

Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based NJSLA and NJGPA

Students who may participate in a Paper-Based NJSLA and NJGPA

Although the NJSLA and NJGPA are computer-based using an online testing platform, there may be specific instances that require a student to take a paper-based assessment instead. The following conditions may result in a school choosing to administer a paper-based assessment:

Condition #1

- A student is unable to use a computer due to the impact of their disability. The student's inability to participate in computer-based assessments should be documented in an Individualized Education Program (IEP) or 504 plan.
- Examples may include:
 - A student with a disability who cannot participate in the online assessment due to a health-related disability, neurological disorder, or other complex disability, and/or cannot meet the demands of a computer-based test administration; or
 - A student with an emotional, behavioral, or other disability who is unable to maintain sufficient concentration to participate in a computer-based test administration, even with test accommodations; or
 - A student with a disability who requires assistive technology that is not compatible with the testing platform.

Condition #2

- A student who recently entered the school and has had very little or no prior experience or familiarity with technology.

Condition #3

- A student who is unable to access an online assessment due to religious beliefs.

Where applicable, the following tables will include the test administration activities for before, during, and after testing necessary for successful implementation of the NJSLA and NJGPA accommodations and accessibility features. Some accommodations and accessibility features must be pre-selected for the student in the SR/PNP in order to activate the feature on the platform. Refer to the *NJSLA and NJGPA Accessibility Features and Accommodations Manual* for additional information concerning test administration considerations, accessibility features, and accommodations. The *NJSLA and NJGPA Accessibility Features and Accommodations Manual* is available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Accessibility Features (AF&A) Resources > Manuals**.

Accessibility Features for All Students Taking Paper-Based Assessments.

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
<p>Answer Masking</p>	<p>External Masking Cards <i>(Visual Aids/ Organizers)</i> <i>(SR/PNP Reference BG)</i></p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for SR/PNP: Student’s SR/PNP must have Answer Masking selected. • Materials: The Test Administrator (TA) provides the student with blank masking cards. <p>During Testing: The student may cover or uncover answer options with external blank masking cards as needed.</p>
<p>Audio Amplification</p>	<p>Auditory Aids</p>	<p>Before Testing: The student brings familiar auditory aid to the test administration.</p> <p>During Testing: The student uses amplification device assistive technology (e.g., FM System), noise buffers, or white noise machines (provided by the school or student).</p>
<p>Bookmark</p>	<p>Place Markers <i>(Visual Aids/ Organizers)</i></p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • Materials: The TA provides the student with place markers. <p>During Testing: The student uses non-sticky place markers to “bookmark” items to review later.</p>
<p>Color Contrast <i>(Background/Font Color)</i></p>	<p>Colored Overlays <i>(SR/PNP Reference BI)</i></p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for SR/PNP: Student’s SR/PNP must have Color Contrast Selected. • Materials: The TA provides the student with colored overlays. <p>During Testing: The student uses colored overlays when taking the assessment. The color is pre-selected and should match what is currently used during instruction.</p>

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
<p>Blank Scratch Paper <i>(provided by TA)</i></p>	<p>Same as CBT</p>	<p>Before Testing: TAs must supply at least one page of blank scratch paper (i.e., either unlined, lined, or graph) per student, per unit. If graph paper is used during mathematics instruction, it is recommended that schools provide graph paper as scratch paper for mathematics units. Note: The graph paper must be blank with no labels or axes (e.g., no x- or y- axes). Students with visual impairments may also use braille paper, raised line paper, bold line paper, raised line graph paper, bold line graph paper, abacus, or Math Window.</p> <p>During Testing: The student uses blank scratch paper (lined, un-lined, or graph) to take notes and/or work through items during testing. Additional pages may be provided as needed. Important Note: Students must be provided with one sheet of blank scratch paper at a time. If a student requires an additional sheet of blank scratch paper, the TA must collect the used scratch paper before providing the student with a new one.</p> <p>After Testing: TAs are responsible for collecting all scratch paper after testing is completed to be securely destroyed. Scratch paper must be securely destroyed if it has been used. Schools may reuse unused scratch paper only if paper is completely blank.</p>
<p>Eliminate Answer Choices</p>	<p>Writing Instrument</p>	<p>During Testing: The student may use removable markers (e.g., small strips of paper) to indicate that they are eliminating an answer.</p>
<p>General Administration Directions Read Aloud and Repeated as Needed <i>(by TA)</i></p>	<p>Same as CBT</p>	<p>During Testing: The TA reads aloud the general administration directions only. A student may raise their hand and request the directions be repeated.</p>
<p>General Administration Directions Clarified <i>(by TA)</i></p>	<p>Same as CBT</p>	<p>During Testing: The TA clarifies general administration directions only. No passages or test items may be clarified.</p>

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
Highlight Tool	Highlighter	<p>Before Testing:</p> <ul style="list-style-type: none"> • Materials: The TA provides the student with highlighter(s). Multiple colors may be provided. <p>During Testing: The student highlights text as needed to recall and/or emphasize. Multiple colors may be provided.</p>
Headphones or Noise Buffers	Same as CBT	<p>Before Testing:</p> <ul style="list-style-type: none"> • Materials: The TA provides the student with headphones. <p>During Testing: The student uses headphones or noise buffers to minimize distraction or filter external noise during testing. If headphones are used only as noise buffers, they should not be plugged into the student’s device.</p>
Line Reader Mask Tool	Straight Edge <i>(Visual Aids/ Organizers)</i>	<p>Before Testing:</p> <ul style="list-style-type: none"> • Materials: The TA provides the student with blank straight edge. <p>During Testing: The student uses a blank straight edge as they read and follows along with the text.</p>
Magnification/ Enlargement Device	Magnification/ Enlargement Device	<p>Before Testing:</p> <ul style="list-style-type: none"> • Materials: The TA provides the student with magnification/enlargement device. <p>During Testing: The student uses external magnification or enlargement devices to increase the font or graphic size (e.g., projector, CCTV, eye-glass mounted or hand-held magnifiers, electronic magnification systems, etc.).</p>
Note Pad	Blank Scratch Paper	See Blank Scratch Paper
Pop-up Glossary	Glossary in Footnotes	During Testing: The student refers to a glossary of pre-selected, construct-irrelevant words in the footnotes of the paper-based test.

