exponents** to the second or third power will be read as “squared” or “cubed”. Exponents greater than 3 should be read as “to the nth power”.
- **Percentages** should include the word “percent” for the percent symbol.
- **Roman numerals** are read as the number they represent.
- The **degree symbol** is read aloud as “degree”.
- **Capital and lowercase letters** in formulas do not need distinctions.
- **Dashes** are read as “to” or “through”.

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- **Functions** are read as f(x), "f of x".
- **Fractions** are read as "[Expression] over [Expression]".
- **Ratio** symbol is read as "to".
- **Expressions or equations** within the stem text may be read. However, if the expression or equations stands alone, it is not read.
- **Variables** are read as the letter(s) they represent. Example: d=2r should be read as "d equals two r".
- **Subscripts** are read as the number they represent. Example: H_2O is read as "H 2 O".
- **Symbols** like <, >, ≤, ≥ should be replaced with the word "symbol". Inequality symbols in standalone items are not read.
- **Time** (example: 12:30 – "twelve thirty")
- **Dates** are read as phrases.
- **Numbers with words** (example: 21 remainder 2, 2 pies, etc.). All numbers will be read if there is a mixture of standalone numbers and numbers with words.

The following are not read:

- **Symbols** such as greater than, less than, greater than or equal to, less than or equal to, not equal to
- **Standalone numbers** in all response options, list of numbers, stem-and-leaf plots, ordered pairs plotted on graphs, tables, etc.

Guidance for English/Language Arts

Guidance for English

- **Abbreviations & acronyms** are read as written. ○ Example: "mph" is read as "em pee aitch", "cm" is read as "see em", or m^2 is read as "m squared".
    - AZ is read as "a zee"
- **Bold words** should have a pause before and after for emphasis.
- **For pacing purposes, pauses** should occur with parenthesis, passage titles, quotation marks, periods, commas, ellipses. (When the pause occurs naturally, the pause should not be added as an extra pause).
- **Ranges** such as 1960–1965 should be read "1960 through 1965."
    - Questions 17–18 should be read as "Questions 17 and 18,"
    - Questions 19–25 should be read as "Questions 19 through 25."
- **Dollar amounts** are read as expected: $25.95 would be read as "Twenty-five dollars and ninety-five cents."
- **Images with keys** are read with a short description of the icon used representing the text. Example: say "closed circle represents. "
- **Copyrights/credit lines** in passages or images are read.
- **Footnotes** after the passages are read as "Footnote one ....."
- **Dates** are read as phrases.
- **Time** (example: 12:30 – "twelve thirty")

The following items/elements will not be read:

- **Paragraph numbers** in passages

- **Parentheses** and **quotation marks** in regular text
- **Ellipses** (. ...)
- **Measurements** in artwork, scales in maps, compass directions
- **Footnote numbers** in passages

Other notes:

No emphasis on italicized words

Guidance for Social Studies

- **Abbreviations & acronyms** are read as written. ○ Example: "mph" is read as "em pee aitch", "cm" is read as "see em", or m^2 is read as "m squared".
    - AZ is read as "a zee"
- **Bold words** should have a pause before and after for emphasis.
- **For pacing purposes, pauses** should occur with parenthesis, passage titles, quotation marks, periods, commas, ellipses. (When the pause occurs naturally, the pause should not be added as an extra pause).
- **Ranges** such as 1960–1965 should be read "1960 through 1965."
    - Questions 17–18 should be read as "Questions 17 and 18,"
    - Questions 19–25 should be read as "Questions 19 through 25."
- **Dollar amounts** are read as expected: $25.95 would be read as "Twenty-five dollars and ninety-five cents."
- **Images with keys** are read with a short description of the icon used representing the text. Example: say "closed circle represents…. "
- **Copyrights/credit lines** in passages or images are read.
- **Footnotes** after the passages are read as "Footnote one ....."
- **Dates** are read as phrases.
- **Time** (example: 12:30 – "twelve thirty")

The following items/elements will not be read:

- **Parentheses** and **quotation marks** in regular text
- **Ellipses** (. . .)
- **Measurements** in artwork, scales in maps, compass directions
- **Footnote numbers** in passages

Other notes:

- No emphasis on italicized words

Guidelines for Biology/Science

- **Abbreviations & acronyms** are read as written. ○ Example: "mph" is read as "em pee aitch", "cm" is read as "see em", or m^2 is read as "m squared".
    - AZ is read as "a zee"
- **Decimals** should be read as "point". Example: 10.0962 is read as "ten point zero nine six two".
- **Exponents** to the second or third power will be read as "squared" or "cubed".

Exponents greater than 3 should be read as “to the nth power”.

