

# Accessibility Features and Accommodations for Administration of the NJSLA and NJGPA

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## General Questions about Accessibility Features and Accommodations

### 1. *Where can I find more information about accessibility features and accommodations policies?*

The *Accessibility Features and Accommodations Manual* provides detailed information regarding accessibility features and accommodations policies. It is available on the [New Jersey Assessments Resource Center](#) site under > **Educator Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources.**

### 2. *What is the difference between accessibility features and accommodations?*

Accessibility features are tools or preferences that are either built into the assessment system or provided externally by Test Administrators and are available to all students. Accommodations are adjustments to the test format and presentation, timing, or the method in which students respond to test questions that provide equitable access for students with disabilities, students who are multilingual learners, and students with disabilities who are also multilingual learners. Accommodations must be listed in a student's IEP, 504 plan, or a ML plan. For more information on selecting, administering, and monitoring accessibility features and accommodations, refer to the *Accessibility Features and Accommodations Manual* available on the [New Jersey Assessments Resource Center](#) site under > **Educator Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources.**

### 3. *Do students with accommodations need to be tested in a separate group?*

It is recommended to test students with the extended time accommodation (i.e., certain students with disabilities and multilingual learners) in a separate setting to minimize distractions for all students and to schedule these students for testing in the morning so their testing time can be extended until the end of the school day, if needed. The human reader accommodation must always be administered in a separate setting (either one-on-one or in a small group). In addition, human scribe and certain external assistive device accommodations must also be administered in a separate setting.

### 4. *What is the difference between Text-to-Speech (TTS), Speech-to-Text (STT), Read Aloud, and Screen Reader?*

- **Text-to-Speech (TTS):** The computer reads the content within the assessment on the screen to the student via embedded Text-to-Speech functionality. TTS does not assist with screen navigation and is not intended to support blind or low-vision students.
- **Speech-to-Text (STT):** This is the process of converting spoken language into text via the use of applications and/or programs. In TestNav, the student uses either the embedded extensions such as Co:Writer or Read&Write to record their responses to the test. Note: The extensions Co:Writer and Read&Write may only be used for the English language arts portion of the assessments and do not require a secondary device. If the student will use Speech-to-Text software such as Dragon® Naturally Speaking, or any web-based application or product, then a separate computer must be provided; one to run the assessment on TestNav and a second computer to run the software or web-based product. Testing organizations can access the Web-Based Third-Party Assistive Technology for Speech-to-Text

Form at [New Jersey Assessments Resource Center](#) under > **Educator Resources > Test Administration Resources > Forms.**

- **Read Aloud:** The assessment is read aloud by a Test Administrator. The administrator uses a Human Reader script for mathematics or applies the ELA audio guidelines directly from their own copy of the assessment using a login for computer-based or paper-based form that matches the same form as used by the student.
- **Screen Reader:** External assistive technology software that is used to assist a visually impaired student who is experienced with screen-reader technology. Used by the student to navigate the test as well provide access to assessment content.

**Note:** These accommodations/accessibility features should be used according to a student's IEP or 504 plan.

**5. *Are reference sheets/organizers allowed for students?***

Individualized graphic organizers, reference sheets, checklists, etc. are not permitted on any tests. During administration, students will have access to scratch paper, which may be blank, lined, or graph paper. In addition, students in grades 5 and higher will be able to access the Mathematics Reference Sheets within TestNav or may be provided a paper copy of the Mathematics Reference Sheets. Students in grades 8 and 11 will be able to access the periodic table within TestNav or maybe provided a paper copy of the periodic table. Mathematics Reference Sheets, periodic tables, and scratch paper are secure items that must be collected and securely destroyed.

**6. *Why can't I register a student in the SR/PNP for both Closed Captioning and ASL or Human Reader?***

The Closed Captioning and ASL or Human Reader accommodations are supported by different test forms. Closed Captioning could be used for students that can read and do not require an ASL video to replace a Human Reader/Human Signer. If a student has a disability that causes issues with decoding of written text and requires ASL or Human signer, they can use the ASL video form or Human Reader/Human Signer. These forms do not include any embedded video with audio that would require Closed Captioning.