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
<p>Redirect Student to the Test <i>(by TA)</i></p>	<p>Same as CBT</p>	<p>During Testing: The TA 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 TA can redirect a student back to the test. Examples: Providing reminders to stay on task and focused during the assessments; providing a visual cue to the student to remain on task.</p>
<p>Spell-Check or External Spell-Check Device</p>	<p>External Spell-Check Device</p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • Materials: The TA provides the student with external spell-check device. <p>During Testing: The student uses an external spell-check device. The spell-check device may not have embedded grammar check, connect to the internet, or save information.</p>
<p>Student Reads Assessment Aloud to Self</p>	<p>Same as CBT <i>(SR/PNP Reference BH)</i></p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for SR/PNP: The student's SR/PNP must have this feature identified. <p>During Testing: The student reads the assessment aloud to themselves. Students may use an external device such as a whisper phone. The student must be tested in a separate setting.</p>
<p>Text-to-Speech for Mathematics/ Science Tests</p>	<p>Human Reader <i>(SR/PNP Reference CH)</i></p>	<p>See CBT Human Reader</p>

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
<p>Human Reader or Human Signer for Mathematics/ Science Tests</p>	<p>Same as CBT <i>(SR/PNP Reference CH)</i></p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for SR/PNP: Student’s SR/PNP must have Human Reader/Human Signer selected. For the Human Reader/Human Signer, students must be placed in a Read Aloud session type when creating test sessions. • Materials: Read Aloud Test Kits, which include two copies of the test booklet and a human reader script for mathematics. Note: Human reader scripts are not provided for science. • Test Administrator Training: The TA providing this accessibility feature must review: <ul style="list-style-type: none"> ○ Read Aloud Test Kits, including the human reader scripts, prior to testing, with kits provided to schools for this purpose. Review of Read Aloud Test Kits must occur in a secure environment. ○ Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the Human Reader Accessibility Feature for Mathematics/Science Assessments of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>. ○ Appendix I: Human Signer Guidelines of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>. ○ Appendix J: NJSLA and NJGPA for Students with Visual Impairment, including Blindness of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>. ○

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
<p>Human Reader or Human Signer for Mathematics/ Science Tests <i>(continued)</i></p>	<p>Same as CBT <i>(SR/PNP Reference CH)</i> <i>(continued)</i></p>	<ul style="list-style-type: none"> ○ The <i>American Sign Language Mathematic Video Glossary</i> is available at the New Jersey Assessments Resource Center, located under Educator Resources > Test Administration Resources > Accessibility Features (AF&A) Resources > Resources. ○ <i>Math Audio Guidelines</i> are available at the New Jersey Assessments Resource Center, located under Educator Resources > Test Administration. (Note: This also applies to science.) <p>During Testing: A TA (Human Reader or Human Signer) reads aloud to a student using the provided human reader script (mathematics only) and test booklet. The student must be tested in an individual or small group setting. Small group is defined as a small number of students not to exceed 15, with similar accessibility features and/or accommodations who will be administered the test as a group. Student IEPs may specify a smaller group size and must be accommodated during testing. Districts/schools are responsible for determining the composition and compatibility of the members of the small group.</p> <p>After Testing: Read Aloud Test Kits must be handled as secure test materials. TAs must return Read Aloud Kits to the School Test Coordinator (STC). The STC must return Read Aloud Kits to the District Test Coordinator (DTC) who will return secure materials to the vendor.</p>
<p>Writing Tools</p>	<p>Writing Instrument</p>	<p>During Testing: The student uses a writing instrument on written responses to underline, bold, or add bullets for formatting.</p>

Administrative Considerations for All Students

Detailed guidelines on the administration of the New Jersey assessments will be included in the *Test Administrator Manual (TAM)* and the *Test Coordinator Manual (TCM)*. The TAM and TCM are available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Test Administration Manuals**.

Although students are generally tested in their regular classroom and follow the standard test administration schedule for the grade and content area being assessed, the principal has the authority to schedule students in testing spaces other than regular classrooms, and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in the *TAM* and *TCM*. Decisions may be considered, for example, that benefit students who are easily distracted in large group settings by testing them in a small group or individual setting. In general, changes to the timing, setting, or conditions of testing are left to the discretion of the principal or test coordinator.

In accordance with principles of universal design for assessment, NJSLA and NJGPA are providing the following administrative guidance regarding the timing and scheduling of assessments and setting/locations for testing. These administrative considerations are available to all students. The principal may determine that any student can receive one or more of the following test administration considerations, regardless of the student’s status as a student with a disability or multilingual learner.

Administrative Considerations for All Students Taking Paper-Based Assessments, at School’s Discretion

PBT Administrative Consideration	Description
<p>Small Group Testing <i>(SR/PNP Reference BC)</i></p>	<p>Small group is defined as a small number of students not to exceed 15, with similar accessibility features and/or accommodations who will be administered the test as a group. Student IEPs may specify a smaller group size and must be accommodated during testing. Districts/schools are responsible for determining the composition and compatibility of the members of the small group.</p>
<p>Time of Day <i>(SR/PNP Reference BF)</i></p>	<p>The student is tested during a specific time of day based on their individual needs (e.g., ELA, Math, or Science testing in the morning; no testing after lunch).</p>
<p>Separate/Alternate Location <i>(SR/PNP Reference BB)</i></p>	<p>The student is tested in a specifically assigned location.</p>
<p>Specified Area or Setting <i>(SR/PNP Reference BE)</i></p>	<p>The student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, library, etc.).</p>
<p>Adaptive and Specialized Equipment or Furniture <i>(SR/PNP Reference BD)</i></p>	<p>The student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).</p>

PBT Administrative Consideration	Description
<p>Frequent breaks <i>(SR/PNP Reference BA)</i></p>	<p>Guidance on logistics for administrating the NJSLA and NJGPA with frequent breaks:</p> <ul style="list-style-type: none"> • Medical Breaks: The student takes a break due to pre-existing or sudden onset of a temporary or long-term medical condition. Student’s testing time stops. • IEP or Section 504 plan Breaks: The student takes a break as determined by their IEP or Section 504 plan. Student’s testing time stops. • Individual Bathroom Breaks: The student requests a bathroom break within their overall allotted testing time. Student’s testing time does not stop. • In-Chair Stretch Break: The student pauses and stretches. Student’s testing time does not stop.

