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 NJSLA and NJGPA

Although the NJSLA and NJGPA are computer-based using an online testing platform, there may be specific instances which require a student to take a paper-based assessment instead. The following conditionsmay 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;
    - 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;
    - 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.

There are a few accessibility features that must be pre-selected for the student in the SR/PNP. Accommodations for students with disabilities and/or ELLs must be pre-selected for the student in the SR/PNP. When needed for the paper-based accessibility feature or accommodation, this information is included in the "**Before Testing**" guidance and the corresponding column in the SR/PNP file is also provided.

Refer to the *NJSLA and NJGPA Accessibility Features and Accommodations Manual* for additional informationconcerning test administration considerations, accessibility features, and accommodations.

Table A1: Accessibility Features for All Students Taking Paper-Based Assessments

Table A1 includes Features for All Students & Accessibility Features Identified in Advance.

CBT Comparable Accessibility Feature		PBT Accessibility Feature	PBT Administration Guidelines
1a	**Answer Masking**	**External Masking Cards (Visual Aids/ Organizers)** *(SR/PNP Reference BG*	**Before Testing:** • <u>Identification for SR/PNP</u>: Student's SR/PNP must have Answer Masking selected. • <u>Materials</u>: Test Administrator provides student with blank masking cards. **During Testing:** The student may cover or uncover answer options with external blank masking cards as needed.

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
1b **Audio Amplification**	**Auditory Aids**	**Before Testing:** The student brings familiar auditory aid to the test administration. **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).
1c **Bookmark**	**Place Markers (Visual Aids/ Organizers)**	**Before Testing:** • Materials: Test Administrator provides student with place markers. **During Testing:** The student uses non-sticky place markers to "bookmark" items to review later. All place markers must be removed before test booklet or answer document is submitted for scoring.
1d **Color Contrast (Background/Font Color)**	**Colored Overlays** *(SR/PNP Reference BI)*	**Before Testing:** • Identification for SR/PNP: Test Administrator provides student with colored overlays. **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.
1e **Blank Scratch Paper** *(provided by Test Administrator)*	**Same as CBT**	**Before Testing:** Test Administrators 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. 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. **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 Test Administrator must collect the used scratch paper before providing the student with a new one. **After Testing:** Test Administrators are responsible for collecting ALL scratch paper after testing is completed to be securely destroyed. Scratch paper must be securely shredded if it has been used. Schools may reuse unused scratch paper only if paper is completely blank.

CBT Comparable Accessibility Feature		PBT Accessibility Feature	PBT Administration Guidelines
1f	**Eliminate Answer Choices**	**Writing Instrument**	**During Testing:** The student may use removable markers (e.g. small strips of paper) to indicate that they are eliminating an answer. Placing any stray marks in the answer area may conflict with accurate scoring. **After Testing:** The Test Administrator ensures no small strips of paper are still in the booklets.
1g	**General Administration Directions Read Aloud and Repeated as Needed** *(by Test Administrator)*	**Same as CBT**	**During Testing:** The Test Administrator reads aloud the general administration directions only. A student may raise their hand and request the directions be repeated.
1h	**General Administration Directions Clarified** *(by Test Administrator)*	**Same as CBT**	**During Testing:** The Test Administrator clarifies general administration directions only. No passages or test items may be clarified.
1i	**Highlight Tool**	**Highlighter**	**Before Testing:** • Materials: Test Administrator provides student with highlighter(s). Multiple colors may be provided. **During Testing:** The student highlights text as needed to recall and/or emphasize. Multiple colors may be provided.
1j	**Headphones or Noise Buffers**	**Same as CBT**	**Before Testing:** • Materials: Test Administrator provides student with headphones. **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.
1k	**Line Reader Mask Tool**	**Straight Edge** *(Visual Aids/ Organizers)*	**Before Testing:** • Materials: Test Administrator provides student with blank straight edge. **During Testing:** The student uses a blank straight edge as they read and follows along with the text.

