

# Accessibility Guidebook

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## Introduction

All students need 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 guidebook provides information related to universal administration conditions, accessibility features, and accommodations to ensure access to the TNReady and End-of-Course (EOC) assessments. Accessibility features and accommodations should be selected to meet the needs of the individual student. The first section provides general information about the TNReady assessment system. It also includes an explanation of the features and tools available for all students in the paper-based (PBT) and computer-based (CBT) test systems. The second section describes considerations for teams to use when developing the individual educational plan (IEP), individual learning plan (ILP) or Section 504 plan for students.

## Intended Audience

This resource is intended to guide 504, ILP, and IEP teams in decision-making regarding state assessment accessibility. Parent/guardians are critical members of the team as well as the student. Please ensure they are adequately informed of the options for accessibility and accommodations. 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.
- English learners (ELs) are students whose native language is not English and who do not yet possess sufficient English language proficiency (ELP) to fully access curriculum that is in English.
- English learners with disabilities (ELs with disabilities) are students whose native language is not English, who do not yet possess sufficient ELP to fully access content that is in English, and who have disabilities served by IDEA or Section 504.

## Section 1

### **Tennessee's Statewide Student Assessments**

The Tennessee Comprehensive Assessment Program (TCAP) includes TNReady assessments in mathematics, English language arts, social studies, and science, as well as alternate assessments for eligible students with significant cognitive disabilities. Students who are classified as ELs will also participate in the English Language Proficiency Assessment, ACCESS for ELLs. Inclusion of all students in large-scale assessments and grade-level standards is mandated by both federal and state laws. Accessibility supports and/or accommodations are provided for students who need them during instruction and assessments to support equal access to grade-level content. To meet this goal of equal access, educators must be familiar with standards and accountability systems at the state and district levels.

For additional information regarding the Tennessee assessment system, including the alternate assessment and the English Language Proficiency Assessment, please visit the department's website [here](#).

### **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. The test administration conditions are available for both computer- and paper-based testing.

Universal test administration conditions for TNReady are available to any student who needs them and are not considered test accommodations. A student's IEP or 504 plan may include them as an accommodation during instruction and classroom assessments.

Universal test administration conditions include:

- Testing in a small group, testing one-on-one, testing in a separate location or in a study carrel,

- Being seated in a specific location within the testing room or being seated at special furniture,
- Having the test administered by a familiar test administrator,
- Using a special pencil or pencil grip,
- Using a place holder,
- Using scratch paper,
- Using devices that allow the student to see (e.g., magnification and special lighting),
- Using devices that allow the student to hear the test directions: hearing aids and amplification,
- Wearing noise buffers after the scripted directions have been read,
- Signing the scripted directions,
- Having the scripted directions repeated (at student request),
- Having questions about the scripted directions or the directions that students read independently answered, and
- Reading the test quietly to himself/herself as long as other students are not disrupted.

### **Accessibility Features**

Accessibility features for TNReady are available to any student with an identified need. A student's IEP or 504 plan may include these as an accommodation during instruction and classroom assessments.

Please note that certain features must be identified in advance for students participating in CBT. The CBT features identified in advance are noted with an \*. Additional information regarding the process to identify the CBT features in advance is located in the Nextera User Guide.

<b>Accessibility Features</b>	
Highlighter	Highlight text in a passage or item.
Straight Edge Line Reader/Mask Tool	Allows student to track the line he or she is reading.
Color Overlay *	For PBT, the student may use the same color overlay as used during daily instruction. For CBT, the student may be provided a color contrast option to be identified prior to the administration. For CBT color contrast information, please see the Nextera User Guide.
Place Marker/Flag for Review	Mark an item for review so that the student can easily find it later.
Eliminate Answer Choices	Allows the student the opportunity to visually eliminate an undesirable answer option. The student will cross out answer options for multiple-choice and multi-select items.
Writing Tools	Editing tools (cut, copy, and paste) and basic text formatting tools (bold, underline, and italic) for extended response items.
Zoom In/Zoom Out*	Enlarge the font/images in the CBT. Pre-set zoom must be identified in advance.
Notes/Comments	For the CBT, this feature operates much like scratch paper. It allows a student to open an on-screen notepad and take notes or make comments. During English language arts tests, notes are available globally and available throughout the session. In math, comments are attached to a specific test item and available throughout the session.