Presentation Accommodations for Students with Disabilities Taking Paper-Based Assessments

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
<p>Assistive Technology <i>(Non-Screen Reader)</i></p>	<p>Assistive Technology – External</p>	<p>During Testing: Students may use a range of assistive technologies on the NJSLA and NJGPA, including those that are used externally on a separate computer.</p> <p>After Testing: TAs are responsible for collecting all student work created using assistive technology devices. Student responses must be transcribed directly into the test booklet and afterwards, transcribed into TestNav. Once all transcription has taken place, test-related content must be deleted from all devices and securely destroyed. Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</p>
<p>Screen Reader Version <i>(For a student who is blind or visually impaired)</i></p>	<p>Hard Copy Braille Edition <i>(SR/PNP Reference BQ)</i></p>	<p>See Hard Copy Braille Edition CBT guidance.</p>

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
Refreshable Braille Display	Hard Copy Braille Edition <i>(SR/PNP Reference BQ)</i>	See Hard Copy Braille Edition CBT guidance.
Braille with Tactile Graphics	Hard Copy Braille Edition <i>(SR/PNP Reference BQ)</i>	See Braille with Tactile Graphics CBT guidance.
Tactile Graphics	Tactile Graphics <i>(SR/PNP Reference BQ)</i>	See Tactile Graphics CBT guidance.
Large Print	Large Print Edition <i>(SR/PNP Reference BP)</i>	See Large Print CBT guidance
Alternate Representation – Paper Test	Paper-Based Edition <i>(SR/PNP Reference BQ)</i>	See Alternate Representation – Paper Test CBT guidance
Closed Captioning of Multimedia on the ELA Assessments	N/A	N/A

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
<p>ELA Assessments, including items, response options, and passages</p> <ul style="list-style-type: none"> • Text-to-Speech • ASL Video • Human Reader/ Human Signer 	<p>ELA Assessments, including items, response options, and passages</p> <ul style="list-style-type: none"> • Human Reader/ Human Signer <p><i>(SR/PNP Reference CH)</i></p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • Purpose: The purpose of the Human Reader/ Human Signer accommodation for the NJSLA and NJGPA ELA assessment is to provide access to printed or written texts on the NJSLA and NJGPA ELA assessments for a very small number of students with print-related disabilities who would otherwise be unable to participate in the assessment because their disability severely limits or prevents their ability to access printed text by decoding. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level. • Identification for SR/PNP: Student’s SR/PNP must have Human Reader/Human Signer selected. • Tools for Identification: IEP teams/504 Plan Coordinators should use the decision-making tool available Appendix D: Text-to-Speech, ASL Video, or Human Reader/ Human Signer Guidance for English Language Arts (ELA) Assessments of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>, to inform their decision-making. • Materials: Read Aloud Test Kits, which include two copies of the test booklet.

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
<p>ELA Assessments, including items, response options, and passages</p> <ul style="list-style-type: none"> • Text-to-Speech • ASL Video • Human Reader/ Human Signer <p>(continued)</p>	<p>ELA Assessments, including items, response options, and passages</p> <ul style="list-style-type: none"> • Human Reader/ Human Signer <p>(SR/PNP Reference CH)</p> <p>(continued)</p>	<ul style="list-style-type: none"> • Test Administrator Training: TAs providing this accommodation must review: <ul style="list-style-type: none"> ○ Read Aloud Test Kits prior to testing, with kits provided to schools for this purpose. Review of Read Aloud Test Kits must occur in a secure environment. ○ Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the Human Reader Accessibility Feature for Mathematics/Science Assessments of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>. ○ Appendix I: Human Signer Guidelines of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>. ○ Appendix J: NJSLA and NJGPA for Students with Visual Impairment, including Blindness of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
<p>ELA Assessments, including items, response options, and passages</p> <ul style="list-style-type: none"> • Text-to-Speech • ASL Video • Human Reader/ Human Signer <p><i>(continued)</i></p>	<p>ELA Assessments, including items, response options, and passages</p> <ul style="list-style-type: none"> • Human Reader/ Human Signer <p><i>(SR/PNP Reference CH)</i></p> <p><i>(continued)</i></p>	<p>During Testing: A student receives an audio representation of the ELA assessment through a Human Reader/Signer. For Human Reader, the TA will need to reference the <i>ELA Audio Guidelines</i> available at the New Jersey Assessments Resource Center, located under Educator Resources > Test Administration Resources > Accessibility Features (AF&A) Resources > Resources. Important Note: The student that has a Human Reader or Signer must be tested in a separate setting.</p> <p>Important Guidelines on identifying students for these accommodations:</p> <p>IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying students to receive these accommodations on the ELA assessments.</p> <p>In making decisions on whether to provide a student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has:</p> <ul style="list-style-type: none"> • Blindness or a visual impairment and has not learned (or is unable to use) braille; or • A disability that severely limits or prevents him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text); or • Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation.