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
1l **Magnification/ Enlargement Device**	**Magnification/ Enlargement Device**	**Before Testing:** • Materials: Test Administrator provides student with magnification/enlargement device. **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.).
1m **Note Pad**	**Blank Scratch Paper**	See Blank Scratch Paper
1n **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.
1o **Redirect Student to the Test** *(by Test Administrator)*	**Same as CBT**	**During Testing:** The Test Administrator redirects the student's attention to the test without coaching or assisting the student in any way. There is no limit to the number of times a Test Administrator can redirect a student back to the test. Examples: Providing reminders to stay on task and focused during the assessments; Providing a visual cue to the student to remain on task.
1p **Spell Check or External Spell Check Device**	**External Spell Check Device**	**Before Testing:** • Materials: Test Administrator provides student with external spell check device. **During Testing:** The student uses an external spell check device. Device may not have embedded grammar check, connect to the internet, or save information.
1q **Student Reads Assessment Aloud to Self** *(SR/PNP Reference BG)*	**Same as CBT**	**During Testing:** The student reads aloud the assessment to themselves. Students may use an external device such as a whisper phone. The student must be tested in a separate setting.
1r **Text-to-Speech for Mathematics/ Science Tests**	**Human Reader** *(SR/PNP Reference CH)*	See Human Reader

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines

1s **Human Reader or Human Signer for Mathematics/ Science Tests** *(SR/PNP Reference CH)*	**Same as CBT**	**Before Testing:**
		• 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 Kits, which include one copy of the student test booklet and answer document and a Mathematics Human Reader Script.
		• Test Administrator Training: Test Administrators providing this accessibility feature must review:
		   o Read Aloud Kits, including the Mathematics Human Reader Script, at least two school days prior to testing, with kits provided to schools for this purpose. Review of Read Aloud Kits must occur in a SECURE ENVIRONMENT.
		   o 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.
		   o Appendix I: Human Signer Guidelines (signers only).
		   o Appendix J: NJSLA and NJGPA for Students with Visual Impairment, Including Blindness.
		
		During Testing: A Test Administrator (Human Reader or Human Signer) reads aloud to a student using the provided Human Reader script 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.
		
		After Testing: Human Reader Scripts are secure, and Test Coordinators are responsible for returning the Human Reader Scripts with the non-scorable materials.

1t **Writing Tools**	**Writing Instrument**	**During Testing:** The student uses a writing instrument on written responses to underline, bold, or add bullets for formatting.

Administrative Considerations for All Students

Detailed guidelines on the administration of the New Jersey assessments will be included in the *Test Administrator Manuals* and the *Test Coordinator 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 *Test Administrator Manuals and Test Coordinator Manuals*. Decisions may be considered,for example, that benefit students who are easily distracted in large group settings by testing them ina 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/locationsfor 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 ELL.

Table A2: Administrative Considerations for All Students Taking Paper-Based Assessments, at School's Discretion

	PBT Administrative Consideration	Description
2a	**Small Group Testing** *(SR/PNP Reference BC)*	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 compositionand compatibility of the members of the small group.
2b	**Time of Day** *(SR/PNP Reference BF)*	Student is tested during a specific time of day based on their individual needs (e.g., testing in the morning; no testing after lunch).
2c	**Separate/Alternate Location** *(SR/PNP Reference BB)*	Student is tested in a specifically assigned location.
2d	**Specified Area or Setting** *(SR/PNP Reference BE)*	Student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, library, etc.).
2e	**Adaptive and specialized equipment or furniture** *(SR/PNP Reference BD)*	Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).

PBT Administrative Consideration	Description
2f **Frequent breaks** *(SR/PNP Reference BA)*	Guidance on logistics for administrating the NJSLA and NJGPA with frequentbreaks: • *Medical Breaks*: 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*: Student takes a break as determined by their IEP or Section 504 plan. Student's testing time stops. • *Individual Bathroom Breaks*: Student requests a bathroom break within their overall allotted testing time. Student's testing time does not stop. • *In-Chair Stretch Break:* Student pauses and stretches. Student's testing time does not stop.