### Accommodations

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.

Accommodations:

- reduce or decrease barriers to access or participation.
- should not change the task itself.
- ensure the assessment allows students to demonstrate their true mastery level.
- are available to students with a disability served under an IEP or 504 plan.
- are available to EL students.

- are designed to provide access to students, not ensure proficiency.

Accommodations for state testing are defined as:

1. **Adult transcription:** An adult marks selected response items on a CBT form or PBT booklet based on student answers that are provided orally or using gestures. An adult transfers student responses that are produced using assistive technology onto a CBT form or PBT booklet.
2. **Assistive technology:** Use of assistive technology, including a Braille writer, for the writing response and/or other open response items. Internet access, spell check, grammar check, and predict ahead functions must be turned off. An adult must transfer the student's responses exactly as written to the CBT form (provided in PDF format) or PBT booklet. This accommodation also requires adult transcription.
3. **Braille or large print:** A Braille test booklet may be provided to those students with a visual impairment. Large print is available for students in grades 2-8. Large print is available for EOCs through the paper test form request process for students who need more than the 300% magnification that is provided by the online test platform. Please follow the guidelines provided in the Test Administration Manual for guidance regarding large print for EOCs.
4. **Extended time:** Provides additional time for a student to complete the assessment beyond the time allotted for the test or subpart. Extended time is defined as double time and may not extend beyond one school day.
5. **Visual representations for math:** This accommodation is only applicable for students with a visual impairment and may not be used on the non-calculator sections of the assessment. This accommodation may be used in place of scratch paper for students who typically use an abacus or manipulatives such as cubes, tiles, rods, or blocks. Please refer to the calculator policy posted on Livebinders ([here](#)) for additional information regarding calculator use.
6. **Rest or breaks:** This accommodation is not to be confused with a break provided for all students. This is intended to provide a scheduled rest or break due to fatigue, behavior plan, sensory needs, and/or health related needs.
7. **Word-to-word dictionary:** Provides a bilingual published, paper dictionary. For a list of approved word-to-word dictionaries, please see the document posted [here](#). This should be the same dictionary as is used by the student for daily instruction.
8. **Oral presentation:** Provides an oral presentation of directions, test items, and/or

answer options on the assessments for students served under an IEP, 504 plan, or identified as ELs. This accommodation is also known as read aloud (PBT) or text-to-speech (CBT). Students assessed on CBT who use text-to-speech will use headphones or earbuds, or they will take the test in a separate setting if using external speakers. For students who have been assigned the text-to-speech accommodation, the test administrator should ensure that the student’s computer is audio-enabled and the headphones, earbuds, or external speakers are functioning correctly. For students assessed on PBT, the test administrator must adhere to the directions for test administration and ensure that only students who receive this accommodation are included in the oral presentation group.

- 9. Paper-Based Test (PBT): The PBT order process should be followed for students who have a visual or hearing impairment that precludes access. Schools do not have to submit a unique accommodation request (UAR) for students who require a PBT due to a visual or hearing impairment.

To ensure on-time delivery of the PBT, district must follow the deadlines included in the chart below. If the PBT is approved, the district must follow the order instructions per the Test Administration Manual. All requests must be submitted by 5 p.m. CT. For districts who miss the deadline to request a PBT, a supplemental material order may be submitted. The order form will be available on Livebinders two weeks before the start of the test administration window.

TNReady Administration	Deadline to Request a PBT
Fall 2018	Sept. 28
Spring 2019	Feb. 1

- 10. Unique Accommodation Request (UAR): If a student with a disability requires an accommodation that is not listed as an option on the IEP or 504 plan and 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 [\[HERE\]](#). The unique accommodation request form must be submitted at least four weeks prior to testing. A copy of the form must be kept in the student’s records and, if appropriate, retained at the district office.

