

# **New Jersey Student Learning Assessment (NJSLA) and New Jersey Graduation Proficiency Assessment (NJGPA) Accessibility Features and Accommodations (AF&A) Manual**

Guidance for Districts and Decision-Making Teams to Ensure  
that NJSLA and NJGPA Assessments Produce Valid Results  
for All Students

*Thirteenth Edition*

***NJSLA and NJGPA Accessibility Features and Accommodations Manual:***

Guidance for Districts and Decision-Making Teams to Ensure that NJSLA and NJGPA Assessments Produce Valid Results for All Students

***Thirteenth Edition (Winter 2025)***

Available online at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Accessibility Features (AF&A) Resources > Manuals.**

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# 1.0 NJSLA and NJGPA Accessibility System and Accessibility Features for All Students Taking the New Jersey Assessments

## 1.1 NJSLA and NJGPA Accessibility System

Through a combination of universal design principles and available accessibility features, New Jersey has designed an inclusive assessment system by considering accessibility from initial design through item development, field testing, and implementation of the assessments for all students, including students with disabilities, multilingual learners (ML), and MLs with disabilities. Although accommodations may still be needed for some students with disabilities and MLs to assist in demonstrating what they know and can do, the computer-embedded and externally provided accessibility features should minimize the need for accommodations during testing and ensure the inclusive, accessible, and fair testing of the diverse students being assessed.

The *NJSLA and NJGPA Decision-Making Process Manual* is a comprehensive policy document that provides guidance to districts and decision-making teams to ensure that the NJSLA and NJGPA summative assessments provide valid results for all participating students. The *NJSLA and NJGPA Decision-Making Process Manual* is available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Accessibility Features (AF&A) Resources > Manuals**.

## 1.2 Accessibility Features

On the NJSLA and NJGPA computer-based assessments, accessibility features are tools or preferences that are either built into the assessment system or provided externally by Test Administrators (TAs). Accessibility features can be used by any student taking the NJSLA and NJGPA (i.e., students with and without disabilities, gifted students, MLs, and MLs with disabilities). Since the accessibility features are intended for all students, they are not classified as accommodations. Students should be exposed to these features prior to testing and should have the opportunity to select and practice using them. Even though accessibility features are available to every student, that doesn't necessarily mean they are appropriate for every student. Consideration should be given to the support(s) a student consistently uses and finds helpful during instruction and when engaging in individual work. Practice tests that include accessibility features are available for teacher and student use throughout the year. Tutorials are also available to allow students and educators to gain familiarity with the technology platform. Practice Tests and Tutorials are available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Practice Tests and Tutorials**.

## 1.3 Accessibility Features Identified in Advance<sup>1</sup>

A relatively small number of students will require additional accessibility features for their particular needs (e.g., changing the background or font color on-screen, listening to text-to-speech for the mathematics assessments). Recent research suggests that providing too many tools on-screen may lead to ineffective use of the tools provided and/or an impact on a student's test performance. Furthermore, the on-off controls for these features might distract some students if they were shown on-screen or interfere with other features or accommodations. As an example, if a student does not regularly receive text-to-speech or other audio representations on their math textbooks during instruction, text-to-speech for mathematics on the NJSLA

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<sup>1</sup> Higgins, J., Fedorchak, G., & Katz, M. (2012). Assignment of Accessibility Tools for Digitally Delivered Assessments: Key Findings. White Paper for Enhanced Assessment Grant # S368A100008.

and NJGPA may distract a student or slow their pacing, possibly interfering with their performance. Based on the needs and preferences of the individual student, some accessibility features will be selected ahead of time by students in collaboration with educators. Students must practice using these features, either in a classroom or real-world application or setting, and these features must also be generally consistent with those provided for classroom instruction and classroom assessments. Not only does the student need to practice using these features but must also be using them during daily instruction to ensure it is not a feature just used for state testing. Students can decide whether or not to use a pre-selected support, without any consequence to the student, school, or district.

It is strongly recommended that decisions are made on an individual student basis based on the specific needs of the child as opposed to group decisions for a class or grade. Individualizing access needs on the assessment for each student provides increased opportunities to accurately demonstrate knowledge and skills and will reduce the likelihood of giving students incorrect accessibility features or accommodations on the day of the test.

## **1.4 Student Registration and Personal Needs Profile (SR/PNP)**

The SR/PNP is a collection of student information regarding a student’s registration, testing condition, materials, and accessibility features and accommodations that are needed to take an assessment.

### **1.4.1 Collecting Student Accessibility Features and Accommodations Information Prior to the Assessment**

Prior to the assessment, the following student information should be collected so students receive the appropriate accessibility features and accommodations on testing day (it is the role of the school to ensure that the student's information is collected and included in this file):

- Embedded accessibility features in the TestNav online platform that need to be enabled for students during administration (e.g., color contrast [background/font color], text-to-speech for mathematics, etc.) (via the SR/PNP);
- Embedded accommodations in the TestNav online platform that need to be enabled during administration (e.g., ASL, closed captioning, text-to-speech for ELA, etc.) (via the SR/PNP);
- Externally provided accessibility features identified in advance, and accommodations for students with disabilities and multilingual students (via the SR/PNP); and
- Hard copy accommodated forms that require advance shipping (braille edition, paper-based edition, large print edition, etc.) (via the SR/PNP).

The SR/PNP provides a record for District Test Coordinators (DTCs), School Test Coordinators (STCs), and TAs to ensure that students receive individualized accessibility features and accommodations during the assessments.

### **1.4.2 Information Collected for the PNP Section of the SR/PNP**

The PNP will be based on observations and stated preferences by the student or parent/guardian regarding a student’s testing needs that have been determined to increase access during daily instruction and local assessments. Observations based on a student’s interaction with the online testing platform can be made during the practice tests. A student’s testing needs should be reviewed at least annually, and revised as appropriate, to reflect current education-related needs or preferences.

### 1.4.3 Process for Collecting SR/PNP Information

- For students with disabilities, the IEP team or 504 Plan Coordinator will make decisions about which accessibility features and accommodations should be identified in the SR/PNP.
- For MLs, the educators responsible for selecting accommodations (or a ML team, if available) will identify which accessibility features and accommodations should be identified in the student’s SR/PNP.
- For MLs with disabilities, the IEP team (which includes an adult familiar with the language needs of the student) or 504 Plan Coordinator will make decisions about which accessibility features and accommodations should be identified in the SR/PNP.
- For students without disabilities, and who are not MLs, decisions about which accessibility features identified in advance (if any and if allowed) will be made based on the student’s education-related needs and preferences by an informal team, which may include the:
  - Student (as appropriate);
  - Parent/guardian; and
  - Student’s primary educator in the subject of the assessment.

Accessibility features identified in advance will be included in the student’s SR/PNP as noted in the Before Testing section of the Administrative Guidelines column (in the following tables).

### 1.4.4 Fill Out and Upload the SR/PNP File Layout

**Note:** Refer to the *Student Registration/Personal Needs Profile (SR/PNP) Field Definitions Document*, located in [PearsonAccess<sup>next</sup>](#) (PAN) under **Support > Documentation**.

1. Local educators/teams collect individual student data to populate the SR/PNP.
2. Local educators/teams capture individual student SR/PNP data in a central location.
3. The individual(s) responsible for student data upload at the school/district/state level receive the information from step 2 and upload the information into the SR/PNP.

For NJSLA, student test registrations entered in PAN on or before the deadline will be used to calculate quantities for an initial order for paper testing materials. DTCs may place an additional order in PAN for NJSLA paper test materials for students enrolled after the initial registration deadline. For NJGPA, all paper-based test materials must be ordered through the additional order process.

All other information in the student’s SR/PNP will be uploaded to PAN via the SR/PNP. Users assigned the DTC and STC roles within PAN will also be able to manually enter PNP data via the User Interface in PAN once a student’s test registration is completed.

## 1.5 The NJSLA and NJGPA Accessibility System

New Jersey has designed an inclusive assessment system for all students, including students with disabilities, multilingual learners, and multilingual learners with disabilities. This system includes three levels of support:

- Accessibility features;
- Administrative considerations; and
- Accommodations.



**1.5.1 Accessibility Features**

Accessibility features are tools or preferences that are either built into the assessment system or provided externally by TAs. Accessibility features can be used by any student. A small selection of these accessibility features must be identified in advance.

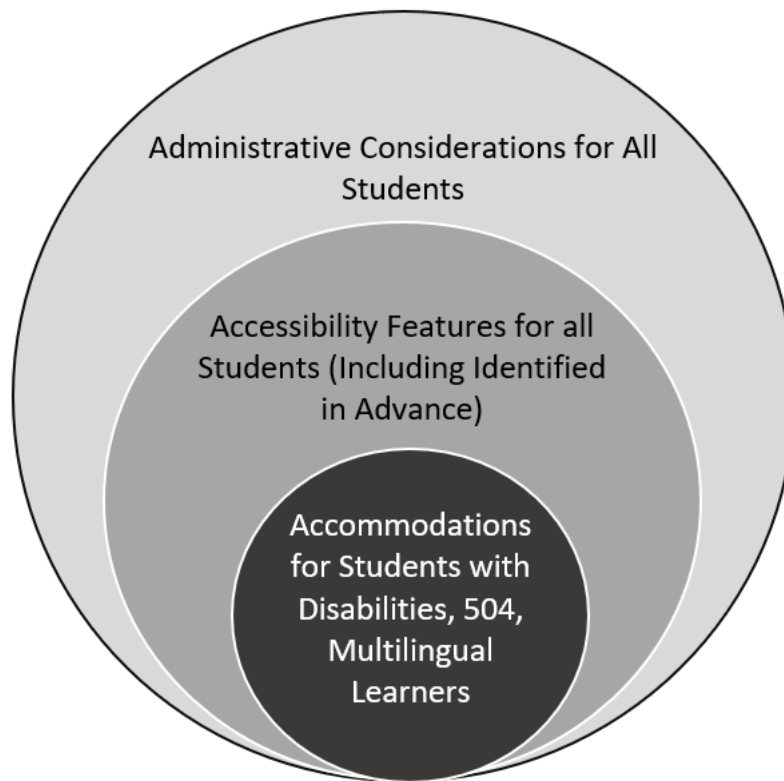
**1.5.2 Administrative Considerations**

Administrative considerations involve modifying the testing environment or the timing and scheduling of the assessments. These administrative considerations are available to all students but must be identified in advance.

**1.5.3 Accommodations**

Accommodations are intended to provide equitable access for students with disabilities, multilingual learners, or multilingual learners with disabilities. Some accommodations are built into the test, and others must be provided by the TA. All accommodations for students with disabilities, MLs, or MLs with disabilities must be approved and documented in advance in an IEP, 504 plan, or a ML plan (if applicable). **Note:** ML plans are not necessarily required.

**Figure 1.0: The NJSLA/NJGPA Accessibility System**



**Note:** DTCs, STCs, or principals should plan for administrative considerations.

**1.5.4 Accessibility Features for All Students <sup>2</sup>**

Table 1: Accessibility Features for All Students lists the accessibility features that are available to all students participating in the administration of NJSLA and NJGPA. These features are available through the online platform or may be externally delivered by a TA or certificated school- or district level personnel on the NJSLA and NJGPA summative assessments. Students should determine whether they wish to use the feature on an item-by-item basis, based on the features they use during instruction and in daily life.

Where applicable, the following table includes the test administration activities for before, during, and after testing necessary for successful implementation of the NJSLA and NJGPA accessibility features. There are a few accessibility features that must be pre-selected for the student in the SR/PNP in order to activate the feature on the platform. When needed, this information is included in the “Before Testing” guidance found in the *Administration Guidelines* column. The column titled *Accessibility Feature* also provides the corresponding location in the SR/PNP file.

**Table 1: Accessibility Features for All Students.**

Reference ID	Accessibility Feature	Administration Guidelines
1a	<b>Answer Masking</b> <i>(SR/PNP Reference BG)</i>	<b>Before Testing:</b> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Answer Masking selected to activate the feature on the platform.</li> </ul> <b>During Testing:</b> When answer masking is enabled, multiple choice and multiple select answers will be masked. The student will uncover answer options when ready. The student may disable this feature by selecting, “Disable Answer Masking” in the user drop-down menu.
1b	<b>Audio Amplification</b>	<b>Before Testing:</b> The student raises or lowers the volume control, as needed, using headphones. <b>Important Note:</b> Final volume must be set prior to testing. The student will not have access to volume control in the secure TestNav environment.  <b>During Testing:</b> The student must be tested in a separate setting if unable to wear headphones. Once the test begins, the volume level cannot be changed.
1c	<b>Bookmark</b>	<b>During Testing:</b> The student selects the “Bookmark” icon in the toolbar. The student electronically “bookmarks” items to review later. To remove the bookmark, select the “Bookmark” icon again.

<sup>2</sup> A foundational piece of research for policy decisions on accessibility features: Abedi, J. & Ewers, N. (2013). Accommodations for English Language Learners and Students with Disabilities: A Research-Based Decision Algorithm.

Reference ID	Accessibility Feature	Administration Guidelines
1d	<p><b>Color Contrast (Background/Font Color)</b> <i>(SR/PNP Reference BI)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have the student’s Color Contrast (Background/Font Color) selected to activate this feature on the platform.</li> </ul> <p><b>During Testing:</b> Alternate on-screen background and/or font color is enabled via the SR/PNP based on need or preference. The student may change the color contrast option or disable this feature by selecting, “Change the background and foreground color” in the user drop-down menu.</p>
1e	<p><b>Blank Scratch Paper</b> <i>(provided by TA)</i></p>	<p><b>Before Testing:</b> 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. <b>Note:</b> 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><b>During Testing:</b> The student uses blank scratch paper (i.e., lined, unlined, or graph) to take notes and/or work through items during testing. Additional pages may be provided as needed. <b>Important Note:</b> 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><b>After Testing:</b> TAs are responsible for collecting <b>all</b> 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>
1f	<p><b>Eliminate Answer Choices</b></p>	<p><b>During Testing:</b> The student selects the “Answer Eliminator” icon in the toolbar. On multiple-choice options, a student selects an answer, and a red X appears and “crosses out” the answer choice. The student may disable this feature by selecting “Answer Eliminator” in the toolbar again.</p>

Reference ID	Accessibility Feature	Administration Guidelines
1g	<b>General Administration Directions Clarified</b> <i>(by TA)</i>	<b>During Testing:</b> The TA clarifies general administration directions only. No passages or test items may be clarified.
1h	<b>General Administration Directions Read Aloud and Repeated as Needed</b> <i>(by TA)</i>	<b>During Testing:</b> The TA reads aloud the general administration directions only. A student may raise their hand and request the directions be repeated.
1i	<b>Highlight Tool</b>	<b>During Testing:</b> The student electronically highlights text as needed to recall and/or emphasize. The student has the option to remove highlighting over text. The highlighter color option will change depending on the color contrast option selected.
1j	<b>Headphones or Noise Buffers</b>	<b>Before Testing:</b> The TA prepares the classroom with headphones for participating students.  <b>During Testing:</b> The student uses headphones or noise buffers to minimize distraction, access embedded text-to-speech, or filter external noise during testing (in addition to when headphones are required for the ELA assessment). If headphones are used only as noise buffers, do not plug them into the testing device.
1k	<b>Line Reader Mask Tool</b>	<b>During Testing:</b> The student selects "Show Line Reader Mask" in the user drop-down menu. The student uses an on-screen tool to assist in reading by raising and lowering the tool for each line of text on-screen. The Line Reader can be resized, and the size of the reader window can be adjusted. The student may disable this feature by selecting, "Hide Line Reader Mask" in the user drop-down menu. The Line Reader includes additional functionality to close the Line Reader window and allow the feature to work as a general masking tool. The mask box can be resized by the student to cover content on the screen as necessary. In addition, the Line Reader window is moveable anywhere within the boundaries of the Line Reader tool. The Line Reader Mask box color will change depending on the color contrast option selected.