Table A3: Presentation Accommodations for Students with Disabilities Taking Paper-Based Assessments

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
3a	**Assistive Technology** *(Non-Screen Reader)* *(SR/PNP Reference BL)*	**Assistive Technology** *(external)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have Assistive Technology - Non-Screen Reader selected. **During Testing:** Students may use a range of assistive technologies on the NJSLA and NJGPA, including those that are usedexternally on a separate computer. **After Testing:** Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be cleared off all devices. Paper nonscorable student work must be securely shredded. Responses must be transcribed verbatim by a test administrator in a standard student test booklet or answer document. Only transcribed responses will be scored. Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol.
3b	**Screen Reader Version** *(for a student who is blind or visually impaired)*	**Hard Copy Braille Edition** *(SR/PNP Reference BQ)*	See Hard Copy Braille Edition
3c	**Refreshable Braille Display**	**Hard Copy Braille Edition** *(SR/PNP Reference BQ)*	See Hard Copy Braille Edition

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines

3d	**Braille with Tactile Graphics**
	
	(SR/PNP Reference BQ)
		Hard Copy Braille Edition	Before Testing:
			• <u>Identification for SR/PNP</u>: Student's SR/PNP must have Hard Copy Braille Edition selected.
			• <u>Materials</u>: Braille Kits are required for administration. Braille Kits include Test Administrator Braille Scripts, one copy of the student's Hard Copy Braille Assessment, standard test booklet or answer document for transcription, and supplementary math materials (braille ruler, braille protractor) where appropriate.
			• <u>Test Administrator Training</u>: Test Administrators of students with visual impairments must review:
			   o Braille Kits, which will be provided to schools at least two full school days prior to testing in a SECURE ENVIRONMENT for the Test Administrator to verify that the braille code (Unified English Braille (UEB)) is accurate on the test booklet cover and review the braille test administration scripts, including information specific to administering paper-based braille. Braille notes are inserted behind the cover of the first volume of the Braille test. **Important Note:** Reading, viewing, copying, or reproducing passages or test items is prohibited.
			   o <u>Appendix J: NJSLA and NJGPA for Students with</u> <u>Visual Impairment, Including Blindness</u>.
			   o If needed by the student, braille test booklets or answer documents may be disassembled for testing (but must be reassembled for return). It is critical that Test Administrators count the number of pages in the test booklet or answer document prior to disassembling the test booklets or answer documents to help ensure that all pages are returned.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		During Testing: A student who is blind or has a visual impairment and is unable to take the computer-based test with a refreshable braille display may take the ELA, mathematics, and science assessments using the hard copy contracted braille edition. Tactile graphics are already embedded in the hard copy braille edition. For students using braille forms, the Test Administrator directions for filling in a circle, making marks, and erasing do not apply. Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet or answer document. **After Testing:** • Responses must be transcribed verbatim by a Test Administrator in a standard student test booklet or answer document, which is included in the Braille Test Kit. Only transcribed responses will be scored. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol. • Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be cleared off all devices. Nonscorable student work must be securely shredded. • If the braille test booklet or answer document was disassembled, it must be reassembled for return. To reassemble test booklets or answer documents, the Test Administrator may staple or binder clip all pages for return. Failure to return all pages will be considered a breach of security.
3e	**Tactile Graphics** *(SR/PNP Reference BQ)*	**Tactile Graphics**	**Before Testing:** Refer to Table 3d "Braille with Tactile Graphics" for details. **During Testing:** Tactile graphics will be embedded in the hard copy braille edition assessments, when needed. **After Testing:** Tactile graphics booklets contain secure item content and should be handled as secure test materials. Test Administrators should return tactile graphics to Test Coordinators. Test Coordinators must return tactile graphics with the nonscorable materials.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines

3f	**Large Print**
	
	 (SR/PNP Reference BP)
		Large Print Edition	**Before Testing:**
			 • Identification for SR/PNP: Student's SR/PNPmust have Large Print Edition selected.
			 • Materials: Large Print Test Kit includes a large print assessment booklet, standard test booklet or answer document for transcription,Test Administrator large print scripts and supplementary large print mathematics materials (large print ruler & protractor), whenappropriate.
			 • Test Administrator Training: Test Administrators of students with visual impairments must review:
			     o Appendix J: NJSLA and NJGPA for Students with Visual Impairment, Including Blindness.
			     o Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based NJSLA and NJGPA.
			