The charts below must be followed when determining appropriate accommodations by assessment. If an accommodation is not on the approved list per the assessment, the team may follow the unique accommodation request process. An “x” indicates

allowable accommodations for a student with a disability served under an IEP or 504 plan, which includes ELs with a disability, or a student classified as an EL, which includes students in transition years 1-4.

Grades 3-8, EOC Accommodations	ELA		Social Studies		Math		Science	
	IEP/504	EL	IEP/504	EL	IEP/504	EL	IEP/504	EL
Adult Transcription*	X		X		X		X	
Assistive Technology*	X		X		X		X	
Braille or Large Print	X		X		X		X	
Extended Time* <i>Except for those items which measure fluency in both ELA and math</i>	X	X	X	X	X	X	X	X
Visual Representations for Math					X			
Rest/Breaks	X	X	X	X	X	X	X	X
Unique Accommodation Request	X		X		X		X	
Word-to-Word Dictionary		X		X		X		X
Oral/Signing Presentation	X	X	X	X	X	X	X	X

\*Also available to a student with a short-term injury. In the event of a short-term injury, an emergency 504 plan must be in place.

### Oral/Signing Presentation Accommodation

Oral presentation or signing is an accommodation available to students with an IEP, 504 plan, or identified as EL if the IEP, 504, or ILP team determines that oral or signing presentation is required for the student to access the assessment. Oral presentation may be provided using the text-to-speech tool for students who are assigned this accommodation in a CBT. 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 (i.e., American Sign Language (ASL)).

The following questions should be used by the IEP or 504 team to help determine if a student's disability 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 and current ability to utilize assistive technology, such as an external magnification device. Questions they may want to consider 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 educational performance?
- Is the student engaged in intense intervention to address the specific deficit?

## Section II: Making Decisions about Statewide Assessment Accommodations

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

1. Accommodations should facilitate an accurate demonstration of what the student knows or can do.
2. 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.
3. Accommodations must be the same or nearly the same as those needed and used by the student in completing classroom instruction and assessment activities.
4. Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery.

## Considerations for Computer-Based Instruction and Assessment

The use of computers, mobile devices and tablets for instruction and assessment has become a fundamental aspect of general education. A student with a disability needs to be given access to both printed materials and online environments during the school day, including taking assessments, to be prepared for postsecondary education and careers.

The selection of accommodations for statewide assessments should be based on the evidence of what the individual student needs in order to access instruction and assessments in the classroom, not on the student's educational placement or grade level. When determining accommodations for CBT, it is also important to consider the student's prior experience and familiarity with computer-based programs (Thompson, Thurlow, & Moore, 2003; Thurlow, Lazarus, Albus, & Hodgson, 2010, September). All students will need instruction and practice using CBT prior to taking the test. The team will need to determine the following:

- Can the student use a mouse and keyboard, keyboard commands, or an alternative input device? Can the student use the scroll bar?
- Can the student independently move between pages or windows on the screen?
- Does the student know how to navigate the system and move between questions and review them?
- Has the student had opportunities to answer all types of test questions on a computer?
- Can the student use embedded tools for zooming, eliminating choices, highlighting, or flagging answers for review?
- Has the student used an online calculator or notepad?

Checklists with technology skills for CBT are included in the appendices of this document. Teachers and students are encouraged to use these checklists to determine if an individual student has the basic computer skills necessary to take the tests.

# APPENDICES

## Appendix A: Technology Skills Checklist for Computer-Based Testing

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

- + Check each skill that the student currently **performs** independently.
- Check each skill that the student **needs to learn** before taking the assessment.

Basic Computer Skills	+	-
1. Use mouse, keyboard, and keyboard commands.		
2. Use scroll bar to move up, down, and across page.		
3. Use single-click function.		
4. Type username and password information to <b>log in</b> .		
Global Tools		
5. Select preference for <b>background and text color</b> and <b>print size</b> .		
6. Use <b>Help?</b> button to open on-screen <i>Test Instructions and Help Guide</i>		
7. Use <b>Zoom In</b> and <b>Zoom Out</b> buttons to increase or decrease the size of text and graphics within a single test page.		
8. Use <b>Notes</b> button to open an on-screen notepad. You can enter notes and save them (reading and writing).		
9. Use on-screen <b>Calculator</b> .		
10. Use <b>Questions drop-down list</b> to return to a specific test page.		
11. Use <b>Save</b> button to manually save technology-enhanced questions. This is optional, as answers are saved		
12. Use <b>Pause</b> button to pause and exit the test.		
13. Use <b>Navigation</b> buttons (Back, Next) in the top left corner to move between pages on a test.		
14. Use <b>End Test</b> button after all questions have been answered to begin process of submitting the test. <b>Submit</b> answers and <b>Exit</b>		