Reference ID	Accessibility Feature	Administration Guidelines
1l	<b>Magnification/Enlargement Device</b>	<p><b>During Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Device Magnification:</b> The student can use keyboard shortcuts (e.g., Ctrl+) for PCs or pinch/zoom for tablets to magnify what’s displayed on the screen (while preserving clarity, contrast, and color).</li> <li>• <b>Magnifier:</b> The student can also select “Enable Magnifier” in the user drop-down menu. The student enlarges text and graphics on-screen via a magnification square (200%). The student may disable this feature by selecting, “Disable Magnifier” in the user drop-down menu.</li> </ul> <p><b>Important Note:</b> Magnifying beyond 300% may affect heading formatting and may cause text-wrapping, and therefore it is not recommended.</p>
1m	<b>Notepad</b>	<p><b>During Testing:</b> The student selects the “Notepad” icon in the toolbar. The student writes notes using embedded Notepad tool on the ELA assessments. The student may disable this feature by selecting “Notepad” in the toolbar again.</p> <p><b>Important Note:</b> The notepad tool cannot be resized. In addition, the tool does not save across items and only saves student-entered text on the item for which it was entered.</p>
1n	<b>Pop-up Glossary</b>	<p><b>During Testing:</b> The student is able to view definitions of pre-selected, underlined words by hovering over them. The definition appears in a pop-up text box.</p>
1o	<b>Redirect Student to the Test</b> <i>(by TA)</i>	<p><b>During Testing:</b> 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>

Reference ID	Accessibility Feature	Administration Guidelines
1p	<p><b>Spell Check or External Spell-Check Device</b></p>	<p><b>During Testing:</b> The student uses the embedded spell-check icon in TestNav to review their written text for errors. If preferred, the student uses an external spell-check device.</p> <p><b>For external spell-check device.</b></p> <p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Materials:</b> The TA provides the student with an external spell-check device.</li> </ul> <p><b>Note:</b> An external spell check device does not need to be recorded in the student’s PNP for testing. However, this should be documented in the student’s local records.</p> <p><b>During Testing:</b> 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>
1q	<p><b>Student Reads Assessment Aloud to Self</b></p> <p><i>(SR/PNP Reference BH)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> The student's SR/PNP must have this feature identified.</li> </ul> <p><b>During Testing:</b> The student reads aloud the assessment to themselves. Students may use an external device such as a whisper phone, read to themselves in a normal voice, or use other strategies from classroom instruction. The student must be tested in a separate setting.</p>

Reference ID	Accessibility Feature	Administration Guidelines
1r	<p><b>Text-to-Speech for Mathematics &amp; Science Tests</b></p> <p><i>(SR/PNP Reference CG)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> The student’s SR/PNP must have text-to-speech selected to activate the feature on the platform. Once a student is placed into a test session, the student will be assigned a form with embedded text-to-speech. <b>Important Note:</b> Volume level must be determined prior to testing; once the test session begins, the volume level cannot be changed. The student will not have access to volume control in the secure TestNav environment.</li> <li>• <b>Test Administrator Training:</b> Refer to the <i>Text-to-Speech Tutorial</i> available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Practice Tests &amp; Tutorials</b> for training on tool functionality.</li> <li>• <b>Differences Between Text Only and Text Plus Graphics:</b> <ul style="list-style-type: none"> <li>○ Text Plus Graphics — Reads all printed text and the hidden alternate text descriptions for images.</li> <li>○ Text Only — Reads printed text but does not read any alternate text descriptions for images.</li> </ul> </li> </ul> <p><b>During Testing:</b> The student selects the “Text-to-Speech Player” icon on the toolbar on the right side of the screen. The test is read aloud to the student using embedded text-to-speech software. The student may pause and resume the audio. To choose a speed (slow, normal, fast), select the “Text-to-Speech Settings” icon. Once the test begins, the volume level cannot be changed. The student must be tested in a separate setting if unable to wear headphones.</p>
1s	<p><b>Human Reader or Human Signer for Mathematics &amp; Science Test</b></p> <p><i>(SR/PNP Reference CH)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Human Reader/Human Signer selected.</li> <li>• <b>Test Session:</b> For the Human Reader/Human Signer, students must be placed in a read-aloud session type when creating test sessions. The proctor will be assigned a separate authorization login to access the same form as all students within the Human Reader session.</li> <li>• <b>Materials:</b> Mathematics human reader scripts. <b>Note:</b> Human reader scripts are not provided for science. For science, the TA will receive a proctor authorization ticket to access the same form as all students within the human reader session.</li> </ul>

Reference ID	Accessibility Feature	Administration Guidelines
<p><b>1s</b> <i>(continued)</i></p>	<p><b>Human Reader or Human Signer for Mathematics &amp; Science Test</b> <i>(SR/PNP Reference CH)</i> <i>(continued)</i></p>	<ul style="list-style-type: none"> <li>• <b>Test Administrator Training:</b> TAs should review:               <ul style="list-style-type: none"> <li>○ TAs must use a proctor authorization ticket to review test content to be read aloud to the student for science. For mathematics, TAs must also review the human reader scripts. Review must occur in a secure environment.</li> <li>○ <a href="#">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.</a></li> <li>○ <a href="#">Appendix I: Human Signer Guidelines.</a></li> <li>○ <i>Math Audio Guidelines</i> are available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Accessibility Features and Accommodations (AF&amp;A) Resources &gt; Resources.</b> (Note: This also applies to science.)</li> </ul> </li> </ul> <p><b>During Testing:</b> A TA (Human Reader or Human Signer) reads aloud/signs to a student using the human reader script (mathematics) and/or proctor test (science). 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><b>After Testing:</b> Human reader scripts contain secure item content and must be handled as secure test materials. TAs must return human reader scripts to the STC. The STC must return human reader scripts to the DTC, who then returns secure materials to the vendor.</p>
<p><b>1t</b></p>	<p><b>Writing Tools</b></p>	<p><b>During Testing:</b> The student uses embedded writing process tools for written responses, including copy/paste, bold, italicize, underline, insert bullets, numbered list, undo, redo, and spell check. Writing tools are available in the constructed response items on the ELA assessment.</p> <p><b>Note:</b> The copy/paste functionality does not include the ability to copy test content. Only text contained within a student response can be copied/pasted.</p>



### 1.5.5 Administrative Considerations for All Students

Detailed guidelines on the administration of the NJSLA and NJGPA 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 or test coordinator has the authority to schedule testing sessions in 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. Where applicable, the following table includes the description of administration considerations and how to record for the student in the SR/PNP.

The principal or test coordinator 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.

**Table 2: Administrative Considerations for All Students**

SR/PNP Reference	Administrative Consideration	Description
2a	<b>Small Group Testing</b> <i>(SR/PNP Reference BC)</i>	<b>Before Testing:</b> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Small Group Testing selected.</li> </ul> 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. <b>Important Note:</b> 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.
2b	<b>Time of Day</b> <i>(SR/PNP Reference BF)</i>	<b>Before Testing:</b> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Time of Day selected.</li> </ul> The student is tested during a specific time of day based on their individual needs (e.g., ELA, Math, or Science in the morning; no testing after lunch).

SR/PNP Reference	Administrative Consideration	Description
2c	<b>Separate/ Alternate Location</b>  <i>(SR/PNP Reference BB)</i>	<b>Before Testing:</b> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Separate/Alternate Location selected.</li> </ul> <p>The student is tested in a specifically assigned location.</p>
2d	<b>Specified Area or Setting</b>  <i>(SR/PNP Reference BE)</i>	<b>Before Testing:</b> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Specified Area or Setting selected.</li> </ul> <p>The student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, library, etc.).</p>
2e	<b>Adaptive and Specialized Equipment or Furniture</b>  <i>(SR/PNP Reference BD)</i>	<b>Before Testing:</b> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Specialized Equipment or Furniture selected.</li> </ul> <p>The student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).</p>
2f	<b>Frequent Breaks</b>  <i>(SR/PNP Reference BA)</i>	<b>Before Testing:</b> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Frequent Breaks selected.</li> </ul> <p>Guidance on logistics for administrating the NJSLA and NJGPA with frequent breaks:</p> <ul style="list-style-type: none"> <li>• <b>Medical Breaks:</b> 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.</li> <li>• <b>IEP or Section 504 Plan Breaks:</b> The student takes a break as determined by their IEP or Section 504 plan. Student’s testing time stops.</li> <li>• <b>Individual Bathroom Breaks:</b> The student requests a bathroom break within their overall allotted testing time. Student’s testing time does not stop.</li> <li>• <b>In-Chair Stretch Break:</b> The student pauses and stretches. Student’s testing time does not stop.</li> </ul>

## 2.0 Accommodations for Students with Disabilities and Multilingual Learners

### 2.1 Accommodations for Students with Disabilities and Multilingual Learners

It is important to ensure that performance in the classroom and on assessments is influenced minimally, if at all, by a student's disability or linguistic/cultural characteristics that are unrelated to the content being assessed. For the NJSLA and NJGPA, accommodations are considered to be adjustments to the testing conditions, test format, or test administration that provide equitable access during assessments for students with disabilities and students who are multilingual learners (MLs). In general, the administration of the assessment should not be the first occasion in which an accommodation is introduced to the student. In addition, TAs administering the assessment or providing accommodations should be an education professional who is familiar with the student, and who is typically responsible for providing the accommodation in the classroom. To the extent possible, accommodations should:

- Provide equitable access during instruction and assessments;
- Mitigate the effects of a student's disability;
- Not reduce learning or performance expectations;
- Not change the construct being assessed; and
- Not compromise the integrity or validity of the assessment.

Accommodations are intended to reduce and/or eliminate the effects of a student's disability and/or English language proficiency level; however, **accommodations should never reduce learning expectations by reducing the scope, complexity, or rigor of an assessment.** Moreover, accommodations provided to a student on the NJSLA and NJGPA must be generally consistent with those provided for classroom instruction and classroom assessments. There are some accommodations that may be used for instruction or for formative assessments but are not allowed for the NJSLA and NJGPA because they impact the validity of the assessment results – for example, allowing a student to use a thesaurus or access the internet during the NJSLA and NJGPA. There may be consequences (e.g., excluding a student's test score) for the use of non-allowable accommodations during the NJSLA and NJGPA. It is important for educators to become familiar with policies regarding accommodations used for the NJSLA and NJGPA.

The guidelines provided in this manual are intended to ensure that valid and reliable scores are produced on the NJSLA and NJGPA and that an unfair advantage is not given to students who receive accommodations. Outside of the guidance provided in this manual, changes to an accommodation or the conditions in which it is provided may change what the assessment is measuring and will likely call into question the reliability and validity of the results regarding what a student knows and is able to do as measured by the assessment.

To the extent possible, accommodations should adhere to the following principles:

- Accommodations enable students to participate more fully and fairly in instruction and assessments and to demonstrate their knowledge and skills.
- Accommodations are expected to be based upon an individual student's needs rather than on the category of a student's disability, level of English language proficiency alone, level of or access to grade-level instruction, amount of time spent in a general classroom, current program setting, or availability of staff.

- Accommodations are expected to be based on a documented need in the instruction/assessment setting and should not be provided for the purpose of giving the student an enhancement that could be viewed as an unfair advantage.
- Accommodations for students with disabilities are expected to be described and documented in the student’s appropriate plan (i.e., either the IEP or 504 plan).
- Accommodations for MLs are expected to be described and documented. Students who are MLs with disabilities qualify to receive accommodations for both students with disabilities and MLs.
- Accommodations are expected to become part of the student’s program of daily instruction as soon as possible after completion and approval of the appropriate plan.
- Accommodations should not be introduced for the first time during the testing of a student.
- Accommodations are expected to be monitored for effectiveness.
- Accommodations used for instruction are expected to be used, if allowable, on local district assessments and state assessments.

In the event that a student was provided a test accommodation that was not listed in their IEP, 504 plan, or was not documented for a ML, or if a student was not provided a test accommodation listed in their IEP/504 plan/documentation for a ML, the STC must immediately contact their district testing coordinator who will, in turn, notify the state assessment office of the incident.

## 2.2 Scoring and Reporting

Summative assessment scores for students who receive any of the accommodations listed in this manual will be aggregated with the scores of other students and those of relevant groups and can be included for accountability purposes. The New Jersey Department of Education will monitor the number and percentage of students using newer assessment accommodations such as text-to-speech, external speech-to-text device, etc. at the school, district, and/or state level.

## 2.3 Unique Accommodations

NJSLA and NJGPA have developed a comprehensive list of accessibility features and accommodations that are designed to increase access to the assessments and will result in valid, comparable assessment scores. However, students with disabilities or MLs may require additional accommodations that are not found in this manual. Refer to [Appendix G: NJSLA and NJGPA Unique Accommodation Request Form](#).

## 2.4 Emergency Accommodations

An emergency accommodation may be appropriate for a student who incurs a temporary disabling condition that interferes with test performance shortly before or during the NJSLA and NJGPA testing window. A student who does not have an IEP or 504 plan may require an accommodation as a result of a recently-occurring accident or illness. Cases include students who have a recently fractured limb (e.g., arm, wrist, shoulder); whose only pair of eyeglasses has broken; or a student returning after a serious or prolonged illness or injury. An emergency accommodation should be given only if the accommodation will result in a valid score for the student (i.e., does not change the construct being measured by the test[s]). If the principal (or designee) determines that a student requires an emergency accommodation on the NJSLA and NJGPA, an *Emergency Accommodation Form* must be completed and maintained in the student’s assessment file. Requests for emergency accommodations will be approved after it is determined that use of the accommodation would result in a valid score for the student. The parent must be notified that an emergency accommodation was provided. Refer to [Appendix F: Use of an Emergency Accommodation on the NJSLA and NJGPA](#).

## 2.5 Student Accommodation Refusal Form

If a student refuses an accommodation listed in their IEP, 504 plan, or a ML plan, if used, the school should document in writing that the student refused the accommodation, and the accommodation must be offered and remain available to the student during testing. The *Student Accommodation Refusal Form* must be completed and placed in the student's file. Prior to testing, schools must contact the parent/guardian to inform them of the refusal and a copy of the form must be sent to the parent/guardian. Principals (or designee) should work with TAs to determine who, if any others, should be informed when a student refuses a testing accommodation documented in an IEP, 504 plan, or a MLs plan (if applicable). Refer to [Appendix H: NJSLA and NJGPA Student Accommodation Refusal Form](#).

## 2.6 Presentation Accommodations for Students with Disabilities

Where applicable, the following table includes the test administration activities for before, during, and after testing necessary for successful implementation of the NJSLA and NJGPA Presentation Accommodations for students with disabilities. There are a few accommodations that must be pre-selected for the student in the SR/PNP in order to activate the feature on the platform. When needed, this information is included in the "Before Testing" guidance found in the *Administration Guidelines column*. The column titled *Accommodation* also provides the corresponding location in the SR/PNP file.

**Table 3: Presentation Accommodations for Students with Disabilities**

Reference ID	Accommodation	Administration Guidelines
3a	<p><b>Assistive Technology</b> <i>(Non-Screen Reader)</i> <i>(SR/PNP Reference BL)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Assistive Technology - Non-Screen Reader selected. Once a student is placed into a test session, the student will be assigned a Non-Screen Reader form.</li> <li>• <b>Testing:</b> Assistive technology should be tested during an Infrastructure Trial to determine whether the assistive technology will interact with TestNav and can be used successfully during computer-based testing. <b>Important Note:</b> NJSLA and NJGPA are designed to be Web Content Accessibility Guidelines (WCAG) compliant. For information on how to test assistive technology devices and software for use on the NJSLA and NJGPA with the TestNav platform via an Infrastructure Trial, refer to the <i>Assistive Technology Guidelines</i>, available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Accessibility Features (AF&amp;A) Resources &gt; Resources.</b></li> </ul> <p><b>During Testing:</b> Students may use a range of assistive technologies on the NJSLA and NJGPA, including devices that are compatible with the NJSLA and NJGPA online testing platform, and those that are used externally on a separate computer. Refer to the <i>Assistive Technology Guidelines</i>.</p> <p><b>After Testing:</b> TAs are responsible for collecting <b>all</b> student work created from assistive technology devices. Content must be cleared off all devices and student work must be securely destroyed.</p>

Reference ID	Accommodation	Administration Guidelines
<p><b>3b</b></p>	<p><b>Screen Reader Version</b> <i>(for a student who is blind or visually impaired)</i> <i>(SR/PNP Reference BK)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Assistive Technology - Screen Reader selected. Once a student is placed into a test session, the student will be assigned a Screen Reader form. For ELA, the student does not use a refreshable braille display or hard copy braille edition because they have either not yet learned, or are unable to use, braille.</li> <li>• <b>Materials and Equipment:</b> TestNav currently supports NVDA, JAWS, and VoiceOver screen readers. While other screen readers might work with TestNav, only NVDA, JAWS, and VoiceOver functionality are tested and confirmed to work with TestNav (note that the NJSLA and NJGPA are designed to be compliant with the Web Content Accessibility Guidelines [WCAG]). DTCs will need to utilize the additional order window to request a Braille Test Kit for students who require components of the Braille Test Kit, such as embedded tactile graphics within the braille test booklet, as part of their accommodated, computer-based testing needs.</li> <li>• <b>Screen Reader Testing:</b> Screen reader software should be tested during an Infrastructure Trial. These activities will determine whether the assistive technology will interact with TestNav and can be used successfully during computer-based testing. Reference the <i>Assistive Technology Guidelines</i>, available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Accessibility Features (AF&amp;A) Resources &gt; Resources.</b></li> <li>• <b>Test Administrator Training:</b> TAs should review:             <ul style="list-style-type: none"> <li>○ <i>Assistive Technology Guidelines.</i></li> <li>○ <a href="#">Appendix J: NJSLA and NJGPA for Students with Visual Impairment, including Blindness.</a></li> </ul> </li> </ul> <p><b>During Testing:</b> A student who is blind or has a visual impairment takes the assessments using their preferred screen reader software, pending an Infrastructure Trial. A student who uses a screen reader will also need a Braille Test Kit. The braille test booklet contains the graphics portion of test questions and visual descriptions of pictures and multimedia, where applicable. If the student is not using headphones, the student must be tested in a separate setting.</p> <p>Due to technical limitations, the following tools are not available for use with the Screen Reader Version: pointer, notepad, answer eliminator, magnifier, line reader, answer masking, color contrast (background/font color), ruler, protractor, and calculator.</p>