			 During Testing: A large print paper-based form of each assessment is available for a student with a visual impairment who is unable to take a computer-based assessment. The font size for the large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in a large print test booklet. For constructed response items, students will write their answers on the lines provided in their large print test booklets. In mathematics, students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers. Test Administrators should refer to the Test Administrator Manual (TAM) Scripts for instances where they should demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student).

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		After Testing: • Responses must be transcribed verbatim by a Test Administrator in a standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a District or School Test Coordinator. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.
3g **Alternate Representation – Paper Test** *(SR/PNP Reference BQ)*	**Paper-Based Edition**	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have Paper-Based Edition selected. • Materials: Paper-Based Edition of the assessment. • Test Administrator Training: Test Administrators must review the following appendix for accessibility features and accommodations in a paper-based environment: o Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based NJSLA and NJGPA. **During Testing:** A paper-based assessment is available for students who are unable to take a computer-based assessment due to a disability.
3h **Closed Captioning of Multimedia on the ELA Assessments** *(SR/PNP Reference BM)*	N/A	N/A

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines

3i
3j
3k
	ELA Assessments, including items, response options, and passages
	
	• **Text-to-Speech**
	• **ASL Video**
	• **Human Reader/ Human Signer**
	
	(SR/PNP Reference CH)
		ELA Assessments, including items, response options, and passages
		
		• **Human Reader/ Human Signer**
		
		(SR/PNP Reference CH)
			Before Testing:
			• 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 in Appendix D: Text-to-Speech, ASL Video, or Human Reader/Human Signer Guidance for English Language Arts (ELA) Assessments to inform their decision-making.
			• Materials: Read Aloud Kits, which include one copy of the student test booklet and answer document and an extra test booklet for Test Administrators (Human Reader/Signer).
			• Test Administrator Training: Test Administrators providing this accommodation must review:
			   o Read Aloud Kits at least two school days prior to testing, with kits provided to schools for this purpose. Review of Read Aloud Kits must occur in a SECURE ENVIRONMENT.
			   o 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.
			   o Appendix I: Human Signer Guidelines (signers only).
			   o Appendix J: NJSLA and NJGPA for Students with Visual Impairment, Including Blindness.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
			During Testing: A student receives an audio representation of the ELA assessment either through a Human Reader/Signer. For Human Reader, the Test Administrator will need to reference the **NJSLA and NJGPA ELA Audio Guidelines** available on the NJSLA Resource Center, https://nj.mypearsonsupport.com > **EducatorResources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources > Resources**. **Important Note:** The student that has a Human Reader or Signer, the student must betested in a separate setting.
			Important Guidelines on identifying students for these accommodations: IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying students to receive these accommodations on the ELA assessments.
			In making decisions on whether to provide a student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has:
			• 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.
			Before listing the accommodation in the student's IEP or 504 plan, teams/coordinators should consider whether:
			• 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 diagnosticassessments; 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.
			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).

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
3l	**ASL Video**	**Human Signer for Mathematics and Science** *(SR/PNP Reference CH)*	See Human Signer for Mathematics and Science

3m	**Human Signer for Test Directions**
	
	(SR/PNP Reference BS)
		Same as CBT	**Before Testing:**
			• Identification for SR/PNP: Student's SR/PNP must have Human Signer for Test Directions selected..
			• Test Administrator Training: Human Signers must review:
			    o Test Administrator Scripts included in the *Test Administrator Manuals.*
			    o Appendix I: Human Signer Guidelines (signer only).
			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.