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
<p>ELA Assessments, including items, response options, and passages</p> <ul style="list-style-type: none"> • Text-to-Speech • ASL Video • Human Reader/ Human Signer <p><i>(continued)</i></p>	<p>ELA Assessments, including items, response options, and passages</p> <ul style="list-style-type: none"> • Human Reader/ Human Signer <p><i>(SR/PNP Reference CH)</i></p> <p><i>(continued)</i></p>	<p>Before listing the accommodation in the student’s IEP or 504 plan, teams/coordinators should consider whether:</p> <ul style="list-style-type: none"> • The student has access to printed text during routine instruction through a reader, other spoken-text audio format, or signer; • The student’s inability to decode printed text or read braille is documented in evaluation summaries from locally-administered diagnostic assessments; and • The student receives ongoing, intensive instruction and/or interventions in the foundational reading skills to continue to attain the important college and career-ready skill of independent reading. <p>Decisions about who receives this accommodation will be made by IEP teams and 504 Plan Coordinators. For a student who receives one of these accommodations, no claims should be inferred regarding the student’s ability to demonstrate foundational reading skills (i.e., decoding and fluency).</p>
<p>ASL Video</p>	<p>Human Signer for Mathematics and Science</p> <p><i>(SR/PNP Reference CH)</i></p>	<p>See Human Signer for Mathematics and Science CBT guidance.</p>

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
<p>Human Signer for Test Directions</p>	<p>Same as CBT <i>(SR/PNP Reference BS)</i></p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for SR/PNP: Student’s SR/PNP must have Human Signer for Test Directions selected. • Test Administrator Training: Human Signers must review: <ul style="list-style-type: none"> ○ <i>Test Administrator Scripts</i>, which are available at the New Jersey Assessments Resource Center, located under Educator Resources > Test Administration Resources > Test Administrator Scripts. ○ Appendix I: Human Signer Guidelines of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>. <p>During Testing: A human signer will sign the test directions to a student. The student may either be tested in a small group or a separate setting based on the student’s experiences during classroom assessments.</p>

Response Accommodations for Students with Disabilities Taking Paper-Based Assessments

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p>Assistive Technology <i>(Non-Screen Reader)</i></p>	<p>Assistive Technology – External <i>(SR/PNP Reference BW, BX, and BY)</i></p>	<p>During Testing: Students may use a range of assistive technologies on the New Jersey assessments, including those that are used externally on a separate computer.</p> <p>After Testing: TAs are responsible for collecting all student work created using assistive technology devices. Student responses must be transcribed directly into the test booklet and afterwards, transcribed into TestNav. Once all transcription has taken place, test-related content must be deleted from all devices and securely destroyed. Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p>Electronic Braille Response</p>	<p>Braille Note-taker <i>(SR/PNP Reference BU)</i></p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for SR/PNP: Student’s SR/PNP must have braille note-taker selected. <p>During Testing: A student who is blind or has a visual impairment may use an electronic braille note-taker. The grammar checker, internet, and stored file functionalities must be turned off. Students should number their responses to be sure that their answers can be transcribed accurately into TestNav.</p> <p>After Testing: Student responses generated using an electronic braille note-taker must be transcribed verbatim by a TA into the student’s standard test booklet and afterward into TestNav. Only transcribed responses will be scored. Responses must be transcribed by a teacher of the visually impaired or a TA supervised by a teacher of the visually impaired.</p> <p>Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>, for review and approval.</p> <p>TAs are responsible for collecting all student work created using assistive technology devices. Test-related content must be deleted from all devices and securely destroyed.</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p>Electronic Braille Response</p>	<p>Electronic Braille Response <i>(SR/PNP Reference BU)</i></p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for SR/PNP: Student’s SR/PNP must have braille writer selected. <p>During Testing: A student who is blind or has a visual impairment may use a braille writer. For assessments, grammar checker, internet, and stored file functionalities must be turned off. Students should number their responses to be sure that their answers can be transcribed accurately into TestNav.</p> <p>After Testing:</p> <ul style="list-style-type: none"> • Student responses generated using an electronic braille note taker must be transcribed verbatim by a TA into TestNav. Only transcribed responses will be scored. • Responses must be transcribed either by a teacher of the visually impaired or a TA supervised by a teacher of the visually impaired. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>. • TAs are responsible for collecting all student work created using assistive technology devices. Test-related content must be deleted from all devices and securely destroyed.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p>Calculation Device <i>(On Calculator Sections of Mathematics Assessments)</i></p>	<p>Calculation Device <i>(On Calculator Sections of Mathematics Assessments)</i></p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • Materials: Allowable calculators for the calculator accommodation on calculator sections: <ul style="list-style-type: none"> ○ Grades 3–5: Four-function with square root and percentage functions. ○ Grade 6–7: Four-function with square root and percentage functions. ○ Grade 8: Scientific calculators (The student may also bring a four-function with square root and percentage functions in addition to a grade-level calculator). ○ High School: Graphing calculators with functionalities consistent with TI-84+ or similar models (The student may also bring a scientific calculator or a four-function with square root and percentage functions). <p>During Testing: A student uses a specific calculation device (e.g., large key, talking, or other adapted calculator) other than the embedded grade-level calculator on the calculator section of the mathematics assessments. If a talking calculator is used, the student must use headphones or be tested in a separate setting.</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p>Calculation Device and Mathematics Tools</p> <p><i>(On Non-Calculator Sections of Mathematics Assessments)</i></p>	<p>Calculation Device and Mathematics Tools</p> <p><i>(On Non-Calculator Sections of Mathematics Assessments)</i></p> <p><i>(SR/PNP Reference BV)</i></p>	<p>Before Testing:</p> <ul style="list-style-type: none"> ● Purpose: The purpose of the calculation device on the non-calculator sections accommodation is to provide access for students with a disability that severely limits or prevents their ability to perform basic calculations (i.e., student is unable to perform single-digit addition, subtraction, multiplication, or division). Specific guidelines for determining if this accommodation would be appropriate for a specific student, see the next page. For these students, a calculation device may be used on the non-calculator AND calculator sections of the mathematics assessments. The IEP or 504 plan must specify which device(s) or manipulatives. ● Identification for SR/PNP: Student’s SR/ PNP must have Calculation Device and Mathematics Tools on Non-Calculator Sections selected. Any mathematical tools, including unique accommodation forms, not included on the list will require state assessment office approval. ● Materials: Allowable calculators for the calculator accommodation on non-calculator sections: <ul style="list-style-type: none"> ○ Grades 3–5: Four-function with square root and percentage functions. ○ Grade 6–7: Four-function with square root and percentage functions. ○ Grade 8: Scientific calculators (The student may also bring a four-function with square root and percentage functions in addition to a grade-level calculator). ○ High School: Graphing calculators with functionalities consistent with TI-84+ or similar models (The student may also bring a scientific calculator or a four-function with square root and percentage functions).