Reference ID	Accommodation	Administration Guidelines
<p><b>3b</b> <i>(continued)</i></p>	<p><b>Screen Reader Version</b> <i>(for a student who is blind or visually impaired)</i> <i>(SR/PNP Reference BK)</i> <i>(continued)</i></p>	<p><b>After Testing:</b> Braille Test Kits contain secure item content and must be handled as secure test materials. TAs must return Braille Test Kits to the STC. The STC must return Braille Test Kits to the DTC who will return secure materials to the vendor.</p>



Reference ID	Accommodation	Administration Guidelines
<p><b>3c</b></p>	<p><b>Refreshable Braille Display</b> <i>(SR/PNP References BK &amp; BN)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Assistive Technology - Screen Reader and Refreshable Braille Display selected. Once a student is placed into a test session, the student will be assigned a Screen Reader form.</li> <li>• <b>Materials and Equipment:</b> For screen reader usage, TestNav currently supports NVDA and JAWS,. Refreshable braille displays and Braille Test Kits are required for administration. DTCs will need to utilize the additional order window to request a Braille Test Kit for students who require components of the Braille Test Kit, such as embedded tactile graphics within the braille test booklet, as part of their accommodated, computer-based testing needs.</li> <li>• <b>Screen Reader Testing:</b> Screen reader software should be tested during an Infrastructure Trial. These activities will determine whether the assistive technology will interact with TestNav and can be used successfully during computer-based testing. TestNav currently supports NVDA and JAWS. While other screen readers might work with TestNav, only NVDA, JAWS, and VoiceOver functionality are tested and confirmed to work with TestNav.</li> <li>• <b>Test Administrator Training:</b> TAs should review: <ul style="list-style-type: none"> <li>○ <a href="#">Appendix J: NJSLA and NJGPA for Students with Visual Impairment, including Blindness.</a></li> <li>○ <i>Assistive Technology Guidelines</i>, available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Accessibility Features (AF&amp;A) Resources &gt; Resources.</b></li> </ul> </li> </ul> <p><b>During Testing:</b> A student who is blind or has a visual impairment takes the ELA assessments using their preferred screen reader software, pending an Infrastructure Trial, with a refreshable braille display. A student who uses a screen reader with refreshable braille will also need a Braille test booklet, which contains the graphics portion of test questions and visual descriptions of pictures and multimedia where applicable. If the student is not using headphones, the student must be tested in a separate setting.</p> <p><b>After Testing:</b> Braille Test Kits contain secure item content and must be handled as secure test materials. TAs must return Braille Test Kits to the STC. The STC must return Braille Test Kits to the DTC who will return secure materials to the vendor.</p>

Reference ID	Accommodation	Administration Guidelines
3d	<p><b>Braille with Tactile Graphics</b></p> <p><i>(SR/PNP Reference BQ)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Test Session:</b> Students must be placed in a Transcription Braille test session in PAN. <b>Important Note:</b> Failure to create a Transcription Braille test session will result in the student not receiving a valid scale score.</li> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Braille with Tactile Graphics selected.</li> <li>• <b>Materials:</b> Braille Test Kits are required for administration. Braille Test Kits include one copy of the student’s braille test booklet, one regular print test booklet, one human reader script (mathematics only), and supplementary materials (braille ruler, braille protractor, or braille periodic table) as appropriate.</li> <li>• <b>Test Administrator Training:</b> TAs of students with visual impairments must review: <ul style="list-style-type: none"> <li>○ Braille Test Kits, which will be provided to schools for the TA 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. <b>Important Note:</b> Reading, viewing, copying, or reproducing passages or test items is prohibited.</li> <li>○ TAs must review the test booklet and the human reader script (mathematics only) if they are needed to help administer the braille test. Review must be performed in a secure environment.</li> <li>○ <a href="#">Appendix J: NJSLA and NJGPA for Students with Visual Impairment, including Blindness.</a></li> <li>○ If needed by the student, braille test booklets may be disassembled for testing (but must be reassembled for return). It is critical that TAs count the number of pages in the test booklet prior to disassembling the test booklets to help ensure that all pages are returned.</li> </ul> </li> </ul>

Reference ID	Accommodation	Administration Guidelines
<p><b>3d</b> <i>(continued)</i></p>	<p><b>Braille with Tactile Graphics</b> <i>(SR/PNP Reference BQ)</i> <i>(continued)</i></p>	<p><b>During Testing:</b> 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 braille edition. Tactile graphics are embedded in the hard copy braille edition. For students using braille forms, the directions for filling in a circle, making marks, and erasing do not apply.</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Responses must be transcribed verbatim by a TA into the Transcription Braille test session. <b>Important Note:</b> Failure to transcribe student responses into the Transcription Braille test session will result in the student not receiving a valid scale score. 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 DTC or STC (Refer to <a href="#">Appendix J: NJSLA and NJGPA for Students with Visual Impairment, including Blindness.</a>)</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.</a></li> <li>• TAs are responsible for collecting <b>all</b> student work created from assistive technology devices. Content must be deleted from all devices. Student work must be securely destroyed.</li> <li>• If the braille test booklet was disassembled, it must be reassembled for return. To reassemble test booklets, the TA may staple, or binder clip all pages for return. Failure to return all pages will be considered a breach of security.</li> <li>• Braille Test Kits contain secure item content and must be handled as secure test materials. TAs must return Braille Test Kits to the STC. The STC must return Braille Test Kits to the DTC who will return secure materials to the vendor.</li> </ul>

Reference ID	Accommodation	Administration Guidelines
3e	Tactile Graphics	<p><b>Before Testing:</b> Refer to Table 3b “Screen Reader Version” for details. DTCs will need to utilize the additional order window to request a Braille Test Kit for students who require components of the Braille Test Kit, such as embedded tactile graphics within the braille test booklet, as part of their accommodated, computer-based testing needs.</p> <p><b>During Testing:</b> A student who is blind or has a visual impairment who uses a screen reader or refreshable braille will also need a Braille Test Kit, which includes graphics portion of test questions, and visual descriptions of pictures and multimedia, where applicable.</p> <p><b>After Testing:</b> Braille Test Kits contain secure item content and must be handled as secure test materials. TAs must return Braille Test Kits to the STC. The STC must return Braille Test Kits to the DTC who will return secure materials to the vendor.</p>

Reference ID	Accommodation	Administration Guidelines
3f	<p><b>Large Print</b> (SR/PNP Reference BP)</p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Test Session:</b> Students must be placed in a Transcription English test session. Schools must create a Transcription English test session in PAN. <b>Important Note:</b> Failure to create a Transcription test session will result in the student not receiving a valid scale score.</li> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Large Print selected.</li> <li>• <b>Materials:</b> The Large Print Test Kit includes a large print assessment test booklet and supplementary large print materials (large print reference sheet, ruler &amp; protractor or large print periodic table), as appropriate.</li> <li>• <b>Test Administrator Training:</b> TAs of students with visual impairments must review:             <ul style="list-style-type: none"> <li>○ <a href="#">Appendix J: NJSLA and NJGPA for Students with Visual Impairment, including Blindness.</a></li> <li>○ <a href="#">Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based NJSLA and NJGPA.</a></li> </ul> </li> </ul> <p><b>During Testing:</b> 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 NJSLA and NJGPA large print edition will be 18-point on paper sized 14" x 18". Students will record their answers (including constructed responses) directly into the large print edition test booklet. 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. TAs should refer to the <i>Test Administrator Scripts</i>, which are available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Test Administrator Scripts</b>, 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).</p>

Reference ID	Accommodation	Administration Guidelines
<p><b>3f</b> <i>(continued)</i></p>	<p><b>Large Print</b> <i>(SR/PNP Reference BP)</i> <i>(continued)</i></p>	<p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Responses must be transcribed verbatim by a TA into the Transcription English test session. <b>Important Note:</b> Failure to transcribe student responses into the Transcription English test session will result in the student not receiving a valid scale score.</li> <li>• 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 DTC or STC. Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a>.</li> <li>• <b>After Testing:</b> Large Print Test Kits contain secure item content and must be handled as secure test materials. TAs must return Large Print Test Kits to the STC. The STC must return Large Print Test Kits to the DTC who will return secure materials to the vendor.</li> </ul>

Reference ID	Accommodation	Administration Guidelines
<p><b>3g</b></p>	<p><b>Alternate Representation – Paper Test</b> <i>(SR/PNP Reference BO)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Test Session:</b> Students must be placed in a Transcription English test session. Schools must create a Transcription English test session in <a href="#">PearsonAccess<sup>next</sup></a>. <b>Important Note:</b> Failure to create a Transcription test session will result in the student not receiving a valid scale score.</li> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Alternate Representation - Paper Test selected. <b>Note:</b> All students taking a paper test must also have Answers Recorded in Test Booklet selected in the student’s SR/PNP.</li> <li>• <b>Materials:</b> Paper-Based Edition of the assessment.</li> <li>• <b>Test Administrator Training:</b> TAs must review the following appendix for accessibility features and accommodations in a paper-based environment: <ul style="list-style-type: none"> <li>○ <a href="#">Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based NJSLA and NJGPA.</a></li> </ul> </li> </ul> <p><b>During Testing:</b> For schools administering the computer-based assessments, a paper-based assessment is available for students who (1) are unable to take a computer-based assessment due to a disability; (2) recently entered the school and have very little or no prior experience or familiarity with technology; or (3) are unable to access an online assessment due to religious beliefs.</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Responses must be transcribed verbatim by a TA into the Transcription English test session. <b>Important Note:</b> Failure to transcribe student responses into the Transcription English test session will result in the student not receiving a valid scale score.</li> <li>• 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 DTC or STC. Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.</a></li> </ul>

Reference ID	Accommodation	Administration Guidelines
<p><b>3h</b></p>	<p><b>Closed Captioning of Multimedia on the ELA Assessments</b></p> <p><i>(SR/PNP Reference BM)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Closed Captioning for ELA selected. Once a student is placed into a test session, the student will be assigned a Closed Caption form.</li> </ul> <p><b>During Testing:</b> A student who is deaf or hearing-impaired views captioned text embedded in multimedia (i.e., video) segments of the ELA summative assessments.</p> <p>Captioning can be turned on/off within the video player as needed. Transcripts will also be available in an additional tab within the test form. Refer to the <i>Closed Captioning Tutorial</i> available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Practice Tests and Tutorials</b>.</p> <p><b>Important Notes:</b></p> <ul style="list-style-type: none"> <li>• The New Jersey Student Learning Standards (NJSLS) call for comparisons between different media. An example of this is RI9-10.7: Analyze various accounts of subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. Adding closed captioning to any students other than those who are deaf or hard of hearing affects the ability to effectively assess this type of standard, and therefore it is listed as a testing accommodation as opposed to a support for all.</li> <li>• Students who require American Sign Language (ASL) Video of the full text of the assessment will not require Closed Captioning as the ASL form does not have embedded video.</li> <li>• <b>Important Note:</b> Not all ELA tests may contain an embedded video, and therefore, even if Closed Captioning is selected, it may not be present in the test.</li> </ul>



Reference ID	Accommodation	Administration Guidelines
<p><b>3i</b></p>	<p><b>ELA Assessments, including items, response options, and passages</b></p> <ul style="list-style-type: none"> <li>• <b>Text-to-Speech</b></li> <li>• <b>ASL Video</b></li> </ul> <p><i>(SR/PNP Reference CG &amp; BJ)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Purpose:</b> The purpose of the embedded text-to-speech and ASL video 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.</li> <li>• <b>Identification for SR/PNP:</b> The student’s SR/PNP must have text-to-speech or ASL Video, selected to activate the features on the platform. Once a student is placed into a session, the student will be assigned a form with embedded text-to-speech or ASL Video.</li> </ul> <p><b>Important Note:</b> There may be unintended consequences related to the use of this accommodation for some students. IEP teams/504 Plan Coordinators should use the decision-making tool available in <a href="#">Appendix D: Text-to-Speech, ASL Video, or Human Reader/Human Signer Guidance for English Language Arts (ELA) Assessments</a> to inform their decision-making.</p>

Reference ID	Accommodation	Administration Guidelines
3j	<p><b>Human Reader/ Human Signer for ELA Assessments</b></p> <p><i>(SR/PNP Reference CH)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Purpose:</b> The Human Reader/Human Signer accommodation for the NJSLA and NJGPA ELA is 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.</li> <li>• <b>Tools for Identification:</b> IEP teams/504 Plan Coordinators should use the decision-making tool available in <a href="#">Appendix D: Text-to-Speech, ASL Video, or Human Reader/ Human Signer Guidance for English Language Arts (ELA) Assessments</a> to inform their decision-making.</li> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Human Reader/Human Signer selected.</li> <li>• <b>Test Session:</b> For the Human Reader/Human Signer, students must be placed in a read-aloud session type when creating test sessions. The proctor will be assigned a separate authorization login to access the same form as all students within the Human Reader session.</li> <li>• <b>Materials:</b> TA will receive a proctor authorization ticket to access the same form as all students within the human reader session.</li> <li>• <b>Test Administrator Training:</b> TAs providing this accommodation must review:             <ul style="list-style-type: none"> <li>○ TAs must use a proctor authorization ticket to review test content to be read aloud to the student. Review must be performed in a secure environment.</li> <li>○ <a href="#">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.</a></li> <li>○ <i>ELA Audio Guidelines</i> are available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Accessibility Features and Accommodations (AF&amp;A) Resources &gt; Resources.</b></li> <li>○ <a href="#">Appendix I: Human Signer Guidelines.</a></li> <li>○ <a href="#">Appendix J: NJSLA and NJGPA for Students with Visual Impairment, Including Blindness.</a></li> <li>○ ELA has Text Plus Graphics only — Reads all printed text and the hidden alternate text descriptions for images.</li> </ul> </li> </ul>

Reference ID	Accommodation	Administration Guidelines
<p><b>3j</b> <i>(continued)</i></p>	<p><b>Human Reader/ Human Signer for ELA Assessments</b>  <i>(SR/PNP Reference CH)</i>  <i>(continued)</i></p>	<p><b>During Testing:</b> The TA will need to reference the <i>ELA Audio Guidelines</i> available the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Accessibility Features (AF&amp;A) Resources &gt; Resources</b>. <b>Note:</b> 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.</p> <p><b>Important Guidelines on identifying students for these accommodations:</b></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>If all guidelines are <b>not</b> met, and the student is given the text-to-speech, ASL video, or Human Reader/Human Signer accommodation on an NJSLA and NJGPA ELA assessment, the student’s assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a “non-participant” for the ELA assessment.)</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"> <li>• Blindness or a visual impairment and has not learned (or is unable to use) braille; <b>or</b></li> <li>• 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); <b>or</b></li> <li>• 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.</li> </ul>

Reference ID	Accommodation	Administration Guidelines
<p><b>3j</b> <i>(continued)</i></p>	<p><b>Human Reader/ Human Signer</b> <i>(SR/PNP Reference CH)</i> <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"> <li>• The student has access to printed text during routine instruction through a reader, other spoken-text audio format, or signer; or</li> <li>• 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.</li> </ul> <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).</p> <p><b>After Testing:</b> Human reader scripts contain secure item content and must be handled as secure test materials. TAs must return human reader scripts to the STC. The STC must return human reader scripts to the DTC who will return secure materials to the vendor.</p>

Reference ID	Accommodation	Administration Guidelines
3k	<p><b>ASL Video for the Mathematics/ Science Assessments</b></p> <p><i>(SR/PNP Reference BJ)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have ASL selected. Once a student is placed into a test session, the student will be assigned an ASL form.</li> <li>• <b>Student Training:</b> It is highly recommended that students review the <i>American Sign Language Mathematic Video Glossary</i> prior to testing. The <i>American Sign Language Mathematic Video Glossary</i> is available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Accessibility Features (AF&amp;A) Resources &gt; Resources.</b></li> <li>• <b>Test Administrator Training:</b> Human signers should refer to the online <i>American Sign Language Mathematic Video Glossary</i> prior to testing. The <i>American Sign Language Mathematic Video Glossary</i> is available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Accessibility Features (AF&amp;A) Resources &gt; Resources.</b> <ul style="list-style-type: none"> <li>○ Refer to the <i>American Sign Language Tutorial</i> available at the New Jersey Assessments Resource Center, located under <b>Educator Resources &gt; Practice Tests and Tutorials</b> for full training on tool functionality.</li> </ul> </li> </ul> <p><b>During Testing:</b> The student views an embedded video of a human interpreter for the mathematics assessments. The student may pause and resume the video but cannot adjust the pace.</p>
3l	<p><b>Human Signer for Test Directions</b></p> <p><i>(SR/PNP Reference BS)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Human Signer for Test Directions selected.</li> <li>• <b>Test Administrator Training:</b> Human Signers must review: <ul style="list-style-type: none"> <li>○ <i>Test Administrator Scripts</i>, which are available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Test Administrator Scripts.</b></li> <li>○ <a href="#">Appendix I: Human Signer Guidelines.</a></li> </ul> </li> </ul> <p><b>During Testing:</b> 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>

## 2.7 Response Accommodations for Students with Disabilities

Where applicable, the following table includes the test administration activities for before, during, and after testing necessary for successful implementation of the NJSLA and NJGPA Response Accommodations for students with disabilities. There are a few accommodations that must be pre-selected for the student in the SR/PNP in order to activate the feature on the platform. When needed, this information is included in the “Before Testing” guidance found in the *Administration Guidelines* column. The column titled *Accommodation* also provides the corresponding location in the SR/PNP file.