Table A4: Response Accommodations for Students with Disabilities Taking Paper-Based Assessments

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
4a	**Assistive Technology** *(Non-Screen Reader)*	**Assistive Technology** *(external)* *(SR/PNP Reference BW, BX, and BY)*	**Before Testing:** • <u>Identification for SR/PNP</u>: Student's SR/PNP must have External Assistive Technology Device selected. **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. **After Testing:** Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be cleared off all devices. Paper nonscorable student work must be securely shredded. Responses must be transcribed verbatim by a test administrator in a standard student test booklet or answer document. Only transcribed responses will be scored. Refer to <u>Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</u> for protocol.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
4b	**Electronic Braille Response** *(SR/PNP Reference BU)*	**Braille Note-taker**	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have braille note-taker selected. **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. For students using braille forms, Test Administrator directions for filling in a circle, making marks, and erasing do not apply. Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet or answer document. **After Testing:** • Student responses generated using an electronic braille note-taker must be transcribed verbatim by a Test Administrator into the student's standard student booklet. Only transcribed responses will be scored. Responses must be transcribed by a teacher of the visually impaired or a Test Administrator 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. • Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.
4c	**Electronic Braille Response** *(SR/PNP Reference BU)*	**Electronic Braille Response**	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have braille writer selected. **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. For students using braille forms, Test Administrator directions for filling in a circle, making marks, and erasing do not apply. Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet or answer document.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		After Testing: • Student responses generated using an electronic braille note taker must be transcribed verbatim by a Test Administrator into the student's standard test booklet or answer document. Only transcribed responses will be scored. Responses must be transcribed either by a teacher of the visually impaired or a Test Administrator 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. • Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines

4d	**Calculation Device** *(on Calculator Sections of Mathematics Assessments)* *(SR/PNP Reference is not applicable)*	**Calculation Device** *(on Calculator Sections of Mathematics Assessments)*	**Before Testing:**
			• Materials:
			  ○ Allowable calculators for the calculator accommodation on calculator sections:
			    ▪ 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 (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 (Student may also bring a scientific calculator or a four-function with square root and percentage functions).

			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.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines

4e	**Calculation Device and Mathematics Tools** *(on <u>Non-Calculator Sections</u> of Mathematics Assessments)*
	
	(SR/PNP Reference BV)
		Calculation Device and Mathematics Tools *(on <u>Non-Calculator Sections</u> of Mathematics Assessments)*	**Before Testing:**
			 • <u>Purpose</u>: 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.
			 • <u>Identification for SR/PNP</u>: 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.
			 • <u>Materials</u>:
			     ○ Allowable calculators for the calculator accommodation on non-calculator sections:
			         ■ <u>Grades 3-5</u>: Four-function with square root and percentage functions.
			         ■ <u>Grade 6-7</u>: Four-function with square root and percentage functions.
			         ■ <u>Grade 8</u>: Scientific calculators (Student may also bring a four-function with square root and percentage functions in addition to a grade-level calculator).

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
			High School: Graphing calculators with functionalities consistent with TI-84 or similar models (Student may also bring a scientific calculator or a four-function with square root and percentage functions). ○ Allowable mathematics tools include: - 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. ○ 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 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: Unique Accommodation Request Form, via PAN, for review and approval. **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.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		Important Guidelines for identifying students to receive this accommodation: IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying students to receive this accommodation. In making decisions whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has: • 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 toteach the student to do so. Before listing the accommodation in the student's IEP/504 plan, teams should also consider whether: • The student is unable to perform calculations without the use of a calculationdevice, 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. 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.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines

	ELA Selected Response or Technology Enhanced Items⁹
	
	• **Speech-to-Text**
	• **Human Scribe**
	• **Human Signer**
	• **Assistive Technology Device**
	
	(SR/PNP Reference BX)
		ELA Selected Response or Technology Enhanced Items⁹
		
		• **Speech-to-Text**
		• **Human Scribe**
		• **Human Signer**
		• **Assistive Technology Device**
			Before Testing:
			• 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: Test Administrators providing the scribe accommodation must review:
			   o [Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#).
			   o [Appendix I: Human Signer Guidelines](#) (signers only).
			
			During Testing: 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.
			