**7. *Do I need to provide highlighters to all students?***

Highlighting is an embedded accessibility feature available to all students in TestNav. For paper-based testing, schools should have a supply of highlighters available during testing in case a student would like to use one. Schools may also allow students to bring their own highlighters.

## Questions about Human Reader/Human Scribe/Read Aloud Accessibility Features and Accommodations

**8. *Does the Human Reader Protocol allow the Test Administrator to read the questions as well as instructions?***

If a student requires a human reader for the mathematics and science assessments (as an accessibility feature) or for the English Language Arts assessment (as a rare accommodation for students with disabilities), then the human reader can read the full text of the assessment.

**9. *Are the Human Reader or Human Signer for mathematics accessibility features available for computer-based tests as well as paper?***

Yes. A human reader or human signer for mathematics may be available as an accessibility feature for students taking the computer-based test. While it is highly recommended that students use the embedded text-to-speech functionality in TestNav for computer-based testing or the embedded ASL video, for certain students, a human reader or human signer may be the preferred option. If a student is marked "Human Reader/Human Signer" and online as the test format on the Student Registration/Personal Needs Profile, the student must be manually placed in a human reader test session and the test session must be marked as "Proctor Read Aloud." Then, the Test Administrator will get a corresponding authorization ticket so the Test Administrator can conduct the read-aloud or sign via their own device. Human Reader for mathematics requires use of Human Reader script for the Test Administrator.

**10. *Is an IEP/504 required for Text-to-Speech (TTS)/Human Reader for both ELA and math/science?***

Text-to-Speech (TTS) for ELA is an accommodation and requires an IEP/504 designation. Text-to-Speech (TTS) for mathematics and/or science is an accessibility feature available to all students and does not require an IEP/504 designation.

**11. *What is the purpose of the Human Reader script for math?***

The Human Reader script is provided to ensure math is being read aloud correctly to students applying the audio guidelines as intended and reading is consistent of difficult mathematics language.

**12. *Is the Human Reader script required for mathematics? If a student did not receive Math Human Reader scripts because they registered after the materials deadline, can they provide the accessibility feature without the script using the Proctor Authorization Ticket and the Math Audio Guidelines?***

No, the accessibility feature cannot be provided without the script; the script is required. This ensures the accessibility feature is delivered as intended. If students are not registered before the paper materials delivery deadline, an additional order must be submitted for human reader scripts for mathematics. Reminder: Allow for 3–5 days for delivery of additional orders after the order is approved.

**13. Why is the Math Human Reader script secure and why must it be returned to Pearson?**

The Math Human Reader script contains a script of actual test content with Mathematics Audio Guidelines applied to ensure they are read aloud correctly. The scripts must be handled following all secure materials protocol. They include a security barcode and must be returned for reconciliation.

**14. What is the difference between a Human Reader and Human Scribe?**

A Human Reader provides access to printed or written texts on the assessments by reading content aloud to the student. A Human Scribe allows students to verbally provide test responses to an adult Test Administrator who writes or types the responses directly onto the assessment for the student. Districts are encouraged to refer to *Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses* of the *NJSLA & NJGPA Accessibility Features and Accommodations Manual* on the [New Jersey Assessments Resource Center](#) under > **Educator Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources.**

**15. Can students request certain words to be read aloud on an as-needed basis on the mathematics assessments?**

No. If a student requires Text-to-Speech or a Human Reader for mathematics, they will hear the full assessment read aloud. If the student has the accessibility feature pre-identified, in addition to the full read aloud, the student may raise their hand and ask that a section or word be repeated. Once testing has begun, they cannot ask for specific words to be read aloud in isolation. This also applies to students taking the ELA assessment with the Text-to-Speech/Human Reader accommodation.