Table 4: Response Accommodations for Students with Disabilities

Reference ID	Accommodation	Administration Guidelines
4a	<p><b>Assistive Technology</b> (Non-Screen Reader) (SR/PNP Reference BL, BR, BW, BX, &amp; BY)</p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Assistive Technology - Non-Screen Reader selected. <ul style="list-style-type: none"> <li>○ Students using the Co:Writer and Read&amp;Write extensions for use with TestNav must have Speech-to-Text and Word Prediction selected in the Student’s SR/PNP. <b>Important Note:</b> Co-Writer and Read&amp;Write extensions are available for ELA only. If a student requires Speech-to-Text accommodations for mathematics and/or science, please refer to the <i>Web-Based Third-Party Assistive Technology for Speech-to-Text Form</i> available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Forms</b>.</li> </ul> </li> <li>• <b>Testing:</b> Assistive technology should be tested during an Infrastructure Trial to determine whether the assistive technology will interact with TestNav and can be used successfully during computer-based testing. For information on how to test assistive technology devices and software for use on the NJSLA and NJGPA with the TestNav platform via an Infrastructure Trial, refer to the <i>Assistive Technology Guidelines</i>. The <i>Assistive Technology Guidelines</i> document is available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Accessibility Features (AF&amp;A) Resources &gt; Resources</b>.</li> <li>• <b>Important Note:</b> These assessments are designed to be Web Content Accessibility Guidelines (WCAG) compliant.</li> </ul> <p><b>During Testing:</b> Students may use a range of assistive technologies, including devices that are compatible with the online testing platform, and those that are used externally on a separate computer.</p> <p><b>After Testing:</b> TAs are responsible for collecting <b>all</b> student work created from assistive technology devices. Content must be cleared off all devices and student work must be securely destroyed.</p>

Reference ID	Accommodation	Administration Guidelines
4b	<p><b>Electronic Braille Response</b> <i>(SR/PNP Reference BU)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Electronic Braille Response selected.</li> </ul> <p><b>During Testing:</b> 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, the 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 TestNav.</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Student responses generated using an electronic braille note-taker must be transcribed verbatim into the test booklet. Afterward, the responses from the test booklet must be transcribed into TestNav. <b>Important Note:</b> Failure to transcribe student responses into TestNav will result in the student not receiving a valid scale score. 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 DTC or STC (Refer to <a href="#">Appendix J: NJSLA and NJGPA for Students with Visual Impairment, including Blindness.</a>)</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.</a></li> <li>• TAs are responsible for collecting <b>all</b> student work created using assistive technology devices. Test-related content must be deleted from all devices and securely destroyed.</li> </ul>



Reference ID	Accommodation	Administration Guidelines
4c	<p><b>Calculation Device</b> (<i>on Calculator Sections of Mathematics Assessments</i>)</p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Materials:</b> Allowable calculators for the calculator accommodation on calculator sections include:               <ul style="list-style-type: none"> <li>○ Grades 3–5: Four-function with square root and percentage functions.</li> <li>○ Grades 6–7: Four-function with square root and percentage functions.</li> <li>○ Grade 8: Scientific calculators (Student may also bring a four-function with square root and percentage functions in addition to a grade-level calculator).</li> <li>○ 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).</li> </ul> </li> </ul> <p><b>During Testing:</b> 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 Sections of the mathematics assessments. If a talking calculator is used, the student must use headphones or be tested in a separate setting.</p>

Reference ID	Accommodation	Administration Guidelines
4d	<p><b>Calculation Device and Mathematics Tools</b> (<i>on Non-Calculator Sections of Mathematics Assessments</i>)</p> <p>(SR/PNP Reference BV)</p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Purpose:</b> 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). 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.</li> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have the appropriate value populated for the Calculation Device and Mathematics Tools field.</li> <li>• <b>Materials:</b> Hand-held calculator. Allowable calculators for the calculator accommodation on non-calculator sections:               <ul style="list-style-type: none"> <li>○ Grades 3–5: Four-function with square root and percentage functions.</li> <li>○ Grades 6–7: Four-function with square root and percentage functions.</li> <li>○ Grade 8: Scientific calculators (The student may also bring a four-function with square root and percentage functions in addition to grade-level calculator).</li> <li>○ 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).</li> <li>○ Allowable mathematics tools include:                   <ul style="list-style-type: none"> <li>▪ Arithmetic tables (e.g., addition charts, subtraction charts, multiplication charts; division charts).</li> <li>▪ Two-color chips (e.g., single-sided or double-sided).</li> <li>▪ Counters and counting chips.</li> <li>▪ Square tiles.</li> <li>▪ Base 10 blocks.</li> <li>▪ 100s chart.</li> </ul> </li> </ul> </li> </ul>

Reference ID	Accommodation	Administration Guidelines
<p><b>4d</b> <i>(continued)</i></p>	<p><b>Calculation Device and Mathematics Tools</b> <i>(on Non-Calculator Sections of Mathematics Assessments)</i></p> <p><i>(SR/PNP Reference BV)</i> <i>(continued)</i></p>	<p>A student with a visual impairment may need other mathematics tools, such as a large print ruler (embedded ruler is designed in 18-point font), braille ruler, tactile compass, or braille protractor. Note that Braille Test Kits for mathematics 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 <a href="#">Appendix G: NJSLA and NJGPA Unique Accommodation Request Form</a>, via PAN, for review and approval.</p> <p><b>During Testing:</b> 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> <p><b>Important Guidelines for identifying students to receive this accommodation:</b></p> <p>IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying students to receive this accommodation. If all guidelines are not met, and the student is given Calculation Device and Mathematics Tools without proper documentation, the student’s assessment score may be invalidated, and the score would not be counted in the overall assessment results (i.e., the student would be considered a “non-participant” for the mathematics assessment.)</p>

Reference ID	Accommodation	Administration Guidelines
<p><b>4d</b> <i>(continued)</i></p>	<p><b>Calculation Device and Mathematics Tools</b> <i>(on Non-Calculator Sections of Mathematics Assessments)</i></p> <p><i>(SR/PNP Reference BV)</i></p> <p><i>(continued)</i></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> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Before listing the accommodation in the student’s IEP/504 plan, teams should also consider whether:</p> <ul style="list-style-type: none"> <li>• The student is unable to perform calculations without the use of a calculation device, arithmetic table, or manipulative during routine instruction.</li> <li>• The student’s inability to perform mathematical calculations is documented in evaluation summaries from locally-administered diagnostic assessments.</li> <li>• 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.</li> </ul> <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>

Reference ID	Accommodation	Administration Guidelines
4e	<p><b>ELA Selected Response or Technology Enhanced Items</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to-Text</b></li> <li>• <b>Human Scribe</b></li> <li>• <b>Human Signer</b></li> <li>• <b>Assistive Technology Device</b></li> </ul> <p><i>(SR/PNP Reference BX)</i></p> <p><b>Mathematics/ Science Accommodated Response</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to-Text</b></li> <li>• <b>Human Scribe</b></li> <li>• <b>Human Signer</b></li> <li>• <b>Assistive Technology Device</b></li> </ul> <p><i>(SR/PNP Reference BY)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Speech-to-Text, Human Scribe, Human Signer, or Assistive Technology - Non-Screen Reader selected. <b>Important Note:</b> 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.</li> <li>• <b>Materials:</b> External device provided by the student, if needed. If the student uses speech-to-text software, such as Dragon® Naturally Speaking, then a separate computer must be provided; one to run the assessment on TestNav and a second computer to run the software. If using the Co:Writer or Read&amp;Write extensions for TestNav, no external device is needed. These speech-to-text extensions will work as expected within a secure assessment in TestNav. <b>Important Note:</b> Co-Writer and Read&amp;Write extensions are available for ELA only. If a student requires Speech-to-Text accommodations for mathematics and/or science, please refer to the <i>Web-Based Third-Party Assistive Technology for Speech-to-Text Form</i> available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Forms</b>.</li> <li>• <b>Test Administrator Training:</b> TAs providing the scribe accommodation must review:             <ul style="list-style-type: none"> <li>○ <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a>.</li> <li>○ <a href="#">Appendix I: Human Signer Guidelines</a>.</li> </ul> </li> <li>• Assistive technology, including speech-to-text software, should be tested during an Infrastructure Trial. If, during the Infrastructure Trial, the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some speech-to-text software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software.</li> </ul>

Reference ID	Accommodation	Administration Guidelines
<p><b>4e</b> <i>(continued)</i></p>	<p><b>ELA Selected Response or Technology Enhanced Items</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to-Text</b></li> <li>• <b>Human Scribe</b></li> <li>• <b>Human Signer</b></li> <li>• <b>Assistive Technology Device</b></li> </ul> <p><i>(SR/PNP Reference BX)</i></p> <p><b>Mathematics/ Science Accommodated Response</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to-Text</b></li> <li>• <b>Human Scribe</b></li> <li>• <b>Human Signer</b></li> <li>• <b>Assistive Technology Device</b></li> </ul> <p><i>(SR/PNP Reference BY)</i> <i>(continued)</i></p>	<ul style="list-style-type: none"> <li>• <b>Important Note:</b> If a student is using an allowable 3rd party external Assistive Technology that provides speech-to-text functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non-Screen Reader to allow the assistive technology to work. This includes the Co:Writer and Read&amp;Write extensions.</li> <li>• Reference the <i>Assistive Technology Guidelines</i> for additional information about web-based, 3rd party assistive technology. The <i>Assistive Technology Guidelines</i> document is available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Accessibility Features (AF&amp;A) Resources &gt; Resources</b>.</li> </ul> <p><b>Important Note:</b> If all guidelines are not followed accordingly, and the student is given the ELA Selected Response or Technology Enhanced Items, and/or Mathematics/Science Accommodated Response accommodation, the student’s assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a “non-participant” for the ELA, mathematics, and/or science assessments).</p> <p><b>During Testing:</b> 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. <b>Important Note:</b> TestNav does not have embedded Speech-to-Text functionality — students must use allowable Assistive Technology software or extensions or an external device (responses must be transcribed).</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a>.</li> <li>• TAs are responsible for collecting <b>all</b> student work created using assistive technology devices. Test-related content must be deleted from all devices and securely destroyed.</li> </ul>

Reference ID	Accommodation	Administration Guidelines
<p>4f</p>	<p><b>ELA Constructed Response</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to-Text</b></li> <li>• <b>Human Scribe</b></li> <li>• <b>Human Signer</b></li> <li>• <b>Assistive Technology Device</b></li> </ul> <p><i>(SR/PNP Reference BW)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Speech-to-Text, Human Scribe, Human Signer, or Assistive Technology Device selected. If you plan to use a Chromebook or iPad as a third-party external assistive technology device, contact the appropriate NJDOE contact for additional guidance. <b>Important Note:</b> This accommodation applies to Prose Constructed Responses on the ELA assessments.</li> <li>• <b>Materials:</b> External device provided by the student, if needed.</li> <li>• <b>Test Administrator Training:</b> TAs providing the scribe accommodation must review: <ul style="list-style-type: none"> <li>○ <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.</a></li> <li>○ <a href="#">Appendix I: Human Signer Guidelines.</a></li> </ul> </li> <li>• <b>Important Note:</b> If a student is using an allowable 3rd party external Assistive Technology that provides speech-to-text functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non-Screen Reader to allow the assistive technology to work. This includes the Co:Writer and Read&amp;Write extensions.</li> <li>• Assistive technology, including speech-to-text software, should be tested during an Infrastructure Trial. If, during the Infrastructure Trial, the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some speech-to-text software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software.</li> <li>• Reference the <i>Assistive Technology Guidelines</i> for additional information about web-based, 3rd party assistive technology. The <i>Assistive Technology Guidelines</i> document is available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Accessibility Features (AF&amp;A) Resources &gt; Resources.</b> <b>Important Note:</b> If all guidelines are not followed accordingly, and the student is given the ELA Constructed Response accommodation, the student’s assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a “non-participant” for the ELA assessment.)</li> </ul>

Reference ID	Accommodation	Administration Guidelines
<p><b>4f</b> <i>(continued)</i></p>	<p><b>ELA Constructed Response</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to-Text</b></li> <li>• <b>Human Scribe</b></li> <li>• <b>Human Signer</b></li> <li>• <b>Assistive Technology Device</b></li> </ul> <p><i>(SR/PNP Reference BW)</i> <i>(continued)</i></p>	<p><b>During Testing:</b> 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. <b>Important Note:</b> TestNav does not have embedded Speech-to-Text functionality — students must use allowable Assistive Technology or extension or an external device (responses must be transcribed).</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a>.</li> <li>• 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.</li> </ul> <p><b>Important Guidelines for identifying students to receive these accommodations:</b></p> <p>IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this accommodation. If all guidelines are not met, and the student is given the Human Scribe accommodation on the ELA assessment, the student’s assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a “non-participant” for the ELA assessment.)</p>



Reference ID	Accommodation	Administration Guidelines
<p><b>4f</b> <i>(continued)</i></p>	<p><b>ELA Constructed Response</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to-Text</b></li> <li>• <b>Human Scribe</b></li> <li>• <b>Human Signer</b></li> <li>• <b>Assistive Technology Device</b></li> </ul> <p><i>(SR/PNP Reference BW)</i> <i>(continued)</i></p>	<p>In making decisions 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"> <li>• A physical disability that severely limits or prevents the student’s motor process of writing through keyboarding; <b>or</b></li> <li>• 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.</li> </ul> <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"> <li>• The student’s inability to express in writing is documented in evaluation summaries from locally-administered diagnostic assessments;</li> <li>• The student routinely uses a scribe for written assignments; and</li> <li>• The student receives ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team or 504 Plan Coordinator.</li> </ul>
<p><b>4g</b></p>	<p><b>Monitor Test Response</b></p> <p><i>(SR/PNP Reference BZ)</i></p>	<p><b>During Testing:</b> 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>

Reference ID	Accommodation	Administration Guidelines
4h	<p><b>Word Prediction</b> <i>(SR/PNP Reference CA)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Word Prediction selected.</li> <li>• <b>Materials:</b> Word prediction external device that provides a bank of frequently- or recently-used words as a result of the student entering the first few letters of a word. <b>Important Note:</b> If a student is using an allowable 3rd party external Assistive Technology that provides Word Prediction functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non-Screen Reader to allow the assistive technology to work. This includes the Co:Writer and Read&amp;Write extensions. <b>Note:</b> Co:Writer or Read&amp;Write extensions are available for ELA only.</li> <li>• Assistive technology should be tested during an Infrastructure Trial. If during the Infrastructure Trial the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some external word prediction software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software.</li> <li>• Reference the <i>Assistive Technology Guidelines</i>, available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Accessibility Features (AF&amp;A) Resources &gt; Resources.</b></li> </ul> <p><b>During Testing:</b> The student uses the Co:Writer or Read&amp;Write for TestNav extensions or 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>

Reference ID	Accommodation	Administration Guidelines
<p><b>4h</b> <i>(continued)</i></p>	<p><b>Word Prediction</b> <i>(SR/PNP Reference CA)</i> <i>(continued)</i></p>	<p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Student responses generated using the External Word Prediction Device software must be transcribed verbatim by a TA into TestNav. Only transcribed responses submitted in TestNav will be scored. <b>Important Note:</b> If the student is writing their responses directly into TestNav through the external software for word prediction, then transcribing is not necessary.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a>.</li> <li>• TAs are responsible for collecting <b>all</b> student work created using assistive technology devices. Test-related content must be deleted from all devices and securely destroyed.</li> </ul> <p><b>Important Guidelines for identifying students to receive this accommodation:</b></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"> <li>• A physical disability that severely limits or prevents the student from writing or keyboarding responses; <b>or</b></li> <li>• 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.</li> </ul> <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"> <li>• The student’s inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments;</li> <li>• The student routinely uses a word-prediction device or software during classroom writing assignments; and</li> <li>• The student receives ongoing, intensive instruction, and/or intervention in language processing and writing, as deemed appropriate by the IEP team/504 Plan Coordinator.</li> </ul>

Table 5 describes the Timing and Scheduling Accommodation for students with disabilities that is intended to increase the allowable time in which to complete an assessment. The table outlines the activities needed before, during, and after testing necessary to successfully administer the assessments with this accommodation. Accommodations for students with disabilities must be pre-selected for the student in the SR/PNP. This information is included in the “Before Testing” guidance and the corresponding column in the SR/PNP file is also provided.