			After Testing:
			• 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 standard test booklet or answer document. Only transcribed responses will be scored.
			• Refer to [Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#) for protocol.
			• Test Administrators are responsible for collecting all paper nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

4f 4g 4h 4i			
4j 4k 4l 4m	**Mathematics/ Science Accommodated Response** • **Speech-to-Text** • **Human Scribe** • **Human Signer** • **Assistive Technology Device** *(SR/PNP Reference BY)*	**Mathematics/Science Accommodated Response** • **Speech-to-Text** • **Human Scribe** • **Human Signer** • **Assistive Technology Device**	

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9 This accommodation applies to Evidence Based Selected Response, and Technology Enhanced Constructed Response items (not Prose Constructed Response items) on the English language arts (ELA) assessments.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines

ELA Constructed Response [10]
 	
4n
4o
4p
4q
 	
• **Speech-to-Text**
• **Human Scribe**
• **Human Signer**
• **Assistive Technology Device**
 	
(SR/PNP Reference BW)
	ELA Constructed Response [10]
	
	• **Speech-to-Text**
	• **Human Scribe**
	• **Human Signer**
	• **Assistive Technology Device**
		Before Testing:
		• <u>Identification for SR/PNP</u>: Student's SR/ PNP must have Speech-to-Text, Human Scribe, Human Signer, or External Assistive Technology Device selected.
		• <u>Materials</u>: External device provided by the student, if needed.
		• <u>Test Administrator Training</u>: Test Administrators providing the scribe accommodation must review:
		  ○ [Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#).
		  ○ [Appendix I: Human Signing Guidelines](#) (signers only).
		
		During Testing: 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.
		After Testing:
		• 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 standard test booklet or answer document. Only transcribed responses will be scored.
		• Refer to [Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#) for protocol.
		• Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

10 This accommodation applies to Evidence Based Selected Response, and Technology Enhanced Constructed Response Items (not Prose Constructed Response Items) on the English language arts (ELA) assessments.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		Important Guidelines for identifying students to receive these accommodations: IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this accommodation. In making decisions whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has: • 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. Before listing the accommodation in the student's IEP or 504 plan, teams/coordinators should also consider whether: • The student's inability to express in writing 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.
4r **Monitor Test Response** *(SR/PNP Reference BZ)*	**Monitor Test Response**	**During Testing:** The Test Administrator 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 Test Administrator CANNOT assist the student in any way with respect to the content of the item.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
4s	**Word Prediction** *(SR/PNP Reference CA)*	**Word Prediction**	**Before Testing:** • <u>Identification for SR/PNP</u>: Student's SR/PNPmust have Word Prediction selected. • <u>Materials</u>: External Word Prediction Device. **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. **After Testing:** • Student responses generated using the External Word Prediction Device software must be transcribed verbatim by a Test Administrator into a scorable test booklet or answer document. Only transcribed responses will be scored. • Refer to <u>Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</u>. • Test Administrators are responsible for collecting all nonscorable student work created using external word prediction device software. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded. **Important Guidelines for identifying students to receive this accommodation:** IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this accommodation. In making decisions whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators are instructed to consider whether the student has: • 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.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
			Before listing the accommodation in the student's IEP/504 plan, teams/coordinators are instructed to consider whether: • 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 languageprocessing and writing, as deemed appropriate by the IEP team/504 Plan Coordinator.
4t	**Not Applicable**	**Answers Recorded in Test Book** *(SR/PNP Reference BT)*	**During Testing:** For students using test booklets and answer documents, the student records answers directly in the test booklet. **After Testing:** • Responses must be transcribed exactly as written in the student's standard test booklet into the answer document. Only transcribed responses will be scored. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol.

Table A5: Timing & Scheduling Accommodation for Students with Disabilities Taking Paper-Based Assessment

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
5a	**Extended Time** *(SR/PNP Reference CK)*	**Extended Time**	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have extended time selected. The amountof time a student receives must be indicated inthe student's IEP or 504 plan. • Test Administrator Training: Test Administrators providing this accommodation must review: o Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation. **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.