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p>Calculation Device and Mathematics Tools</p> <p><i>(On Non-Calculator Sections of Mathematics Assessments)</i></p> <p><i>(continued)</i></p>	<p>Calculation Device and Mathematics Tools</p> <p><i>(On Non-Calculator Sections of Mathematics Assessments)</i></p> <p><i>(SR/PNP Reference BV)</i></p> <p><i>(continued)</i></p>	<ul style="list-style-type: none"> • Allowable mathematics tools include: <ul style="list-style-type: none"> ○ Arithmetic tables (e.g., addition charts, subtraction charts, multiplication charts; division charts). ○ Two-color chips (e.g., single-sided or double-sided). ○ Counters and counting chips. ○ Abacus. ○ Square tiles. ○ Base 10 blocks. ○ 100s chart. <p>A student with a visual impairment may need other mathematics tools, such as a large print ruler (embedded NJSLA and NJGPA ruler is designed in 18-point font), braille ruler, tactile compass, or braille protractor. Note that Braille Test kit for mathematics kits will include the appropriate grade-level braille ruler and braille protractors. If a student requires mathematics tools outside of what is permitted for use, districts must complete and upload Appendix G: NJSLA and NJGPA Unique Accommodation Request Form of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i> via PAN, for review and approval.</p> <p>During Testing: A student uses a calculation device (e.g., four-function calculator, large key, or other adapted calculator), arithmetic table (including addition/subtraction and/or multiplication/division charts), and/or manipulatives (IEP or 504 plan must specify which device or manipulative) on the non-calculator sections of the mathematics assessments. If a talking calculator is used, the student must use headphones or be tested in a separate setting.</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p>Calculation Device and Mathematics Tools</p> <p><i>(On Non-Calculator Sections of Mathematics Assessments)</i></p> <p><i>(continued)</i></p>	<p>Calculation Device and Mathematics Tools</p> <p><i>(On Non-Calculator Sections of Mathematics Assessments)</i></p> <p><i>(SR/PNP Reference BV)</i></p> <p><i>(continued)</i></p>	<p>Important Guidelines for identifying students to receive this accommodation:</p> <p>IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying students to receive this accommodation.</p> <p>In making decisions about whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has:</p> <p>A disability that severely limits or prevents the student’s ability to perform basic calculations (i.e., single-digit addition, subtraction, multiplication, or division), even after varied and repeated attempts to teach the student to do so.</p> <p>Before listing the accommodation in the student’s IEP/504 plan, teams should also consider whether:</p> <ul style="list-style-type: none"> • The student is unable to perform calculations without the use of a calculation device, arithmetic table, or manipulative during routine instruction. • The student’s inability to perform mathematical calculations is documented in evaluation summaries from locally-administered diagnostic assessments. • The student receives ongoing, intensive instruction and/or interventions to learn to calculate without using a calculation device, in order to ensure that the student continues to learn basic calculation and fluency. <p>For a student who receives this accommodation, no claims should be inferred regarding the student’s ability to perform basic mathematical calculations without the use of a calculator.</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p>ELA Selected Response or Technology Enhanced Items</p> <ul style="list-style-type: none"> • Speech-to-Text • Human Scribe • Human Signer • Assistive Technology Device <p>Mathematics/ Science Accommodated Response</p> <ul style="list-style-type: none"> • Speech-to-Text • Human Scribe • Human Signer • Assistive Technology Device 	<p>ELA Selected Response or Technology Enhanced Items</p> <ul style="list-style-type: none"> • Speech-to-Text • Human Scribe • Human Signer • Assistive Technology Device <p><i>(SR/PNP Reference BX)</i></p> <p>Mathematics/Science Accommodated Response</p> <ul style="list-style-type: none"> • Speech-to-Text • Human Scribe • Human Signer • Assistive Technology Device <p><i>(SR/PNP Reference BY)</i></p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for SR/PNP: Student’s SR/ PNP must have Speech-to-Text, Human Scribe, Human Signer, or External Assistive Technology Device selected. • Test Administrator Training: TAs providing the scribe accommodation must review: <ul style="list-style-type: none"> ○ Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>. ○ Appendix I: Human Signer Guidelines of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>. <p>During Testing: The student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration.</p> <p>Note: for ELA Selected Response or Technology Enhanced Items; this accommodation applies to Evidence Based Selected Response and Technology Enhanced Constructed Response items (not Prose Constructed Response items) on the ELA assessments.</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p>ELA Selected Response or Technology Enhanced Items</p> <ul style="list-style-type: none"> • Speech-to-Text • Human Scribe • Human Signer • Assistive Technology Device <p>Mathematics/ Science Accommodated Response</p> <ul style="list-style-type: none"> • Speech-to-Text • Human Scribe • Human Signer • Assistive Technology Device <p><i>(continued)</i></p>	<p>ELA Selected Response or Technology Enhanced Items</p> <ul style="list-style-type: none"> • Speech-to-Text • Human Scribe • Human Signer • Assistive Technology Device <p><i>(SR/PNP Reference BX)</i></p> <p>Mathematics/Science Accommodated Response</p> <ul style="list-style-type: none"> • Speech-to-Text • Human Scribe • Human Signer • Assistive Technology Device <p><i>(SR/PNP Reference BY)</i></p> <p><i>(continued)</i></p>	<p>After Testing:</p> <ul style="list-style-type: none"> • Student responses must be transcribed exactly as dictated/signed (e.g., the human scribe/ signer may not change, embellish, or interpret a student’s responses when transcribing) into the student’s test booklet, and afterward, into TestNav. Only transcribed responses will be scored. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>. • TAs are responsible for collecting all student work created using assistive technology devices. Test-related content must be deleted from all devices and securely destroyed.