**Table 5: Timing and Scheduling Accommodation for Students with Disabilities**

SR/PNP Reference	Accommodation	Administration Guidelines
5a	<b>Extended Time</b> <i>(SR/PNP Reference CK)</i>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Extended Time selected. The amount of time a student receives should be indicated in the student’s IEP or 504 plan. The student does not need to take the full day if it is not needed.</li> <li>• <b>Test Administrator Training:</b> TAs providing this accommodation must review:               <ul style="list-style-type: none"> <li>○ <a href="#">Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation.</a></li> </ul> </li> </ul> <p><b>During Testing:</b> 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>

## 2.8 Accommodations for Multilingual Learners

Table 6 lists the accommodations on the NJSLA and NJGPA that are available to multilingual learners (MLs), cross-referenced with recommendations regarding the effectiveness of the accommodation based on the English Language Proficiency (ELP) level of the student. See Section 4 for how ELP is determined.

### Key for Table 6:

- **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.

**Table 6: Guidance on Selection of Accommodations for Multilingual Learners**

Accommodation	Beginning	Intermediate	Advanced
Extended time	HR	HR	HR
Word-to-Word Dictionary (English/Native Language)	R	HR	HR
Mathematics/Science Response Speech-to-Text	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
Paper-Based Edition of the Mathematics/Science Assessments in Spanish	HR	R	MN
Large Print Edition of the Mathematics/Science Assessments in Spanish (For students with visual impairment)	HR	HR	HR
Text-to-Speech for the Mathematics/Science Assessments in Spanish	HR	R	MN
Human Reader for the Mathematics/Science Assessments in Spanish	HR	R	MN

Where applicable, the following tables below will include the test administration activities for before, during, and after testing necessary for successful implementation of the NJSLA and NJGPA Accommodations for MLs. There are a few accommodations that must be pre-selected for the student in the SR/PNP in order to activate the feature on the platform. When needed, this information is included in the “Before Testing” guidance found in the *Administration Guidelines* column. The column titled *Accommodations* also provides the corresponding location in the SR/PNP file.

Table 7: Accommodations for Multilingual Learners

Reference ID	Accommodation	Administration Guidelines
7a	<p><b>Extended time</b> <i>(SR/PNP Reference CK)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Extended Time selected.</li> <li>• <b>Test Administrator Training:</b> TAs providing this accommodation must review: <ul style="list-style-type: none"> <li>○ <a href="#">Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation.</a></li> </ul> </li> </ul> <p><b>During Testing:</b> Students have until the end of the school day to complete a single test unit administered during the prescribed testing window. The amount of time a student receives must be indicated in advance. 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>
7b	<p><b>Word-to-Word Dictionary</b> (English/ Native Language) <i>(SR/PNP Reference CF)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Word-to-Word Dictionary selected.</li> <li>• <b>Materials:</b> Word-to-word dictionaries are provided to students by their school, based on those used by the student for routine classroom instruction.</li> </ul> <p><b>During Testing:</b> The student uses a published bilingual, word-to-word dictionary that does not include definitions, pronunciation, phrases, 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>

Reference ID	Accommodation	Administration Guidelines
7c	<p><b>Multilingual Learner Accommodated Response for the Mathematics/ Science Assessments in Spanish</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to-Text</b></li> <li>• <b>Human Scribe/ Human Signer</b></li> </ul> <p>(SR/PNP Reference CD)</p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Speech-to-Text or Human Scribe selected.</li> <li>• <b>Materials:</b> External device provided by the student, if needed. If the student uses speech-to-text software, such as Dragon® Naturally Speaking, then a separate computer must be provided; one to run the assessment on TestNav and a second computer to run the software. TestNav does not contain embedded speech-to-text software.</li> <li>• <b>Test Administrator Training:</b> TAs providing the scribe accommodation must review: <ul style="list-style-type: none"> <li>○ <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.</a></li> </ul> </li> </ul> <p><b>Important Note:</b> If a student is using an allowable 3rd party external Assistive Technology that provides speech-to-text functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non-Screen Reader to allow the assistive technology to work.</p> <ul style="list-style-type: none"> <li>• Assistive technology, including speech-to-text software, should be tested during an Infrastructure Trial. If, during the Infrastructure Trial, the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some speech-to-text software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software.</li> <li>• Reference the <i>Assistive Technology Guidelines</i> for additional information about web-based, 3rd party assistive technology. The <i>Assistive Technology Guidelines</i> document is available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Accessibility Features (AF&amp;A) Resources &gt; Resources.</b></li> </ul>

Reference ID	Accommodation	Administration Guidelines
<p><b>7c</b> <i>(continued)</i></p>	<p><b>Multilingual Learner Accommodated Response for the Mathematics/ Science Assessments in Spanish</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to-Text</b></li> <li>• <b>Human Scribe/ Human Signer</b></li> </ul> <p><i>(SR/PNP Reference CD)</i> <i>(continued)</i></p>	<ul style="list-style-type: none"> <li>• <b>Important Note:</b> If all guidelines are not followed accordingly, and the student is given the Multilingual Learner Accommodated Response for Mathematics/Science accommodation, the student’s assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a “non-participant” for the mathematics and/or science assessments).</li> </ul> <p><b>During Testing:</b> A student dictates responses verbally by 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><b>Important Note:</b> TestNav does not have embedded Speech-to-Text functionality - students must use allowable Assistive Technology software or extensions or an external device (responses must be transcribed).</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• 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/or into TestNav. Only transcribed responses will be scored.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a>.</li> <li>• TAs are responsible for collecting <b>all</b> student work created using assistive technology devices. Test-related content must be deleted from all devices and securely destroyed.</li> </ul>



Reference ID	Accommodation	Administration Guidelines
<p><b>7d</b></p>	<p><b>General Administration Directions Read Aloud in Student's Native Language</b> <i>(SR/PNP Reference CC)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have General Administration Directions Read Aloud and Repeated in Student’s Native Language selected.</li> <li>• <b>Materials:</b> NJSLA and NJGPA will provide written general test administration directions in the following languages: <ul style="list-style-type: none"> <li>○ Arabic</li> <li>○ Bengali</li> <li>○ Chinese (Mandarin)</li> <li>○ Gujarati</li> <li>○ Haitian Creole</li> <li>○ Korean</li> <li>○ Portuguese</li> <li>○ Russian</li> <li>○ Spanish</li> <li>○ Urdu</li> <li>○ 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 <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Forms</b>.</li> </ul> </li> <li>• <b>Test Administrator Training:</b> 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.</li> </ul> <p><b>During Testing:</b> The TA 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.</p>

Reference ID	Accommodation	Administration Guidelines
<p><b>7e</b></p>	<p><b>General Administration Directions Clarified in Student's Native Language</b> <i>(SR/PNP Reference CB)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have General Administration Directions Clarified in Student’s Native Language selected.</li> <li>• <b>Test Administrator Training:</b> TAs providing this accommodation should be literate and fluent in English, as well as in the student’s native language. If a TA who speaks the student’s native language is not available districts may use the <i>Guidance for Web-Based Apps for ML Read Aloud Test Directions</i> available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Forms</b>.</li> </ul> <p><b>During Testing:</b> The TA clarifies general administration directions only in the student’s native language. TAs providing this accommodation should ideally be literate and fluent in English, as well as in the student’s native language, if available. The student may request that directions be repeated. The student must be tested in a separate setting.</p>
<p><b>7f</b></p>	<p><b>Spanish Transadaptation of the Mathematics/ Science Assessments in Spanish</b> <i>(SR/PNP Reference CE)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Spanish Transadaptation selected. Once a student is placed into a test session, the student will be assigned the Spanish form.</li> <li>• <b>Test Administer Training:</b> 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.</li> </ul> <p><b>During Testing:</b> A student takes the online mathematics and/or science assessment with content presented in Spanish.</p> <p><b>Note:</b> 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>

Reference ID	Accommodation	Administration Guidelines
<p><b>7g</b></p>	<p><b>Large Print Edition of the Mathematics/ Science Assessments in Spanish</b> <i>(SR/PNP Reference BP &amp; CE)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Test Session:</b> Students must be placed in a Transcription Spanish test session in <a href="#">PearsonAccess<sup>next</sup></a>. <b>Important Note:</b> Failure to create a Transcription Spanish test session will result in the student not receiving a valid scale score.</li> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Large Print and Spanish Transadaptation selected.</li> <li>• <b>Materials:</b> Spanish Large Print Test Kit includes a large print test booklet, TA large print test scripts, and supplementary large print mathematics materials (large print ruler &amp; protractor), when appropriate.</li> <li>• <b>Test Administrator Training:</b> 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. TAs of students with visual impairments must review:             <ul style="list-style-type: none"> <li>○ <a href="#">Appendix J: NJSLA and NJGPA for Students with Visual Impairment, Including Blindness.</a></li> <li>○ <a href="#">Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based NJSLA and NJGPA.</a></li> </ul> </li> </ul> <p><b>During Testing:</b> 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 edition will be 18-point on paper sized 14" x 18". Students will record their answers (including constructed responses) directly into the large print edition test booklet. 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.</p>

Reference ID	Accommodation	Administration Guidelines
<p><b>7g</b> <i>(continued)</i></p>	<p><b>Large Print Edition of the Mathematics/ Science Assessments in Spanish</b> <i>(SR/PNP Reference BP &amp; CE)</i> <i>(continued)</i></p>	<p>TAs should refer to the <i>Test Administrator Scripts</i>, which are available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Test Administrator Scripts</b>, 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).</p> <p><b>Important Note:</b> 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> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>Student responses from the test booklet must be transcribed verbatim by a TA into the Transcription Spanish test session. <b>Important Note:</b> Failure to transcribe student responses into the Transcription Spanish test session will result in the student not receiving a valid scale score. Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a>.</li> <li><b>After Testing:</b> Large Print Test Kits contain secure item content and must be handled as secure test materials. TAs must return Large Print Test Kits to the STC. The STC must return Large Print Test Kits to the DTC who will return secure materials to the vendor.</li> </ul>

Reference ID	Accommodation	Administration Guidelines
7h	<p><b>Text-to-Speech for the Mathematics/ Science Assessments in Spanish</b></p> <p><i>(SR/PNP Reference CG)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Text-to-Speech in Spanish selected. Once a student is placed into a test session, the student will be assigned a form with embedded text-to-speech on the online Spanish form. <b>Important Note:</b> The volume level must be determined prior to testing. Once testing begins, the volume cannot be changed. The student must be tested in a separate setting if unable to wear headphones.</li> <li>• <b>Test Administrator Training:</b> <ul style="list-style-type: none"> <li>○ Refer to the <i>Text-to-Speech Tutorial</i> available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Practice Tests and Tutorials</b>.</li> <li>○ 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.</li> </ul> </li> <li>• <b>Differences Between Text Only and Text Plus Graphics:</b> <ul style="list-style-type: none"> <li>○ Text Plus Graphics — Reads all printed text and the hidden alternate text descriptions for images.</li> <li>○ Text Only — Reads printed text but does not read any alternate text descriptions for images.</li> </ul> </li> </ul> <p><b>During Testing:</b> The student selects the “Text-to-Speech Player” icon on the toolbar on the right side of the screen. The test is read aloud to the student in Spanish using embedded text-to-speech software. The student may pause and resume the audio as needed. To choose a speed (slow, normal, fast), select the “Text-to-Speech Settings” icon. Once the test begins, the volume level cannot be changed. The student must be tested in a separate setting if unable to wear headphones.</p>

Reference ID	Accommodation	Administration Guidelines
7i	<p><b>Human Reader for the Mathematics/ Science Assessments in Spanish</b> <i>(SR/PNP Reference CE &amp; CH)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Human Reader and Spanish Transadaptation selected.</li> <li>• <b>Test Session:</b> A student <b>must</b> be manually placed into a Spanish Human Reader test session to provide the Spanish Human Reader accommodation. This will assign all students in the test session the same form as the TA and will match the mathematic human reader scripts. <b>Note:</b> Human reader scripts are not provided for science. <b>Important Note:</b> Failure to manually place the students in a Spanish Human Reader session will result in the student receiving a form that differs from the form needed to provide the accessibility feature. The TA will be assigned a separate authorization login to access the same form as all students within the Human Reader session and also receive a secure human reader script.</li> <li>• <b>Materials:</b> Mathematics human reader scripts in Spanish. <b>Note:</b> Human reader scripts in Spanish are not provided for science. For science, the TA will receive a proctor authorization ticket to access the same form as all students within the Spanish human reader session.</li> </ul>

Reference ID	Accommodation	Administration Guidelines
<p><b>7i</b> <i>(continued)</i></p>	<p><b>Human Reader for the Mathematics/ Science Assessments in Spanish</b> <i>(SR/PNP Reference CE &amp; CH)</i> <i>(continued)</i></p>	<ul style="list-style-type: none"> <li>• <b>Test Administrator Training:</b> Human Readers providing this accommodation must review:               <ul style="list-style-type: none"> <li>○ TAs must use a proctor authorization ticket to review Spanish test content to be read aloud to the student for science. For mathematics, TAs must also review the Spanish human reader scripts. Review must be performed in a secure environment. <i>Math Audio Guidelines</i> are available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Accessibility Features and Accommodations (AF&amp;A) Resources &gt; Resources</b>. (Note: This also applies to science.)</li> <li>○ <a href="#">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</a>.</li> </ul> </li> </ul> <p>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> <p><b>During Testing:</b> A TA (Human Reader or Human Signer) reads aloud to a student using the provided human reader script for mathematics. Human reader scripts are not provided for science. The student must be tested in a separate 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). Students may 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><b>After Testing:</b> Human reader scripts contain secure item content and must be handled as secure test materials. TAs must return human reader scripts to the STC. The STC must return human reader scripts to the DTC who will return secure materials to the vendor.</p> <p><b>Note:</b> 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>





## 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><b>Answer Masking</b></p>	<p><b>External Masking Cards</b> <i>(Visual Aids/ Organizers)</i> <i>(SR/PNP Reference BG)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Answer Masking selected.</li> <li>• <b>Materials:</b> The Test Administrator (TA) provides the student with blank masking cards.</li> </ul> <p><b>During Testing:</b> The student may cover or uncover answer options with external blank masking cards as needed.</p>
<p><b>Audio Amplification</b></p>	<p><b>Auditory Aids</b></p>	<p><b>Before Testing:</b> The student brings familiar auditory aid to the test administration.</p> <p><b>During Testing:</b> 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><b>Bookmark</b></p>	<p><b>Place Markers</b> <i>(Visual Aids/ Organizers)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Materials:</b> The TA provides the student with place markers.</li> </ul> <p><b>During Testing:</b> The student uses non-sticky place markers to “bookmark” items to review later.</p>
<p><b>Color Contrast</b> <i>(Background/Font Color)</i></p>	<p><b>Colored Overlays</b> <i>(SR/PNP Reference BI)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Color Contrast Selected.</li> <li>• <b>Materials:</b> The TA provides the student with colored overlays.</li> </ul> <p><b>During Testing:</b> 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><b>Blank Scratch Paper</b> <i>(provided by TA)</i></p>	<p>Same as CBT</p>	<p><b>Before Testing:</b> 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. <b>Note:</b> 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><b>During Testing:</b> 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. <b>Important Note:</b> 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><b>After Testing:</b> TAs are responsible for collecting <b>all</b> 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><b>Eliminate Answer Choices</b></p>	<p>Writing Instrument</p>	<p><b>During Testing:</b> The student may use removable markers (e.g., small strips of paper) to indicate that they are eliminating an answer.</p>
<p><b>General Administration Directions Read Aloud and Repeated as Needed</b> <i>(by TA)</i></p>	<p>Same as CBT</p>	<p><b>During Testing:</b> The TA reads aloud the general administration directions only. A student may raise their hand and request the directions be repeated.</p>
<p><b>General Administration Directions Clarified</b> <i>(by TA)</i></p>	<p>Same as CBT</p>	<p><b>During Testing:</b> 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
<b>Highlight Tool</b>	<b>Highlighter</b>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Materials:</b> The TA provides the student with highlighter(s). Multiple colors may be provided.</li> </ul> <p><b>During Testing:</b> The student highlights text as needed to recall and/or emphasize. Multiple colors may be provided.</p>
<b>Headphones or Noise Buffers</b>	<b>Same as CBT</b>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Materials:</b> The TA provides the student with headphones.</li> </ul> <p><b>During Testing:</b> 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>
<b>Line Reader Mask Tool</b>	<b>Straight Edge</b> <i>(Visual Aids/ Organizers)</i>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Materials:</b> The TA provides the student with blank straight edge.</li> </ul> <p><b>During Testing:</b> The student uses a blank straight edge as they read and follows along with the text.</p>
<b>Magnification/ Enlargement Device</b>	<b>Magnification/ Enlargement Device</b>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Materials:</b> The TA provides the student with magnification/enlargement device.</li> </ul> <p><b>During Testing:</b> 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>
<b>Note Pad</b>	<b>Blank Scratch Paper</b>	See Blank Scratch Paper
<b>Pop-up Glossary</b>	<b>Glossary in Footnotes</b>	<b>During Testing:</b> 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><b>Redirect Student to the Test</b> <i>(by TA)</i></p>	<p><b>Same as CBT</b></p>	<p><b>During Testing:</b> 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><b>Spell-Check or External Spell-Check Device</b></p>	<p><b>External Spell-Check Device</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Materials:</b> The TA provides the student with external spell-check device.</li> </ul> <p><b>During Testing:</b> 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><b>Student Reads Assessment Aloud to Self</b></p>	<p><b>Same as CBT</b> <i>(SR/PNP Reference BH)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> The student's SR/PNP must have this feature identified.</li> </ul> <p><b>During Testing:</b> 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><b>Text-to-Speech for Mathematics/ Science Tests</b></p>	<p><b>Human Reader</b> <i>(SR/PNP Reference CH)</i></p>	<p>See CBT Human Reader</p>