- **Percentages** should include the word “percent” for the percent symbol.
- **Roman numerals** are read as the number they represent.
- The **degree symbol** is read aloud as “degree”.
- **Capital and lowercase letters** make a distinction when reading genotypes in sentence format only, (not in images). Emphasis for formulas is not needed.
- **Dashes** are read as “to” or “through”.
- The symbol used in formulas should be read as ”yields”.
- **Functions** are read as f(x), “f of x”.
- **Fractions** are read as “[Expression] over [Expression]”.
- **Ratio** symbol is read as “to”.
- **Expressions or equations** within the stem text may be read. However, if the expression or equations stands alone, it is not read.
- **Variables** are read as the letter(s) they represent. Example: d=2r should be read as “d equals two r”.
- **Subscripts** are read as the number they represent. Example: H_2O is read as “H 2 O”.
- **Time** (example: 12:30 – “twelve thirty”)
- **Dates** are read as phrases.
- **Numbers with words** (example: 21 remainder 2, 2 pies, etc.). All numbers will be read if there is a mixture of standalone numbers and numbers with words.

The following are not read:

- **Standalone numbers** in all response options, list of numbers, stem-and-leaf plots, ordered pairs plotted on graphs, tables, etc.
- No emphasis when reading chemical formulas

Appendix B. TCAP Calculator Guidance for Grades 3–EOC

The TCAP Calculator Policy is based on two concepts:

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

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

- There will be one calculator-prohibited subpart and two calculator-permitted subparts at all grade levels.
- Information on the types of questions in the calculator-prohibited section of TCAP can be found on the TCAP Mathematics Calculator Prohibited Subpart (Subpart I).

Rationale

Calculator functionalities should align with the mathematics in each grade band. Calculators are not permitted on the Grade 2 test.

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

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

does not include any of the prohibited functionalities, such as linear graphing, on the calculator-permitted subparts.

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

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

Test Administration Calculator Guidelines

- It is the responsibility of the test administrator to ensure the regulations outlined in this policy pertaining to calculator use are followed.
- All memory and user-entered programs and documents must be cleared or removed before and after the test.
- A student may use any grade band-specific permitted calculator on the calculator- permitted subparts.
- Students should have access to no more than one handheld calculator device for calculator- permitted subparts.
- For all Grade 6-8 assessments, students will have access to both the TI-30XS and Desmos Scientific Calculator embedded within the TestNav platform for both the operational assessment and the online practice test.
- For all EOC assessments, students will have access to both the TI-84 Plus, Desmos Graphing Calculator, and Desmos Matrix Calculator embedded within the TestNav platform for both the operational assessment and the online practice test.

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Desmos Calculators

- Note that the Desmos calculators appearing in the TestNav platform are different from standard Desmos calculators freely available in App Stores and on the Desmos homepage (desmos.com). List of these differences.
- Instructional videos to learn more about Desmos.
- Desmos Coaching Corner Webinars.
- The Desmos Scientific Calculator for Grade 6-8 assessments.
- The Desmos Graphing Calculator for EOC assessments.
- The Desmos Matrix Calculator for EOC assessments.

Handheld Calculator Types

Calculator apps on a smart device (iPad, phone, etc.) are not allowed. Below are guidelines for permitted and prohibited calculators and functionalities for each grade band. Please note that the guidelines for each grade band are in addition to those for all grades.

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

All Grades	Permitted	Prohibited
Calculators	Casio HS 4 Basic Sharp ELSI Mate EL-2405A TI-108	Casio CFX-9970 HP-40G TI-89 TI-NSpire (CAS version)
Functionalities	Addition Subtraction Multiplication	Any calculator with CAS (computer algebra system) capabilities (including any program or application) Wireless communication capability QWERTY keyboard

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	Division Square root (√x) %	Cell phones, tablets, iPads, etc.
Grades 3-5	**Permitted**	**Prohibited**
Calculators	See All Grades	Casio FX260 Sharp EL344RB TI-15 TI-30XA TI-30IIS TI-34 TI-84 plus family TI-NSpire (non-CAS) and TI-NSpire-CX (non-CAS)
Functionalities	See All Grades	Fraction manipulation Fraction to decimal conversions/decimal to fraction conversions Square Key (x^2 or x^y) Pi (π) Graphing capability Data entry Matrices Regression Trigonometric functions (sine, cosine, tangent) Logarithm (log and/or ln) and exponential functions (a^x and/or e^x)

Grades 6-8	Permitted	Prohibited
Calculators	Casio FX260 Sharp EL344RB TI-15 TI-30XA TI-30IIS TI-34	TI-84 plus family TI-NSpire (non-CAS) and TI-NSpire- CX (non-CAS)
Functionalities	Fraction manipulation Square Key (x^2 or x^y) Pi (π) Trigonometric functions (sine, cosine, tangent)	Graphing capability Matrices
EOC	**Permitted**	**Prohibited**
Calculators	Casio FX260 Sharp EL344RB TI-15 TI-30XA TI-30IIS TI-34 TI-84 plus family	See All Grades

	TI-NSpire (non-CAS) and TI-NSpire-CX (non-CAS)	
Functionalities	Fraction manipulation Graphing capability Data entry Square Key (x^2 or x^y) Pi (π) Trigonometric functions (sine, cosine, tangent) Matrices Regression	See All Grades

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