Table A6: Guidance on Selection of Accommodations for English Language Learners on the NJSLA and NJGPA

KEY for Table A6:
- ● **Highly recommended** for use by ELLs at this ELP level
- ◉ **Recommended** for use by ELLs at this ELP level
- ○ **May not be appropriate** for students at this ELP level

Accommodations	Most likely to benefit ELLs at this ELP Level		
	Beginning	Intermediate	Advanced
Extended time	●	●	●
Word-to-Word Dictionary (English/Native Language)	○	●	●
Mathematics/Science Response Speech-to-Text **Mathematics/Science Response Human Scribe/ Human Signer**	●	◉	○
General Administration Directions Read Aloud and Repeated in Student's Native Language (by Test Administrator)	●	◉	○
General Administration Directions Clarified as Needed in Student's Native Language (by Test Administrator)	●	◉	○
Online Transadaptation of the Mathematics/ Science Assessment in Spanish	●	◉	○
Paper-Based Edition of the Mathematics/ Science Assessment in Spanish	●	◉	○
Large Print Edition of the Mathematics/Science Assessment in Spanish	●	◉	○
Text-to-Speech for the Mathematics/Science Assessments in Spanish **Human Reader for the Mathematics/Science Assessments in Spanish**	●	◉	○

Table A7 provides a list of ACCOMMODATIONS for ELLs. The table describes the activities needed before, during, and after testing necessary to administer these accommodations appropriately.

Table A7: Accommodations for English Language Learners Taking the Paper-Based Assessments

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
7a	**Extended Time** *(SR/PNP Reference CK)*	**Extended Time**	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have extended time selected. The amountof time a student receives must be indicated in the student's IEP or 504 plan. • Test Administrator Training: Test Administrators providing this accommodation must review: o Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation. **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.
7b	**Word-to-Word Dictionary** *(English/ Native Language)* *(SR/PNP Reference CF)*	**Word-to-Word Dictionary** *(English/ Native Language)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must 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. **During Testing:** The student uses a published bilingual, word-to-word dictionary that does not 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.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
7c 7d	**Mathematics/ Science Response** • **Speech-to-Text** • **Human Scribe/ Human Signer** *(SR/PNP Reference CD)*	**Mathematics/Science Response** • **Speech-to-Text** • **Human Scribe/Human Signer**	**Before Testing:** • 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: Test Administrators providing the scribe accommodation must review: ○ Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. **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. **After Testing:** • 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 standard test booklet or answer document. Only transcribed responses will be scored. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol. • Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines

7e	**General Administration Directions Read Aloud and Repeated in Student's Native Language** *(by Test Administrator)*
	
	(SR/PNP Reference CC)
		General Administration Directions Read Aloud and Repeated in Student's Native Language *(by Test Administrator)*	**Before Testing:**
			• Identification for SR/PNP: Student's SR/PNP must have General Administration Directions Read Aloud and Repeated in Student's NativeLanguage selected.
			• Materials:
			   o NJSLA and NJGPA will provide written general test administration directions in thefollowing languages
			     ▪ Arabic
			     ▪ Bengali
			     ▪ Chinese (Mandarin)
			     ▪ Gujarati
			     ▪ Haitian Creole
			     ▪ Korean
			     ▪ Portuguese
			     ▪ Russian
			     ▪ Spanish
			     ▪ Urdu
			   o 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 Test Administrator to read to the student.
			• Test Administrator Training: Test Administrators providing the general administration directions in languages other than English must review the directions in advance in order to provide consistent transadaptations. Test Administrators providing this accommodation will ideally be literate and fluent in English, as well as in the student's native language
			