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
<p><b>Human Reader or Human Signer for Mathematics/ Science Tests</b></p>	<p><b>Same as CBT</b> <i>(SR/PNP Reference CH)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> 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.</li> <li>• <b>Materials:</b> Read Aloud Test Kits, which include two copies of the test booklet and a human reader script for mathematics. <b>Note:</b> Human reader scripts are not provided for science.</li> <li>• <b>Test Administrator Training:</b> The TA providing this accessibility feature must review: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ <a href="#">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</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</li> <li>○ <a href="#">Appendix I: Human Signer Guidelines</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</li> <li>○ <a href="#">Appendix J: NJSLA and NJGPA for Students with Visual Impairment, including Blindness</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</li> <li>○</li> </ul> </li> </ul>

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
<p><b>Human Reader or Human Signer for Mathematics/ Science Tests</b> <i>(continued)</i></p>	<p><b>Same as CBT</b> <i>(SR/PNP Reference CH)</i> <i>(continued)</i></p>	<ul style="list-style-type: none"> <li>○ The <i>American Sign Language Mathematic Video Glossary</i> is available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Accessibility Features (AF&amp;A) Resources &gt; Resources</b>.</li> <li>○ <i>Math Audio Guidelines</i> are available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration</b>. (Note: This also applies to science.)</li> </ul> <p><b>During Testing:</b> 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><b>After Testing:</b> 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><b>Writing Tools</b></p>	<p><b>Writing Instrument</b></p>	<p><b>During Testing:</b> 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**

<b>PBT Administrative Consideration</b>	<b>Description</b>
<b>Small Group Testing</b> <i>(SR/PNP Reference BC)</i>	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.
<b>Time of Day</b> <i>(SR/PNP Reference BF)</i>	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).
<b>Separate/Alternate Location</b> <i>(SR/PNP Reference BB)</i>	The student is tested in a specifically assigned location.
<b>Specified Area or Setting</b> <i>(SR/PNP Reference BE)</i>	The student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, library, etc.).
<b>Adaptive and Specialized Equipment or Furniture</b> <i>(SR/PNP Reference BD)</i>	The student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).



PBT Administrative Consideration	Description
<p><b>Frequent breaks</b> <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"> <li>• <b>Medical Breaks:</b> 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.</li> <li>• <b>IEP or Section 504 plan Breaks:</b> The student takes a break as determined by their IEP or Section 504 plan. Student’s testing time stops.</li> <li>• <b>Individual Bathroom Breaks:</b> The student requests a bathroom break within their overall allotted testing time. Student’s testing time does not stop.</li> <li>• <b>In-Chair Stretch Break:</b> The student pauses and stretches. Student’s testing time does not stop.</li> </ul>

**Presentation Accommodations for Students with Disabilities Taking Paper-Based Assessments**

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
<p><b>Assistive Technology</b> <i>(Non-Screen Reader)</i></p>	<p><b>Assistive Technology – External</b></p>	<p><b>During Testing:</b> 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><b>After Testing:</b> TAs are responsible for collecting <b>all</b> 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 <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</p>
<p><b>Screen Reader Version</b> <i>(For a student who is blind or visually impaired)</i></p>	<p><b>Hard Copy Braille Edition</b> <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
<b>Refreshable Braille Display</b>	<b>Hard Copy Braille Edition</b> <i>(SR/PNP Reference BQ)</i>	See Hard Copy Braille Edition CBT guidance.
<b>Braille with Tactile Graphics</b>	<b>Hard Copy Braille Edition</b> <i>(SR/PNP Reference BQ)</i>	See Braille with Tactile Graphics CBT guidance.
<b>Tactile Graphics</b>	<b>Tactile Graphics</b> <i>(SR/PNP Reference BQ)</i>	See Tactile Graphics CBT guidance.
<b>Large Print</b>	<b>Large Print Edition</b> <i>(SR/PNP Reference BP)</i>	See Large Print CBT guidance
<b>Alternate Representation – Paper Test</b>	<b>Paper-Based Edition</b> <i>(SR/PNP Reference BQ)</i>	See Alternate Representation – Paper Test CBT guidance
<b>Closed Captioning of Multimedia on the ELA Assessments</b>	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"> <li>• Text-to-Speech</li> <li>• ASL Video</li> <li>• Human Reader/ Human Signer</li> </ul>	<p>ELA Assessments, including items, response options, and passages</p> <ul style="list-style-type: none"> <li>• Human Reader/ Human Signer</li> </ul> <p><i>(SR/PNP Reference CH)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Purpose:</b> 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.</li> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Human Reader/Human Signer selected.</li> <li>• <b>Tools for Identification:</b> IEP teams/504 Plan Coordinators should use the decision-making tool available <a href="#">Appendix D: Text-to-Speech, ASL Video, or Human Reader/ Human Signer Guidance for English Language Arts (ELA) Assessments</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>, to inform their decision-making.</li> <li>• <b>Materials:</b> Read Aloud Test Kits, which include two copies of the test booklet.</li> </ul>

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"> <li>• Text-to-Speech</li> <li>• ASL Video</li> <li>• Human Reader/ Human Signer</li> </ul> <p>(continued)</p>	<p>ELA Assessments, including items, response options, and passages</p> <ul style="list-style-type: none"> <li>• Human Reader/ Human Signer</li> </ul> <p>(SR/PNP Reference CH)</p> <p>(continued)</p>	<ul style="list-style-type: none"> <li>• <b>Test Administrator Training:</b> TAs providing this accommodation must review:               <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ <a href="#">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</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</li> <li>○ <a href="#">Appendix I: Human Signer Guidelines</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</li> <li>○ <a href="#">Appendix J: NJSLA and NJGPA for Students with Visual Impairment, including Blindness</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</li> </ul> </li> </ul>

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
<p><b>ELA Assessments, including items, response options, and passages</b></p> <ul style="list-style-type: none"> <li>• Text-to-Speech</li> <li>• ASL Video</li> <li>• Human Reader/ Human Signer</li> </ul> <p><i>(continued)</i></p>	<p><b>ELA Assessments, including items, response options, and passages</b></p> <ul style="list-style-type: none"> <li>• Human Reader/ Human Signer</li> </ul> <p><i>(SR/PNP Reference CH)</i></p> <p><i>(continued)</i></p>	<p><b>During Testing:</b> 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 <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Accessibility Features (AF&amp;A) Resources &gt; Resources</b>. <b>Important Note:</b> The student that has a Human Reader or Signer must be tested in a separate setting.</p> <p><b>Important Guidelines on identifying students for these accommodations:</b></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"> <li>• Blindness or a visual impairment and has not learned (or is unable to use) braille; <b>or</b></li> <li>• 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); <b>or</b></li> <li>• 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.</li> </ul>

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
<p><b>ELA Assessments, including items, response options, and passages</b></p> <ul style="list-style-type: none"> <li>• Text-to-Speech</li> <li>• ASL Video</li> <li>• Human Reader/ Human Signer</li> </ul> <p><i>(continued)</i></p>	<p><b>ELA Assessments, including items, response options, and passages</b></p> <ul style="list-style-type: none"> <li>• Human Reader/ Human Signer</li> </ul> <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"> <li>• The student has access to printed text during routine instruction through a reader, other spoken-text audio format, or signer;</li> <li>• The student’s inability to decode printed text or read braille is documented in evaluation summaries from locally-administered diagnostic assessments; and</li> <li>• 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.</li> </ul> <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><b>ASL Video</b></p>	<p><b>Human Signer for Mathematics and Science</b></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><b>Human Signer for Test Directions</b></p>	<p><b>Same as CBT</b> <i>(SR/PNP Reference BS)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Human Signer for Test Directions selected.</li> <li>• <b>Test Administrator Training:</b> Human Signers must review:               <ul style="list-style-type: none"> <li>○ <i>Test Administrator Scripts</i>, which are available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Test Administrator Scripts</b>.</li> <li>○ <a href="#">Appendix I: Human Signer Guidelines</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</li> </ul> </li> </ul> <p><b>During Testing:</b> 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><b>Assistive Technology</b> <i>(Non-Screen Reader)</i></p>	<p><b>Assistive Technology – External</b> <i>(SR/PNP Reference BW, BX, and BY)</i></p>	<p><b>During Testing:</b> 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><b>After Testing:</b> TAs are responsible for collecting <b>all</b> 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 <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>Electronic Braille Response</b></p>	<p><b>Braille Note-taker</b> <i>(SR/PNP Reference BU)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have braille note-taker selected.</li> </ul> <p><b>During Testing:</b> 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><b>After Testing:</b> 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 <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>, for review and approval.</p> <p>TAs are responsible for collecting <b>all</b> 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><b>Electronic Braille Response</b></p>	<p><b>Electronic Braille Response</b> <i>(SR/PNP Reference BU)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have braille writer selected.</li> </ul> <p><b>During Testing:</b> 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><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Student responses generated using an electronic braille note taker must be transcribed verbatim by a TA into TestNav. Only transcribed responses will be scored.</li> <li>• Responses must be transcribed either by a teacher of the visually impaired or a TA supervised by a teacher of the visually impaired.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</li> <li>• TAs are responsible for collecting <b>all</b> student work created using assistive technology devices. Test-related content must be deleted from all devices and securely destroyed.</li> </ul>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>Calculation Device</b> <i>(On Calculator Sections of Mathematics Assessments)</i></p>	<p><b>Calculation Device</b> <i>(On Calculator Sections of Mathematics Assessments)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Materials:</b> Allowable calculators for the calculator accommodation on calculator sections:               <ul style="list-style-type: none"> <li>○ <b>Grades 3–5:</b> Four-function with square root and percentage functions.</li> <li>○ <b>Grade 6–7:</b> Four-function with square root and percentage functions.</li> <li>○ <b>Grade 8:</b> Scientific calculators (The student may also bring a four-function with square root and percentage functions in addition to a grade-level calculator).</li> <li>○ <b>High School:</b> 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).</li> </ul> </li> </ul> <p><b>During Testing:</b> 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><b>Calculation Device and Mathematics Tools</b></p> <p><i>(On Non-Calculator Sections of Mathematics Assessments)</i></p>	<p><b>Calculation Device and Mathematics Tools</b></p> <p><i>(On Non-Calculator Sections of Mathematics Assessments)</i></p> <p><i>(SR/PNP Reference BV)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>● <b>Purpose:</b> 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.</li> <li>● <b>Identification for SR/PNP:</b> 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.</li> <li>● <b>Materials:</b> Allowable calculators for the calculator accommodation on non-calculator sections: <ul style="list-style-type: none"> <li>○ <b>Grades 3–5:</b> Four-function with square root and percentage functions.</li> <li>○ <b>Grade 6–7:</b> Four-function with square root and percentage functions.</li> <li>○ <b>Grade 8:</b> Scientific calculators (The student may also bring a four-function with square root and percentage functions in addition to a grade-level calculator).</li> <li>○ <b>High School:</b> 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).</li> </ul> </li> </ul>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>Calculation Device and Mathematics Tools</b></p> <p><i>(On Non-Calculator Sections of Mathematics Assessments)</i></p> <p><i>(continued)</i></p>	<p><b>Calculation Device and Mathematics Tools</b></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"> <li>• Allowable mathematics tools include:               <ul style="list-style-type: none"> <li>○ Arithmetic tables (e.g., addition charts, subtraction charts, multiplication charts; division charts).</li> <li>○ Two-color chips (e.g., single-sided or double-sided).</li> <li>○ Counters and counting chips.</li> <li>○ Abacus.</li> <li>○ Square tiles.</li> <li>○ Base 10 blocks.</li> <li>○ 100s chart.</li> </ul> </li> </ul> <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 <a href="#">Appendix G: NJSLA and NJGPA Unique Accommodation Request Form</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i> via PAN, for review and approval.</p> <p><b>During Testing:</b> 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><b>Calculation Device and Mathematics Tools</b></p> <p><i>(On Non-Calculator Sections of Mathematics Assessments)</i></p> <p><i>(continued)</i></p>	<p><b>Calculation Device and Mathematics Tools</b></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><b>Important Guidelines for identifying students to receive this accommodation:</b></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"> <li>• The student is unable to perform calculations without the use of a calculation device, arithmetic table, or manipulative during routine instruction.</li> <li>• The student’s inability to perform mathematical calculations is documented in evaluation summaries from locally-administered diagnostic assessments.</li> <li>• 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.</li> </ul> <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><b>ELA Selected Response or Technology Enhanced Items</b></p> <ul style="list-style-type: none"> <li>• Speech-to-Text</li> <li>• Human Scribe</li> <li>• Human Signer</li> <li>• Assistive Technology Device</li> </ul> <p><b>Mathematics/ Science Accommodated Response</b></p> <ul style="list-style-type: none"> <li>• Speech-to-Text</li> <li>• Human Scribe</li> <li>• Human Signer</li> <li>• Assistive Technology Device</li> </ul>	<p><b>ELA Selected Response or Technology Enhanced Items</b></p> <ul style="list-style-type: none"> <li>• Speech-to-Text</li> <li>• Human Scribe</li> <li>• Human Signer</li> <li>• Assistive Technology Device</li> </ul> <p><i>(SR/PNP Reference BX)</i></p> <p><b>Mathematics/Science Accommodated Response</b></p> <ul style="list-style-type: none"> <li>• Speech-to-Text</li> <li>• Human Scribe</li> <li>• Human Signer</li> <li>• Assistive Technology Device</li> </ul> <p><i>(SR/PNP Reference BY)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/ PNP must have Speech-to-Text, Human Scribe, Human Signer, or External Assistive Technology Device selected.</li> <li>• <b>Test Administrator Training:</b> TAs providing the scribe accommodation must review: <ul style="list-style-type: none"> <li>○ <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</li> <li>○ <a href="#">Appendix I: Human Signer Guidelines</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</li> </ul> </li> </ul> <p><b>During Testing:</b> 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><b>Note:</b> 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><b>ELA Selected Response or Technology Enhanced Items</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to-Text</b></li> <li>• <b>Human Scribe</b></li> <li>• <b>Human Signer</b></li> <li>• <b>Assistive Technology Device</b></li> </ul> <p><b>Mathematics/ Science Accommodated Response</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to-Text</b></li> <li>• <b>Human Scribe</b></li> <li>• <b>Human Signer</b></li> <li>• <b>Assistive Technology Device</b></li> </ul> <p><i>(continued)</i></p>	<p><b>ELA Selected Response or Technology Enhanced Items</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to-Text</b></li> <li>• <b>Human Scribe</b></li> <li>• <b>Human Signer</b></li> <li>• <b>Assistive Technology Device</b></li> </ul> <p><i>(SR/PNP Reference BX)</i></p> <p><b>Mathematics/Science Accommodated Response</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to-Text</b></li> <li>• <b>Human Scribe</b></li> <li>• <b>Human Signer</b></li> <li>• <b>Assistive Technology Device</b></li> </ul> <p><i>(SR/PNP Reference BY)</i></p> <p><i>(continued)</i></p>	<p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</li> <li>• TAs are responsible for collecting <b>all</b> student work created using assistive technology devices. Test-related content must be deleted from all devices and securely destroyed.</li> </ul>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>ELA Constructed Response</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to- Text</b></li> <li>• <b>Human Scribe</b></li> <li>• <b>Human Signer</b></li> <li>• <b>Assistive Technology Device</b></li> </ul>	<p><b>ELA Constructed Response</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to-Text</b></li> <li>• <b>Human Scribe</b></li> <li>• <b>Human Signer</b></li> <li>• <b>Assistive Technology Device</b></li> </ul> <p><i>(SR/PNP Reference BW)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/ PNP must have Speech-to-Text, Human Scribe, Human Signer, or External Assistive Technology Device selected.</li> <li>• <b>Materials:</b> External device provided by the student, if needed.</li> <li>• <b>Test Administrator Training:</b> TAs providing the scribe accommodation must review: <ul style="list-style-type: none"> <li>○ <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</li> <li>○ <a href="#">Appendix I: Human Signer Guidelines</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</li> </ul> </li> </ul> <p><b>Note:</b> For ELA Constructed Response; this accommodation applies to Prose Constructed Responses on the ELA assessments.</p> <p><b>During Testing:</b> 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><b>ELA Constructed Response</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to- Text</b></li> <li>• <b>Human Scribe</b></li> <li>• <b>Human Signer</b></li> </ul> <p><b>Assistive Technology Device</b></p> <p><i>(continued)</i></p>	<p><b>ELA Constructed Response</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to-Text</b></li> <li>• <b>Human Scribe</b></li> <li>• <b>Human Signer</b></li> <li>• <b>Assistive Technology Device</b></li> </ul> <p><i>(SR/PNP Reference BW)</i></p> <p><i>(continued)</i></p>	<p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</li> <li>• TAs are responsible for collecting <b>all</b> student work created using assistive technology devices. Test-related content must be deleted from all devices and securely destroyed.</li> </ul>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>ELA Constructed Response</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to- Text</b></li> <li>• <b>Human Scribe</b></li> <li>• <b>Human Signer</b></li> </ul> <p><b>Assistive Technology Device</b></p> <p><i>(continued)</i></p>	<p><b>ELA Constructed Response</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to-Text</b></li> <li>• <b>Human Scribe</b></li> <li>• <b>Human Signer</b></li> <li>• <b>Assistive Technology Device</b></li> </ul> <p><i>(SR/PNP Reference BW)</i></p> <p><i>(continued)</i></p>	<p><b>Important Guidelines for identifying students to receive these accommodations:</b></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"> <li>• A physical disability that severely limits or prevents the student’s motor process of writing through keyboarding; <b>or</b></li> <li>• 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.</li> </ul> <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"> <li>• The student’s inability to express inwriting is documented in evaluation summaries from locally administered diagnostic assessments;</li> <li>• The student routinely uses a scribe for written assignments; and</li> <li>• The student receives ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team or 504 Plan Coordinator.</li> </ul>
<p><b>Monitor Test Response</b></p>	<p><b>Monitor Test Response</b></p> <p><i>(SR/PNP Reference BZ)</i></p>	<p><b>During Testing:</b> 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><b>Word Prediction</b></p>	<p><b>Word Prediction</b> <i>(SR/PNP Reference CA)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Word Prediction selected.</li> <li>• <b>Materials:</b> External Word Prediction Device.</li> </ul> <p><b>During Testing:</b> 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><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</li> <li>• TAs are responsible for collecting <b>all</b> student work created using assistive technology devices. Test-related content must be deleted from all devices and securely destroyed.</li> </ul>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>Word Prediction</b> <i>(continued)</i></p>	<p><b>Word Prediction</b> <i>(SR/PNP Reference CA)</i> <i>(continued)</i></p>	<p><b>Important Guidelines for identifying students to receive this accommodation:</b></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"> <li>• A physical disability that severely limits or prevents the student from writing or keyboarding responses; <b>or</b></li> <li>• 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.</li> </ul> <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"> <li>• The student’s inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments;</li> <li>• The student routinely uses a word- prediction device or software during classroom writing assignments; and</li> <li>• The student receives ongoing, intensive instruction, and/or intervention in language processing and writing, as deemed appropriate by the IEP team/504 Plan Coordinator.</li> </ul>