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p>ELA Constructed Response</p> <ul style="list-style-type: none"> • Speech-to- Text • Human Scribe • Human Signer • Assistive Technology Device 	<p>ELA Constructed Response</p> <ul style="list-style-type: none"> • Speech-to-Text • Human Scribe • Human Signer • Assistive Technology Device <p><i>(SR/PNP Reference BW)</i></p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for SR/PNP: Student’s SR/ PNP must have Speech-to-Text, Human Scribe, Human Signer, or External Assistive Technology Device selected. • Materials: External device provided by the student, if needed. • Test Administrator Training: TAs providing the scribe accommodation must review: <ul style="list-style-type: none"> ○ Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>. ○ Appendix I: Human Signer Guidelines of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>. <p>Note: For ELA Constructed Response; this accommodation applies to Prose Constructed Responses on the ELA assessments.</p> <p>During Testing: The student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration.</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p>ELA Constructed Response</p> <ul style="list-style-type: none"> • Speech-to- Text • Human Scribe • Human Signer <p>Assistive Technology Device</p> <p><i>(continued)</i></p>	<p>ELA Constructed Response</p> <ul style="list-style-type: none"> • Speech-to-Text • Human Scribe • Human Signer • Assistive Technology Device <p><i>(SR/PNP Reference BW)</i></p> <p><i>(continued)</i></p>	<p>After Testing:</p> <ul style="list-style-type: none"> • Student responses must be transcribed exactly as dictated/signed (e.g., the human scribe/ signer may not change, embellish, or interpret a student’s responses when transcribing) into the student’s test booklet, if used, and into TestNav. Only transcribed responses will be scored. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>. • TAs are responsible for collecting all student work created using assistive technology devices. Test-related content must be deleted from all devices and securely destroyed.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p>ELA Constructed Response</p> <ul style="list-style-type: none"> • Speech-to- Text • Human Scribe • Human Signer <p>Assistive Technology Device</p> <p><i>(continued)</i></p>	<p>ELA Constructed Response</p> <ul style="list-style-type: none"> • Speech-to-Text • Human Scribe • Human Signer • Assistive Technology Device <p><i>(SR/PNP Reference BW)</i></p> <p><i>(continued)</i></p>	<p>Important Guidelines for identifying students to receive these accommodations:</p> <p>IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this accommodation. In making decisions about whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has:</p> <ul style="list-style-type: none"> • A physical disability that severely limits or prevents the student’s motor process of writing through keyboarding; or • A disability that severely limits or prevents the student from expressing written language, even after varied and repeated attempts to teach the student to do so. <p>Before listing the accommodation in the student’s IEP or 504 plan, teams/coordinators should also consider whether:</p> <ul style="list-style-type: none"> • The student’s inability to express inwriting is documented in evaluation summaries from locally administered diagnostic assessments; • The student routinely uses a scribe for written assignments; and • The student receives ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team or 504 Plan Coordinator.
<p>Monitor Test Response</p>	<p>Monitor Test Response</p> <p><i>(SR/PNP Reference BZ)</i></p>	<p>During Testing: The TA monitors proper placement of student responses. This accommodation is to ensure that the student is marking the answer for the problem the student intends to answer. For example, a student may accidentally skip a question. The TA cannot assist the student in any way with respect to the content of the item.</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p>Word Prediction</p>	<p>Word Prediction <i>(SR/PNP Reference CA)</i></p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for SR/PNP: Student’s SR/PNP must have Word Prediction selected. • Materials: External Word Prediction Device. <p>During Testing: The student uses an external word prediction device that provides a bank of frequently- or recently used words on-screen after the student enters the first few letters of a word. The student must be familiar with the use of the external device prior to assessment administration. The device may not connect to the internet or save information.</p> <p>After Testing:</p> <ul style="list-style-type: none"> • Student responses generated using the External Word Prediction Device software must be transcribed verbatim by a TA into TestNav. Only transcribed responses will be scored. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>. • TAs are responsible for collecting all student work created using assistive technology devices. Test-related content must be deleted from all devices and securely destroyed.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p>Word Prediction <i>(continued)</i></p>	<p>Word Prediction <i>(SR/PNP Reference CA)</i> <i>(continued)</i></p>	<p>Important Guidelines for identifying students to receive this accommodation:</p> <p>IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this accommodation.</p> <p>In making decisions about whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators are instructed to consider whether the student has:</p> <ul style="list-style-type: none"> • A physical disability that severely limits or prevents the student from writing or keyboarding responses; or • A disability that severely limits or prevents the student from recalling, processing, and expressing written language, even after varied and repeated attempts to teach the student to do so. <p>Before listing the accommodation in the student’s IEP/504 plan, teams/coordinators are instructed to consider whether:</p> <ul style="list-style-type: none"> • The student’s inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments; • The student routinely uses a word- prediction device or software during classroom writing assignments; and • The student receives ongoing, intensive instruction, and/or intervention in language processing and writing, as deemed appropriate by the IEP team/504 Plan Coordinator.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
N/A	<p>Answers Recorded in Test Booklet <i>(SR/PNP Reference BT)</i></p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for SR/PNP: Student’s SR/PNP must have Answers Recorded in Test Booklet selected. This must be selected for all students taking a paper test. <p>During Testing: For students using test booklets, the student records answers directly in the test booklet.</p> <p>After Testing:</p> <ul style="list-style-type: none"> • Student responses from the test booklet must be transcribed exactly as written into TestNav. Only transcribed responses will be scored. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.