<b>Stimulus/Question Tools</b>		
<p>15. Use <b>Highlighter</b> to mark a section of a text in a passage or question.</p> <ul style="list-style-type: none"> <li>- To highlight text, select text on the screen, right-click with mouse and select <b>Highlight</b>. Selected text will become yellow.</li> <li>- To remove highlighting, right-click on the highlighted text and select <b>Reset Highlighting</b>.</li> </ul>		
<p>16. Click the <b>Flag</b> icon to mark for review. The flag turns blue and displays a checklist.</p>		
<p>17. Open the <b>Notepad</b> tool by clicking on the thought bubble button at the top of the item. Add a note or comment about the item (mathematics).</p>		
<p>18. Use the <b>Stimulus Expansion Tool</b> to expand the section on the left of the page.</p> <ul style="list-style-type: none"> <li>- Click the double arrow icon to expand and then close up the section.</li> </ul>		
<p>19. Use <b>Strikethrough</b> to eliminate an option on multiple-choice questions.</p> <ul style="list-style-type: none"> <li>- To strikethrough an answer option, right-click on the option and select <b>Strikethrough</b>. A line will appear through the text or image.</li> <li>- To remove the strikethrough from an answer option, right-click on the option and select <b>Undo Strikethrough</b>.</li> </ul>		
<p>20. Each question has a <b>Tutorial video</b> to help you learn more about responding to that type of question. Click the button at the top of the item.</p>		

Responding to Items		
<p>21. Use mouse or keyboard command to select <b>multiple-choice answer(s)</b>. Click anywhere on the answer or in the circle that contains the A, B, C, or D. The answer circle will become dark green.</p>		
<p>22. Use mouse or keyboard command to select more than one answer option for <b>multi-select items</b>. Click anywhere on the answer or in the circle that contains the A, B, C, or D. The answer circles will become dark green.</p>		
<p>23. Use keyboard to type response into a text field for <b>open-response items</b>.</p>		
<p>24. Use the mouse to click the light-green highlighted word or phrase to answer responses for <b>Editing Tasks</b>.</p> <ul style="list-style-type: none"> <li>- Some editing task items require use of the keyboard to enter the replacement word or phrase.</li> <li>- Some editing task items require use of the mouse to select a replacement word or phrase from a drop-down menu.</li> </ul>		
<p>25. Click on a response option or drag a response option to another location to answer <b>Hot Text</b> items.</p>		
<p>26. Answer <b>Grid Items with Action Buttons</b> (mathematics).</p> <ul style="list-style-type: none"> <li>- To add a point, click the <b>Add Point</b> button and then click on the location in the grid where the point should appear.</li> <li>- To add a line or arrow, click the <b>Connect Line</b> or <b>Add Arrow</b> button and then click on the desired beginning and ending points of the line in the grid.</li> <li>- To delete a point, line or arrow, click the <b>Delete</b> button and then click on the object you want to remove. Clicking on a point will also remove adjacent lines.</li> </ul>		

Computer-Based Accommodations, if appropriate		
20. Use the <b>Masking</b> tool. <ul style="list-style-type: none"> <li>- Click on the Masking tool in the Global Menu.</li> <li>- Move the rectangle to cover and uncover selected areas of the screen.</li> </ul>		
21. Use the <b>Text-to-Speech</b> tool. <ul style="list-style-type: none"> <li>- Select the text or click in the text area and right-click to reveal the dropdown menu.</li> <li>- Click on the speaker icon to Speak Questions.</li> <li>- Click on the speaker icon to Speak Questions and Options.</li> <li>- Adjust audio volume during the test by clicking the cog icon in the upper right corner of the screen.</li> </ul>		