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

**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><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> 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.</li> <li>• <b>Test Administrator Training:</b> TAs providing this accommodation must review:               <ul style="list-style-type: none"> <li>○ <a href="#">Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</li> </ul> </li> </ul> <p><b>During Testing:</b> 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><b>Extended Time</b> <i>(SR/PNP Reference CK)</i></p>	<p><b>Extended Time</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> 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.</li> <li>• <b>Test Administrator Training:</b> TAs providing this accommodation must review:               <ul style="list-style-type: none"> <li>○ <a href="#">Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</li> </ul> </li> </ul> <p><b>During Testing:</b> 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><b>Word-to-Word Dictionary</b> (<i>English/ Native Language</i>)</p>	<p><b>Word-to-Word Dictionary</b> (<i>English/ Native Language</i>)  (<i>SR/PNP Reference CF</i>)</p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have word-to-word dictionary selected.</li> <li>• <b>Materials:</b> Word-to-word dictionaries are provided to students by their school, based on those used by the student for routine classroom instruction.</li> </ul> <p><b>During Testing:</b> 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><b>Mathematics/Science Response</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to-Text</b></li> <li>• <b>Human Scribe/Human Signer</b></li> </ul>	<p><b>Mathematics/Science Response</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to-Text</b></li> <li>• <b>Human Scribe/Human Signer</b></li> </ul> <p><i>(SR/PNP Reference CD)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Speech-to-Text or Human Scribe selected.</li> <li>• <b>Materials:</b> 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.</li> <li>• <b>Test Administrator Training:</b> TAs providing the scribe accommodation must review: <ul style="list-style-type: none"> <li>○ <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</li> </ul> </li> </ul> <p><b>During Testing:</b> 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><b>Mathematics/Science Response</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to-Text</b></li> <li>• <b>Human Scribe/Human Signer</b></li> </ul> <p><i>(continued)</i></p>	<p><b>Mathematics/Science Response</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to-Text</b></li> <li>• <b>Human Scribe/Human Signer</b></li> </ul> <p><i>(SR/PNP Reference CD)</i></p> <p><i>(continued)</i></p>	<p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</li> <li>• TAs are responsible for collecting <b>all</b> student work created using assistive technology devices. Test-related content must be deleted from all devices and securely destroyed.</li> </ul>

<p><b>General Administration Directions Read Aloud and Repeated in Student’s Native Language</b> (by TA)</p>	<p><b>General Administration Directions Read Aloud and Repeated in Student’s Native Language</b> (by TA) <i>(SR/PNP Reference CC)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have General Administration Directions Read Aloud and Repeated in Student’s Native Language selected.</li> <li>• <b>Materials:</b> NJSLA and NJGPA will provide written general test administration directions in the following languages             <ul style="list-style-type: none"> <li>○ Arabic</li> <li>○ Bengali</li> <li>○ Chinese (Mandarin)</li> <li>○ Gujarati</li> <li>○ Haitian Creole</li> <li>○ Korean</li> <li>○ Portuguese</li> <li>○ Russian</li> <li>○ Spanish</li> <li>○ Urdu</li> <li>○ 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 <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Forms</b>.</li> </ul> </li> <li>• <b>Test Administrator Training:</b> 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.</li> </ul> <p><b>During Testing:</b> 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><b>General Administration Directions Clarified in Student’s Native Language</b> <i>(by TA)</i></p>	<p><b>General Administration Directions Clarified in Student’s Native Language</b> <i>(by TA)</i> <i>(SR/PNP Reference CB)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have General Administration Directions Clarified in Student’s Native Language selected.</li> <li>• <b>Test Administrator Training:</b> TAs providing this accommodation should be literate and fluent in English, as well as in the student’s native language.</li> </ul> <p><b>During Testing:</b> 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 <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Forms</b>. The student may request that directions be repeated. The student must be tested in a separate setting.</p>
<p><b>Online Transadaptation of the Mathematics/ Science Assessments in Spanish</b></p>	<p><b>Online Transadaptation of the Mathematics/ Science Assessments in Spanish</b></p>	<p>See Paper-Based Edition of the Mathematics/Science Assessments in Spanish</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>Paper-Based Edition of the Mathematics/ Science Assessments in Spanish</b></p>	<p><b>Paper-Based Edition of the Mathematics/ Science Assessments in Spanish</b> <i>(SR/PNP Reference CE)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>● <b>Test Session:</b> Students must be placed in a Transcription Spanish test session in <a href="#">PearsonAccess<sup>next</sup></a>. <b>Important Note:</b> Failure to create a Transcription Spanish test session will result in the student not receiving a valid scale score.</li> <li>● <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Paper-Based Edition in Spanish selected.</li> <li>● <b>Materials:</b> Paper-Based Edition of the Mathematics and/or Science Assessment in Spanish.</li> <li>● <b>Test Administrator Training:</b> For Multilingual Learners and Multilingual Learners with disabilities administrators must review the following: <ul style="list-style-type: none"> <li>○ <a href="#">Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based NJSLA and NJGPA</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</li> <li>○ 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.</li> </ul> </li> </ul> <p><b>During Testing:</b> The student takes a paper-based mathematics and/or science assessment with content presented in Spanish. <b>Important Note:</b> 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><b>Paper-Based Edition of the Mathematics/ Science Assessments in Spanish</b> <i>(continued)</i></p>	<p><b>Paper-Based Edition of the Mathematics/ Science Assessments in Spanish</b> <i>(SR/PNP Reference CE)</i> <i>(continued)</i></p>	<p><b>After Testing:</b> Student responses from the test booklet must be transcribed verbatim by a TA into the Transcription Spanish test session. <b>Important Note:</b> 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 <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</p>
<p><b>Large Print Edition of the Mathematics/ Science Assessments in Spanish</b></p>	<p><b>Large Print Edition of the Mathematics/ Science Assessments in Spanish</b> <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><b>Text-to-Speech for the Mathematics/ Science Assessments in Spanish</b></p>	<p><b>Human Reader for the Mathematics/Science Assessments in Spanish</b> <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><b>Human Reader for the Mathematics/ Science Assessments in Spanish</b></p>	<p><b>Human Reader for the Mathematics/ Science Assessments in Spanish</b> <i>(SR/PNP Reference CE and CH)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>● <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Human Reader in Spanish (or other languages) selected.</li> <li>● <b>Tools for Identification:</b> IEP teams/504 Plan Coordinators should use the decision-making tool available in <a href="#">Appendix D: Text-to-Speech, ASL Video, or Human Reader/ Human Signer Guidance for English Language Arts (ELA) Assessments</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>, to inform their decision-making.</li> <li>● <b>Materials:</b> Read Aloud Test Kits, which include two copies of the test booklet and a human reader script for mathematics transadapted in Spanish. <b>Note:</b> Human reader scripts are not provided for science.</li> <li>● <b>Test Administrator Training:</b> Human Readers providing this accommodation must review:             <ul style="list-style-type: none"> <li>○ Human reader scripts in Spanish for mathematics and test booklet for science prior to testing. Review must occur in a secure environment.</li> <li>○ <a href="#">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</a> of the <i>NJSLA and NJGPA Accessibility Features and Accommodations Manual</i>.</li> <li>○ 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.</li> </ul> </li> </ul>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>Human Reader for the Mathematics/ Science Assessments in Spanish</b> <i>(continued)</i></p>	<p><b>Human Reader for the Mathematics/ Science Assessments in Spanish</b> <i>(SR/PNP Reference CE and CH)</i> <i>(continued)</i></p>	<ul style="list-style-type: none"> <li>○ <i>Math Audio Guidelines</i> are available at the <a href="#">New Jersey Assessments Resource Center</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Accessibility Features and Accommodations (AF&amp;A) Resources &gt; Resources</b>. (Note: This also applies to science.)</li> </ul> <p><b>During Testing:</b> 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><b>After Testing:</b> 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>



## 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

In cases where a student requires a text-to-speech accommodation on the NJSLA and NJGPA ELA and/or a text-to-speech accessibility feature on the NJSLA and NJGPA mathematics/science assessments, but cannot participate in the computer-based assessment and takes the paper-based assessment instead, a Human Reader must provide the accommodation to the student. Human Readers who provide the accommodation to a student on the NJSLA and NJGPA ELA or the accessibility feature on the NJSLA and NJGPA mathematics/science assessments must follow these procedures during testing to ensure the standardization of the oral presentation of the assessments.

### Procedures for Human Readers Providing the Human Reader Accommodation for ELA Assessments or the Human Reader Accessibility Feature for the Mathematics/Science Assessments

1. Readers must be trained locally to administer each assessment, as indicated in the *Test Administrator Manual* (TAM). Readers must sign the *New Jersey Test Security Agreement* available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Forms**.
2. Readers must read verbatim (word for word) only what is published in the proctor test (accessed via proctor authorization ticket), human reader script (mathematics only), or in the test booklet without changing, emphasizing, or adding words. Readers may not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response in any way.
3. Readers must speak in a clear and consistent voice throughout the test administration, using correct pronunciation, and without vocal inflections that may provide clues to, or mislead, a student. Readers should be provided a copy of the test and the test administration scripts prior to the start of testing in order to become familiar with the words, terms, symbols, signs, and/or graphics that will be read aloud to the student.
4. Readers should emphasize only the words printed in boldface, italics, or capital letters and inform the student that the words are printed that way. No other emphasis or vocal inflection is permitted.
5. Readers may repeat passages, test items, and response options, as requested, according to the needs of the student. Readers should not rush through the test and should ask the student if they are ready to move to the next item.
6. Readers may not attempt to solve mathematics problems or determine the correct answer to a test item while reading, as this may result in pauses or changes in inflection which may mislead the student.
7. Readers must attempt to maintain a neutral facial expression, neither smiling nor frowning during the test, which may be interpreted by the student as approval or disapproval of the student's answers.

8. Readers must be familiar with the student’s IEP or 504 plan, and should know in advance which accommodations are required by the student, and for which test (ELA and/or Mathematics/Science) the student is designated to receive a Human Reader.
9. Readers must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, closed circuit television (CCTV), abacus, braille, slate and stylus, etc.
10. If a reader is unsure how to pronounce an unfamiliar word, advise the student of the uncertainty and spell the word.
11. When reading a word that is pronounced like another word with a different spelling, the reader may spell the word after pronouncing it, if there is any doubt about which word is intended.
12. Readers must spell any words requested by the student.
13. When reading passages, readers must be aware of punctuation marks. Readers may read the passage, or selected lines a second time, with all punctuation marks indicated.
14. When test items refer to a particular line, or lines, of a passage, reread the lines before reading the question-and-answer choices. For example, the reader should say, “Question X refers to the following lines...,” then read the lines to the student, followed by question X and the response options.
15. When reading selected response items, readers must be careful to give equal stress to each response option and to read all of them before waiting for a response.
16. If a reader is also scribing the student’s responses, or if another adult will scribe, and the student designates a response choice by letter only (“D,” for example), the reader must ask the student if they would like the response to be reread before the answer is recorded in the test booklet.
17. If the student chooses an answer before the reader has read all the answer choices, the Human Reader must ask if the student wants the other response options to be read.
18. After the reader finishes reading a test item and all response options, the reader must allow the student to pause before responding. If the pause has been lengthy, say: “Do you want me to read the question or any part of it again?” When rereading questions, readers must avoid emphasis on words not bolded, italicized, or capitalized.
19. Refer to the *ELA Audio Guidelines* and the *Mathematics Audio Guidelines* to ensure consistency in how items are read (This also applies to science). The *ELA Audio Guidelines* and the *Mathematics Audio Guidelines* are available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Accessibility Features (AF&A) Resources > Resources**.

## **Procedures for Providing the Human Reader Accommodation for ELA Assessments or the Human Reader Accessibility Feature for the Mathematics Assessments to a Small Group of Students**

Human Readers may read the test aloud to a small group of students, rather than individually, provided that each student has the Human Reader accommodation/accessibility feature listed in an IEP, 504 plan, or Personal Needs Profile (in the case of mathematics only).

The following procedures must be followed:

- Check individual state policies on the maximum allowable number of students in a Human Reader group.
- Students with the Human Reader accessibility feature for mathematics/science or Human Reader accommodation for ELA that need to be grouped together must be taking the same test form since test questions will differ on each form of the test.
- Students not receiving the Human Reader accessibility feature for mathematics or the Human Reader accommodation for ELA may not be tested in the same location as students who are receiving the reader accessibility feature for mathematics or Human Reader accommodation for ELA.

## Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses

Scribing a student’s responses by a Test Administrator (TA) is a response accommodation that allows students to provide test responses to an TA who writes or types the responses directly onto the assessment for the student. Students receiving the scribe accommodation may respond to assessment items either:

- verbally;
- using a speech-to-text device or other augmentative/assistive communication device (e.g., picture/word board);
- signing (e.g., American Sign Language, Signed English, Cued Speech);
- gesturing;
- pointing; or
- eye-gazing.

**Note:** Scribing may include “dragging and dropping” selected response items, as appropriate.

The scribe accommodation is appropriate for students with a physical disability that severely limits or prevents the student’s motor process of writing, typing, or recording responses during testing. This includes students with reduced ability to record responses due to pain, fracture, paralysis, loss of function, or loss of endurance, as well as students whose handwriting is indecipherable or illegible. Scribes are also an appropriate accommodation for students who have a documented disability in the area of written expression which results in significant interference in their ability to express their knowledge in writing/keyboarding, even after varied and repeated attempts to teach the student to do so.

If a student requires a scribe due to a recently occurring, though temporary, illness or injury, a *Use of an Emergency Accommodation on the NJSLA and NJGPA* form must be completed and kept on file at the school. Refer to [Appendix F: Use of an Emergency Accommodation on the NJSLA and NJGPA](#) of the *NJSLA and NJGPA Accessibility Features and Accommodations Manual*. 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**.

If a student requires a scribe due to an ongoing inability to express their responses through writing/ keyboarding, this should be documented in evaluation summaries from locally administered diagnostic assessments and must be listed in the student’s IEP or 504 plan. The student should be receiving ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team or 504 Plan Coordinator.

The use of a scribe is permitted in the following assessments:

- Mathematics/Science.
- English language arts (ELA) assessments for Evidence Based Selected Response and Technology Enhanced Constructed Response items.
- ELA Assessments for Prose Constructed Responses. **Note:** For this accommodation, refer to selection and administration guidelines in the *NJSLA and NJGPA Accessibility Features and Accommodations Manual*.