Timing & Scheduling Accommodation for Students with Disabilities Taking Paper-Based Assessments

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
Extended Time	<i>Extended Time</i> <i>(SR/PNP Reference CK)</i>	<p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for SR/PNP: Student’s SR/PNP must have extended time selected. The amount of time a student receives must be indicated in the student’s IEP or 504 plan. • Test Administrator Training: TAs providing this accommodation must review: <ul style="list-style-type: none"> ○ Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>. <p>During Testing: Students have until the end of the school day to complete a single test unit administered during the prescribed testing window. It is recommended to test students receiving the extended time accommodation in a separate setting to minimize distractions to other students, and to schedule these students for testing in the morning to allow adequate time for completion of a test unit by the end of the school day.</p>

Guidance on Selection of Accommodations for Multilingual Learners (ML) on the NJSLA and NJGPA

Key for Table:

- **HR:** Highly Recommended for use by MLs at this ELP level.
- **R:** Recommended for use by MLs at this ELP level.
- **MN:** May not be appropriate for MLs at this ELP level.

Accommodation	Beginning	Intermediate	Advanced
Extended time	HR	HR	HR
Word-to-Word Dictionary (English/Native Language)	R	HR	HR

Accommodation	Beginning	Intermediate	Advanced
Mathematics/Science Response Speech-to-Text Mathematics/Science Response Human Scribe/ Human Signer	HR	R	MN
Mathematics/Science Response Human Scribe/Human Signer	HR	R	MN
General Administration Directions Read Aloud and Repeated in Student’s Native Language (by TA)	HR	R	MN
General Administration Directions Clarified as Needed in Student’s Native Language (by TA)	HR	R	MN
Online Transadaptation of the Mathematics/Science Assessments in Spanish	HR	R	MN
Online Transadaptation of the Mathematics/ Science Assessment in Spanish	HR	R	MN
Paper-Based Edition of the Mathematics/ Science Assessment in Spanish	HR	R	MN
Large Print Edition of the Mathematics/Science Assessment in Spanish (For students with visual impairment)	HR	HR	HR
Text-to-Speech for the Mathematics/Science Assessments in Spanish Human Reader for the Mathematics/Science Assessments in Spanish	HR	R	MN

The **Accommodations for Multilingual Learners Taking the Paper-Based Assessments** table provides a list of accommodations for multilingual learners. The table describes the activities needed before, during, and after testing necessary to administer these accommodations appropriately.

Accommodations for Multilingual Learners Taking the Paper-Based Assessments

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p>Extended Time <i>(SR/PNP Reference CK)</i></p>	<p>Extended Time</p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for SR/PNP: Student’s SR/PNP must have extended time selected. The amount of time a student receives must be indicated in the student’s IEP or 504 plan. • Test Administrator Training: TAs providing this accommodation must review: <ul style="list-style-type: none"> ○ Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>. <p>During Testing: Students have until the end of the school day to complete a single test unit administered during the prescribed testing window. It is recommended to test students receiving the extended time accommodation in a separate setting to minimize distractions to other students, and to schedule these students for testing in the morning to allow adequate time for completion of a test unit by the end of the school day.</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p>Word-to-Word Dictionary (<i>English/ Native Language</i>)</p>	<p>Word-to-Word Dictionary (<i>English/ Native Language</i>) (<i>SR/PNP Reference CF</i>)</p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for SR/PNP: Student’s SR/PNP must have word-to-word dictionary selected. • Materials: Word-to-word dictionaries are provided to students by their school, based on those used by the student for routine classroom instruction. <p>During Testing: The student uses a published bilingual, word-to-word dictionary that does not have definitions, phrases, pronunciations, sentences, or pictures. The student should be familiar with the dictionary they will use during testing. Students should be given ample time to complete the test using the accommodation. If no printed word-to-word dictionary can be found for a specific language, an electronic translator may be used. The device may not connect to the internet or store information, and therefore, web-based translators are not allowed.</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p>Mathematics/Science Response</p> <ul style="list-style-type: none"> • Speech-to-Text • Human Scribe/Human Signer 	<p>Mathematics/Science Response</p> <ul style="list-style-type: none"> • Speech-to-Text • Human Scribe/Human Signer <p><i>(SR/PNP Reference CD)</i></p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for SR/PNP: Student’s SR/PNP must have Speech-to-Text or Human Scribe selected. • Materials: If student uses software, a separate computer will be needed in addition to the computer used to administer the test. An external device may also be brought to the assessment. • Test Administrator Training: TAs providing the scribe accommodation must review: <ul style="list-style-type: none"> ○ Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>. <p>During Testing: A student dictates responses verbally, using an external speech-to-text device or by dictating. The student must be tested in a separate setting. The student must already be familiar with any external device used for this accommodation.</p>
<p>Mathematics/Science Response</p> <ul style="list-style-type: none"> • Speech-to-Text • Human Scribe/Human Signer <p><i>(continued)</i></p>	<p>Mathematics/Science Response</p> <ul style="list-style-type: none"> • Speech-to-Text • Human Scribe/Human Signer <p><i>(SR/PNP Reference CD)</i></p> <p><i>(continued)</i></p>	<p>After Testing:</p> <ul style="list-style-type: none"> • Student responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student’s responses when transcribing) into the student’s test booklet and/or into TestNav. Only transcribed responses will be scored. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>. • TAs are responsible for collecting all student work created using assistive technology devices. Test-related content must be deleted from all devices and securely destroyed.