**16. What are the administration and technical protocols for a scribe accommodation?**

Students using a human scribe or external assistive devices (e.g., speech-to-text device) should be tested in a separate setting. Refer to *Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses* of the *NJSLA & NJGPA Accessibility Features and Accommodations Manual* on the [New Jersey Assessments Resource Center](#) under > **Educator Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources.**

## **Questions about Assistive Technology, Braille, and Large Print Accommodations**

**17. What is the difference between Assistive Technology Screen Reader and Assistive Technology Non-Screen Reader accommodations?**

Both accommodations rely on special tagging in content and security allowances for executable files so that assistive technology will work correctly in a secure test environment.

Assistive Technology Screen Reader is intended for students who are visually impaired and use a Screen Reader type assistive technology (e.g., JAWS, NVDA, WindowEyes). The form has tools

disabled (Highlighter, Notepad, Equation Editor, etc.) as they are not compatible with Screen Reader technology.

Assistive Technology Non-Screen Reader is intended for students with other disabilities who use any allowable assistive technology other than a screen reader (e.g.: CoWriter, Read&Write Gold, Dragon Naturally Speaking). This accommodation utilizes the same form as the Screen Reader form but has the tools enabled as these tools can work with some assistive technologies.

**18. *What is the font and paper size for the large print accommodated paper-based forms?***

Large print booklets are 150% of 12 point (roughly 18-point font size). The form is provided on a custom test booklet using 14" X 18" paper.

## **Questions about Accessibility Features and Accommodations for Multilingual Learners**

**19. *Which word-to-word English/native language dictionaries are allowed on the assessments and for whom are they intended?***

Word-to-word English/native language dictionaries are allowed as an accommodation for multilingual learners only. All dictionaries must be published word-to-word dictionaries with no phrases, pictures, or definitions.

**20. *On an English version of the math or science test, will students be allowed to respond in Spanish?***

A multilingual learner may respond in Spanish or English on the English version of the math or science test. For Spanish version of the mathematics or science test, the student must respond in Spanish.

**21. *Does the Spanish version offer students the same rigor as the English version of the test?***

The Spanish version is transadapted from the English base form. The same test blueprint is used for both English and Spanish. In addition, the Spanish versions of the test are scored on the same rubrics and scales as the English versions of the test.

**22. *What is the difference between "transadaptation" and "translation"? Why do mathematics and science use "transadaptation"?***

In the past, tests were provided in languages other than English where the standard grammar, conventions, and even idioms, etc., were not considered when rewriting test items. This is what we mean when we say "translation." This made test items clunky and unintelligible to native speakers. Transadaptation takes into account the grammar, conventions, idioms, etc. of the language the items are being rewritten into. Items are presented in a way that students who are native speakers of that language understand and can access easily; with no language barriers. The Spanish editions and ASL video versions of the test are all transadapted. All of the proper grammatical structures with which Spanish and ASL are spoken are used. This utilizes best practices within the assessment industry for assessment translation work.

**23. *If the mathematics and science assessments are provided in Spanish, can students have it read aloud/spoken in English?***

No, a human reader needs to provide the read aloud accommodation in Spanish; otherwise, the student should receive an English version of the test and have a human reader read aloud the test in English. In addition, Pearson only provides a Spanish Human Reader script in the Spanish Human Reader kit.

**24. *To administer the Spanish version, should the administrator of the test be bilingual?***

Test Administrators providing this accommodation should ideally be literate and fluent in English and Spanish. Test Administrators may be assisted by a translator, if available, since test administration directions will be read to the student in Spanish. Translators assisting Test Administrators must fulfill the requirements of a Test Administrator since they handle secure materials.

**25. *Can an electronic word-to-word dictionary be used on assessments?***

The use of electronic word-to-word dictionaries must mimic the use of the paper word-to-word dictionary on the assessments. Additional functions that electronic dictionaries have, such as the ability to pronounce words, are not allowable for use on the assessments. Pronunciations are prohibited if using an electronic word-to-word dictionary.