			During Testing: The Test Administrator reads aloud the general administration instructions in the student's native language. The student may request that directions be repeated. The student must be tested in aseparate setting.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
7f	**General Administration Directions Clarified in Student's Native Language** *(by Test Administrator)* *(SR/PNP Reference CB)*	**General Administration Directions Clarified in Student's Native Language** *(by Test Administrator)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have General Administration Directions Clarified in Student's Native Language selected. • Test Administrator Training: Test Administrators providing this accommodation should be literate and fluent in English, as well as in the student's native language. **During Testing:** The Test Administrator clarifies general administration directions only in the student's native language. The Test Administrator reads aloud the general administration instructions in the student's native language. The student may request that directions be repeated. The student must be tested in a separate setting.
7g	**Online Transadaptation of the Mathematics/ Science Assessments in Spanish**	**Paper-Based Edition of the Mathematics/ Science Assessment in Spanish** *(SR/PNP Reference CE)*	Paper-Based Edition of the Mathematics/Science Assessment in Spanish
7h	**Paper-Based Edition of the Mathematics/ Science Assessments in Spanish** *(SR/PNP Reference CE)*	**Paper-Based Edition of the Mathematics/ Science Assessment in Spanish**	**Before Testing:** • Identification for SR/PNP: Student's SR/PNPmust have Paper-Based Edition in Spanish selected. • Materials: Paper-Based Edition of the Mathematics/Science assessment. The mathematics and science assessments may not be translated into additional languages. • Test Administrator Training: For ELLs with disabilities, administrators must review the following: ○ Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based NJSLA and NJGPA. ○ Test Administrators 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
		During Testing: The student takes a paper-based mathematics/science assessment in Spanish. Spanish kits for paper-based assessment include an English version of the test booklet and math tools so the test can be administered in a bilingual format. Responses must be entered on the Spanish answer document for responses provided in Spanish to be scored. **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).

7i	**Large Print Edition of the Mathematics/ Science Assessments in Spanish**
	
	(SR/PNP Reference BP and CE)
		Large Print Edition of the Mathematics/ Science Assessment in Spanish	**Before Testing:**
			• Identification for SR/PNP: Student's SR/PNPmust have Large Print Edition selected.
			• Materials: Large Print Test Kit includes a large print assessment booklet, standard test bookletor answer document for transcription, and supplementary large print mathematics/sciencematerials (large print ruler and protractor), when appropriate.
			• Test Administrator Training: Test Administrators of students with visual impairments must review:
			    o Appendix J: NJSLA and NJGPA for Students with Visual Impairment, IncludingBlindness.
			    o Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based NJSLA and NJGPA.
			    o Test Administrators 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.
			
			During Testing: A large print paper-based form of the mathematics/science assessment in Spanish is available for a student with a visual impairment who is unable to take a computer-based assessment due to their disability. The font size for the NJSLA and NJGPA large print editionwill be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test bookletsor answer documents. Instead, students will circle theiranswers in the large print test booklets.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		Students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers. In the Test Administrator Scripts, there are several instances which instruct Test Administrators to demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student). **After Testing:** - Responses must be transcribed verbatim in Spanish by a Test Administrator in a standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a District or School Test Coordinator. - Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.
7j	**Text-to-Speech for the Mathematics/ Science Assessments in Spanish**	**Human Reader for the Mathematics/ Science Assessments in Spanish** *(SR/PNP Reference CE and CH)*	See Human Reader for the Mathematics/Science Assessments in Spanish
7k	**Human Reader for the Mathematics/ Science Assessments in Spanish** *(SR/PNP Reference CE and CH)*	**Human Reader for the Mathematics/ Science Assessments in Spanish**	**Before Testing:** - 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 to inform their decision-making. - Materials: Read Aloud Kits, which include one copy of the student test booklet and answer document, test booklet for Test Administrators (Human Reader/Signer), and a Human Reader Script transadapted in Spanish.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines

		• Test Administrator Training: Human Readers providing this accommodation must review:
		   o The Mathematics/Science Human Reader Script in Spanish at least two full school days prior to testing. Review of the Human Reader Script in Spanish must occur in a SECURE ENVIRONMENT.
		   o 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 Test Administrators 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.
		
		During Testing: A Test Administrator (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 Test Administrator 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.
		
		After Testing: Human Reader Scripts are secure, and Test Coordinators are responsible for returning the Human Reader Scripts with the nonscorable materials.