<p>General Administration Directions Read Aloud and Repeated in Student’s Native Language (by TA)</p>	<p>General Administration Directions Read Aloud and Repeated in Student’s Native Language (by TA) <i>(SR/PNP Reference CC)</i></p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for SR/PNP: Student’s SR/PNP must have General Administration Directions Read Aloud and Repeated in Student’s Native Language selected. • Materials: NJSLA and NJGPA will provide written general test administration directions in the following languages <ul style="list-style-type: none"> ○ Arabic ○ Bengali ○ Chinese (Mandarin) ○ Gujarati ○ Haitian Creole ○ Korean ○ Portuguese ○ Russian ○ Spanish ○ Urdu ○ If written general test administration directions are not available in the student’s native language, district personnel fluent both in English and the student’s native language may provide the translated directions for the TA to read to the student Or districts may use the <i>Guidance for Web-Based Apps for ML Read Aloud Test Directions</i> available at the New Jersey Assessments Resource Center, located under Educator Resources > Test Administration Resources > Forms. • Test Administrator Training: TAs providing the general administration directions in languages other than English must review the directions in advance in order to provide consistent transadaptations. TAs providing this accommodation will ideally be literate and fluent in English, as well as in the student’s native language. <p>During Testing: The TA reads aloud the general administration instructions in the student’s native</p>
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CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		language. The student may request that directions be repeated. The student must be tested in a separate setting.
<p>General Administration Directions Clarified in Student’s Native Language <i>(by TA)</i></p>	<p>General Administration Directions Clarified in Student’s Native Language <i>(by TA)</i> <i>(SR/PNP Reference CB)</i></p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for SR/PNP: Student’s SR/PNP must have General Administration Directions Clarified in Student’s Native Language selected. • Test Administrator Training: TAs providing this accommodation should be literate and fluent in English, as well as in the student’s native language. <p>During Testing: The TA clarifies general administration directions only in the student’s native language. The TA reads aloud the general administration instructions in the student’s native language or districts may use the <i>Guidance for Web Based Apps for ML Read Aloud Test Directions</i> available at the New Jersey Assessments Resource Center, located under Educator Resources > Test Administration Resources > Forms. The student may request that directions be repeated. The student must be tested in a separate setting.</p>
<p>Online Transadaptation of the Mathematics/ Science Assessments in Spanish</p>	<p>Online Transadaptation of the Mathematics/ Science Assessments in Spanish</p>	<p>See Paper-Based Edition of the Mathematics/Science Assessments in Spanish</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p>Paper-Based Edition of the Mathematics/ Science Assessments in Spanish</p>	<p>Paper-Based Edition of the Mathematics/ Science Assessments in Spanish <i>(SR/PNP Reference CE)</i></p>	<p>Before Testing:</p> <ul style="list-style-type: none"> ● Test Session: Students must be placed in a Transcription Spanish test session in PearsonAccess^{next}. Important Note: Failure to create a Transcription Spanish test session will result in the student not receiving a valid scale score. ● Identification for SR/PNP: Student’s SR/PNP must have Paper-Based Edition in Spanish selected. ● Materials: Paper-Based Edition of the Mathematics and/or Science Assessment in Spanish. ● Test Administrator Training: For Multilingual Learners and Multilingual Learners with disabilities administrators must review the following: <ul style="list-style-type: none"> ○ Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based NJSLA and NJGPA of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>. ○ TAs providing this accommodation should ideally be literate and fluent in English and Spanish since test administration directions will be read to the student in Spanish. <p>During Testing: The student takes a paper-based mathematics and/or science assessment with content presented in Spanish. Important Note: If the student is also receiving a Human Reader accessibility feature, the test can be read aloud in Spanish only (i.e., the test cannot be read aloud in English in addition to Spanish).</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p>Paper-Based Edition of the Mathematics/ Science Assessments in Spanish <i>(continued)</i></p>	<p>Paper-Based Edition of the Mathematics/ Science Assessments in Spanish <i>(SR/PNP Reference CE)</i> <i>(continued)</i></p>	<p>After Testing: Student responses from the test booklet must be transcribed verbatim by a TA into the Transcription Spanish test session. Important Note: Failure to transcribe student responses into the Transcription Spanish test session will result in the student not receiving a valid scale score.</p> <p>At least two persons must be present during the transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a District Test Coordinator or School Test Coordinator. Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</p>
<p>Large Print Edition of the Mathematics/ Science Assessments in Spanish</p>	<p>Large Print Edition of the Mathematics/ Science Assessments in Spanish <i>(SR/PNP Reference BP and CE)</i></p>	<p>See Large Print Edition of the Mathematics/Science Assessments in Spanish CBT guidance</p>
<p>Text-to-Speech for the Mathematics/ Science Assessments in Spanish</p>	<p>Human Reader for the Mathematics/Science Assessments in Spanish <i>(SR/PNP Reference CE and CH)</i></p>	<p>See Human Reader for the Mathematics/Science Assessments in Spanish</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p>Human Reader for the Mathematics/ Science Assessments in Spanish</p>	<p>Human Reader for the Mathematics/ Science Assessments in Spanish <i>(SR/PNP Reference CE and CH)</i></p>	<p>Before Testing:</p> <ul style="list-style-type: none"> ● Identification for SR/PNP: Student’s SR/PNP must have Human Reader in Spanish (or other languages) selected. ● Tools for Identification: IEP teams/504 Plan Coordinators should use the decision-making tool available in Appendix D: Text-to-Speech, ASL Video, or Human Reader/ Human Signer Guidance for English Language Arts (ELA) Assessments of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>, to inform their decision-making. ● Materials: Read Aloud Test Kits, which include two copies of the test booklet and a human reader script for mathematics transadapted in Spanish. Note: Human reader scripts are not provided for science. ● Test Administrator Training: Human Readers providing this accommodation must review: <ul style="list-style-type: none"> ○ Human reader scripts in Spanish for mathematics and test booklet for science prior to testing. Review must occur in a secure environment. ○ Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the Human Reader Accessibility Feature for Mathematics/Science Assessments of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>. ○ TAs providing this accommodation should ideally be literate and fluent in English and Spanish since test administration directions will be read to the student in Spanish.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p>Human Reader for the Mathematics/ Science Assessments in Spanish <i>(continued)</i></p>	<p>Human Reader for the Mathematics/ Science Assessments in Spanish <i>(SR/PNP Reference CE and CH)</i> <i>(continued)</i></p>	<ul style="list-style-type: none"> ○ <i>Math Audio Guidelines</i> are available at the New Jersey Assessments Resource Center, located under Educator Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources > Resources. (Note: This also applies to science.) <p>During Testing: A TA (Human Reader or Human Signer) reads aloud to a student using the provided human reader script in Spanish. The student must be tested in an individual or small group setting, and the TA must provide the read-aloud in Spanish only (i.e., the test cannot be read aloud in English in addition to Spanish). Small groups should only be used if all students are able to work at approximately the same pace. Small group is defined as a small number of students not to exceed 15, with similar accessibility features and/or accommodations who will be administered the test as a group. Student IEPs may specify a smaller group size and must be accommodated during testing. Districts/schools are responsible for determining the composition and compatibility of the members of the small group.</p> <p>After Testing: Human Test Kits for Spanish contain secure item content and must be handled as secure test materials. TAs must return Test Kits to the STC. The STC must return Test Kits to the DTC who will return secure materials to the vendor.</p>