## Qualifications of the Scribe

Individuals who provide the scribe accommodation to a student must:

- Must meet the qualifications for a TA;
- Be trained by the school or district, as indicated in the *Test Administrator Manual*;
- Sign a *New Jersey Test Security Agreement*, available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Forms**; and
- Be fluent in receptive and expressive American Sign Language (ASL), Signed English, or other sign system for students who are deaf or hard of hearing.

Preferably, the scribe will already be familiar with and have experience scribing for the student. If the scribe is unfamiliar with the student, then scribe and student should have the opportunity to practice the scribing process together prior to taking the assessment.

## Administering the Scribe Accommodation

- A scribe may administer the scribe accommodation only to one student at a time during a test session. The student must be tested in a separate setting.
- The scribe must write legibly, if transcribing a student's response into a test booklet.
- The scribe must transcribe responses verbatim from the student and may not prompt or question the student or correct a student's responses. The scribe may ask the student to restate (or sign) words or parts, as needed.
- A student using a scribe must be given the same opportunity as other students to plan and draft a constructed response. The scribe may write an outline, plan, or draft exactly as directed by the student without any cueing and guidance to the student.
- The scribe should be informed of the preferred method or format for recording the student's response before the date of the assessment. During testing, the student may dictate responses either:
  - Directly to a human scribe who records the responses at the time they are given (computer- and paper-based testing).
  - Into a speech-to-text converter (e.g., voice recognition software), augmentative communication device, or assistive technology device to be transcribed by the scribe at a later time into TestNav). A student must be given the opportunity to review and edit their responses before they are finalized into the online testing platform.
- When using a speech-to-text converter, augmentative communication device, or other assistive technology device, hard copies of the student's response must be printed out for transcription purposes unless the device being used does not have the capability to print.
- In cases where printing a response is not possible, scribing must take place as the student dictates or otherwise produces the response. All electronic files must be deleted immediately after the testing session.
- The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes must be made during the test session.

## Additional Guidelines for the English Language Arts (ELA) Assessment — Prose Constructed Responses

### Capitalization and Punctuation

For the ELA Assessment — Prose Constructed Responses only, the student is responsible for all capitalization and punctuation. This can be accomplished either after testing or during testing using one or more of the following Rules for Punctuation.

#### 1. After Dictation

The student can dictate the entire response at one time. The scribe will write/type the response without capitalization and punctuation. When the student is finished dictating, the scribe will show the response to the student. The student will tell the scribe which letters are to be capitalized and where punctuation should be added.

#### 2. During Dictation

The student may add capitalization and punctuate as they dictate.

- For example, when stating the sentence “The fox ran.” The student will say, “Capital T, the fox ran, period.”
- If a sentence includes other punctuation, for example, a comma, the student must indicate the comma. For example, when stating, “The boy bought apples, oranges, and bananas.” The student will say, “Capital T, the boy bought apples, comma, oranges, comma, and bananas, period.”

Students must be given the opportunity to proofread their responses, even if they provide capitalization and punctuation during dictation.

### Rules for Capitalization

The scribe can automatically capitalize in these cases:

1. The scribe should capitalize the first letter of a sentence if the student has indicated the punctuation in the previous sentence. For example, if the student said, “Capital T, the fox ran, period. The fox jumped, period.” The scribe would write “The fox ran. The fox jumped.”
2. The first word in a new paragraph when students have indicated for the scribe to begin a new paragraph.

The student must specify capitalization in the following cases:

1. The first letter of a sentence, if the student has not indicated punctuation in the previous sentence. For example, if the student said, “Capital T, the fox ran, the fox jumped, period.” The scribe would write “The fox ran the fox jumped.”
2. Other capitalization (e.g., capitalization of proper nouns, acronyms, etc.)

### Scribe Parameters during the Assessment

The following scribing practices are acceptable:

- The scribe may ask “Are you finished?” Or “Is there anything you want to add or delete?”
- The scribe may respond to procedural questions asked by the student such as, “Do I have to use the entire space to answer the question?” The scribe may indicate “no.”

- If the student requests that the scribe read a response that was already dictated, the scribe must read what the student dictated previously in an even voice, being careful not to cue the student to errors.

The following scribing practices are unacceptable:

- The scribe cannot influence the student’s response in any way.
- The scribe cannot give the student specific directions, clues, or prompts, e.g., “First, set the equations equal to one another;” or “Make sure that the equation is set equal to zero.”
- The scribe cannot tell the student if their answer is correct or incorrect.
- The scribe cannot answer a student’s questions related to the content, e.g., “Is this the right way to set up the problem?” Or “Can you tell me what this word means?”
- The scribe cannot alert the student to mistakes they made during testing.

### **Special Considerations When Scribing for a Student Who Uses Sign Language or Cued Speech**

- The scribe for a student who signs their responses must be fluent in ASL, Signed English, or other sign systems the student uses.
- When responses are dictated by a student using American Sign Language (or other signed system), the scribe may ask clarifying questions regarding the use of classifiers. Classifiers give descriptive information about a noun or verb such as location and kind. The scribe will write the student’s responses in English. The transcription of ASL will not be done in a word-to-word format, but instead will be written in English without changing or enhancing the meaning of the content, adding information, or explaining concepts unknown to the student (e.g., student signs “House White Live There Me.” Scribe writes “I live in the white house.”)
- Scribe must follow all other acceptable scribing practices.

### **Use of Speech-to-Text/Voice-Recognition Software/Devices**

Speech-to-text conversion, or voice recognition, software allows students to dictate responses into their computer microphone and have the responses converted to printed text. For this accommodation, students can use their own assistive technology devices at a separate computer station equipped with speech-to-text/voice recognition software in order to respond to multiple-choice, open-ended items, and extended responses on the NJSLA and NJGPA. Students can also access the assistive technology extensions through the TestNav app. More information about these extensions can be located in the *Assistive Technology Guidelines* available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Accessibility Features (AF&A) Resources > Resources**.

Students who use voice recognition software routinely, and for whom this accommodation is listed in their IEP, may use speech-to-text/voice recognition software as an accommodation on the NJSLA and NJGPA. Students must become familiar with the software and must have opportunities to practice using it prior to testing. It is also important that students who use speech-to-text devices be given the opportunity to develop planning notes using speech-to-text, and to view what they produce via speech-to-text.

Upon completion of a test, the student's responses should be printed out and the guidelines for transcribing student responses followed, located in [Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#) of the *NJSLA and NJGPA Accessibility Features and Accommodations Manual*.

### **Guidelines for Transcribing Student Responses (Paper-based testing only)**

Students taking accommodated paper tests must record their responses directly into the test booklet. Schools are required to create Transcription English, Transcription Spanish, Transcription Braille test sessions and transcribe the student responses from the test booklet into TestNav.

When transcribing student responses from the test booklet into TestNav, the following must be adhered to at all times:

- At least two persons must be present during any transcription of student responses. One of these persons will be the transcriber, and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be an authorized District Test Coordinator or School Test Coordinator.
- Braille transcription: Only a TA who is a certified Teacher of Students with Visual Impairment, including Blindness, or someone working under the direct supervision of a TA who is a certified Teacher of Students with Visual Impairment, including Blindness may transcribe the student's responses onto the paper form of the NJSLA and NJGPA. Afterward, districts must transcribe student responses directly into TestNav.
- Assistive technology: Any original student responses that were printed from an assistive technology device or recorded separately on blank paper (or on other external devices) must be transcribed directly into the student's test booklet and afterward, transcribed into TestNav. All responses from an assistive technology device must be cleared off the device and all student work must be securely destroyed.

The student's responses from the test booklet must be transcribed verbatim into TestNav. After transcribing the student's responses from the test booklet into TestNav, the student's test booklet must be returned to the appropriate vendor.

### **Procedures for Transcribing Student Responses for Computer-Based Testing**

#### **Selected Response and Technology Enhanced Items**

For selected response and technology enhanced items, student responses must be entered into TestNav during the test session by the TA. Once the student reaches the end of the test with all Selected Response and Technology Enhanced Items completed, the TA should have the student EXIT the test but not submit the test.

#### **Constructed Response Items**

During administration of computer-based assessments, students who require use of a speech-to-text converter, augmentative communication device, or assistive technology device will need constructed responses transcribed into TestNav by a TA before the online testing window closes. In these situations, these steps must be followed.



- As the student encounters constructed responses, they should use their device to respond to the questions. The student will then continue testing in TestNav, leaving these items unanswered in TestNav.
- Once the student reaches the end of the test, the TA should have the student exit the test but not submit the test.
- The TA must set the test to Resumed status within [PearsonAccess<sup>next</sup>](#); refer to the [PAN Online Support](#) User Guide.
  - If a student submits the test in error, the test submission must be undone to complete the transcription. The District Test Coordinator must contact the appropriate state assessment coordinator to report the situation and for technical assistance and guidance.
- Once the test has been unlocked, the TA must log in to TestNav as the student and navigate to the items for transcription.
- 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 DTC or STC
- The student’s responses must be transcribed verbatim into TestNav. (See note above about scribing signed responses in English.)
- Once all items have been transcribed, the TA will submit the test.
- After transcription is complete, all original student responses that were printed from an assistive technology device must be securely destroyed.

# Appendix D: Text-to-Speech, ASL Video, or Human Reader/ Human Signer Guidance for English Language Arts (ELA) Assessments

## Individualized Education Program (IEP) or 504 Plan Decision-Making Tool

### Directions

This tool has been developed to assist IEP teams and 504 Plan Coordinators in identifying students who may be appropriate candidates to receive the accommodation for text-to-speech (computer-based), ASL video (computer-based), or Human Reader/Human Signer (paper-based/computer-based) for the NJSLA and NJGPA ELA summative assessments.

Student's Name: \_\_\_\_\_

Date of Birth (mm/dd/yy): \_\_\_\_\_

Grade: \_\_\_\_\_

School/Program: \_\_\_\_\_

State ID #/Local ID#: \_\_\_\_\_

District: \_\_\_\_\_

State: \_\_\_\_\_

Title	Signature	Date (mm/dd/yy)
IEP Team Chairperson or 504 Coordinator		
Special Education Teacher(s)		
General Education Teacher(s)		
IEP team member(s) qualified to interpret reading evaluation results		
*Parent(s)/Guardian		
Student (if a team participant)		
Other IEP team member(s)		

\* If the parent/guardian does not sign this form, the school should attach documentation of notification to the parent and date of notification to this form regarding the decision to provide the text-to-speech, ASL

video, or Human Reader/Human Signer accommodation to the student, and keep this form with the student’s records.

If all guidelines listed are met, and the student is given the text-to-speech, ASL video, or Human Reader/Human Signer accommodation for the NJSLA and NJGPA ELA assessment, they will receive a valid score on the assessment. If all guidelines are not met, and the student is given the text-to-speech, ASL video, or Human Reader/Human Signer accommodation on an NJSLA and NJGPA ELA assessment, the student’s assessment score may be invalidated and the score would not be counted in the overall assessment results, i.e., the student would be considered a “non-participant” for the ELA assessment.

Guidelines for IEP Team or 504 Plan Consideration	Additional Guidance	Agree/ Disagree
The student has an Individualized Education Program (IEP) or 504 plan.	The student has an approved IEP or current 504 plan.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
<p>In making decisions on 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"> <li>• Blindness or a visual impairment and has not yet learned (or is unable to use) braille;</li> </ul> <p style="text-align: center;"><b>or</b></p> <ul style="list-style-type: none"> <li>• 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);</li> </ul> <p style="text-align: center;"><b>or</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>For the screen reader accommodation, the IEP team or 504 Plan Coordinator must determine whether the student is blind or has a visual impairment and has not yet learned (or is unable to use) braille.</p> <p>For the text-to-speech, ASL video, or Human Reader/Human Signer accommodation, the IEP team or 504 Plan Coordinator must determine whether the student has a disability that severely limits or prevents him or her from decoding text.</p> <p>This accommodation is not intended for a student reading somewhat (i.e., moderately) below grade level.</p> <p>The IEP or 504 plan must document objective evidence from a variety of sources (including state assessments, district assessments, AND one or more locally-administered diagnostic assessments or other evaluation) that indicate that the student’s ability to decode text is severely limited or prevented or that the student is blind or visually impaired and has not yet learned (or is unable to use) braille.</p>	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree

Guidelines for IEP Team or 504 Plan Consideration	Additional Guidance	Agree/ Disagree
<p>Before listing the accommodation in the student’s IEP or 504 plan, teams and plan coordinators should also consider whether:</p> <ul style="list-style-type: none"> <li>• The student has access to printed text during routine instruction through a reader or other spoken-text audio format, or interpreter;</li> <li>• The student’s inability to decode printed text or read braille is documented in evaluation summaries from locally administered diagnostic assessments; or</li> <li>• 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.</li> </ul>	<p>--</p>	<p><input type="checkbox"/> Agree</p> <p><input type="checkbox"/> Disagree</p>

List the data and/or evaluation sources that were used to document the decision to give the text-to-speech, ASL video, or Human Reader/Human Signer accommodation to the student on the English language arts (ELA) assessment(s):

1. Name of Diagnostic Evaluation or Educational Assessment:
  - a. Name and Title of Test Administrator:
  - b. Most Recent Testing Date (mm/dd/yy):
  - c. Score(s):
  - d. Provide a Summary of the Results:
  
2. Name of Diagnostic Evaluation or Educational Assessment:
  - a. Name and Title of Test Administrator:
  - b. Most Recent Testing Date (mm/dd/yy):
  - c. Score(s):
  - d. Provide a Summary of the Results:

3. List any additional assessment data, scores, and/or evaluation results that were used to guide the decision-making process for IEP teams or 504 Plan Coordinators regarding the text-to-speech, ASL video, or Human Reader/Human Signer accommodation for the NJSLA and NJGPA ELA assessment(s):
  
4. List the instructional interventions and supports specifically related to reading that are currently provided through daily instruction to the student:
  - a. Number of years that intensive reading interventions have been provided to the student:
  
  - b. List the specific school years and frequency:
  
  - c. Describe and list the specific reading intervention(s) provided to the student:
  
5. List any additional relevant information regarding the student:

## Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation

### Extended Time Accommodation

Extended time is a provision which expands the allowable length of time to complete assignments, tests, and activities, and may also change the way the time is organized. For the NJSLA and NJGPA, this accommodation provides additional time for a student to complete the summative assessments beyond the time allotted for the test or test unit. Students with disabilities, students who are multilingual learners (MLs), and students who are MLs with disabilities are eligible to receive the Extended Time Accommodation. The Extended Time Accommodation allows a student to have up to a single day to complete a single test unit. Single test units may not extend beyond one school day. (For exceptions, refer to [Appendix G: NJSLA and NJGPA Unique Accommodation Request Form](#) of the *NJSLA and NJGPA Accessibility Features and Accommodations Manual*. 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.**)

### Benefits from the Extended Time Accommodation

The extended time accommodation is most beneficial for students who routinely need more time than is generally allowed to complete activities, assignments, and tests. Extra time may be needed:

- To process written text (e.g., for a student who processes information slowly or has a Human Reader).
- To write (e.g., for a student with limited dexterity).
- To use other accommodations or augmentative devices (e.g., assistive technology, audio materials, or a scribe).
- For a student who needs frequent breaks that may extend the time needed to complete testing.

### Documenting the Extended Time Accommodation in a Student’s Individualized Education Plan (IEP), 504 Plan, or a ML plan, if used

For NJSLA and NJGPA purposes, extended time must be documented in a student’s IEP, 504 plan, or a ML plan, if used, based on data or observations of the student’s performance in past assessments. Where possible, each student’s IEP, 504, or a ML plan, if used, should document the amount of extended time anticipated for the NJSLA and NJGPA. Decisions regarding extended time should align with state policies. These decisions must be made on a case-by-case basis based on the student’s needs and any other accommodations being provided for the assessment for which the extended time will be needed. Teams should consider whether the unit time provided will meet the student’s needs prior to including a provision for extended time in student plans.

### Planning and Logistics for Administering the Extended Time Accommodation

Students who require this accommodation should take the test in a separate setting to minimize disruptions, especially if classrooms or the computer lab are scheduled for successive testing sessions. The planning process includes consideration of additional accommodations, available technology, physical space, and personnel coverage, all of which will need to be determined well in advance of testing.

**Procedure for Ending the Extended Time Accommodation with Students**

Students with extended time accommodations must be given a unit in a continuous block of time and may not be brought back to that unit at a later time. If the accommodation extends into the student's scheduled lunch, then the Test Administrator (TA) must either accompany the student to lunch and remain with them or bring the student's lunch to the testing room. If the TA observes that the student is no longer productively engaged, an inquiry may be made regarding testing status. Once the extended time provision is exhausted, the TA should proceed to the next test unit or end the testing process.

## Appendix F: Use of an Emergency Accommodation on the NJSLA and NJGPA

### Directions

This form is appropriate in cases where a student needs a new accommodation immediately prior to the assessment due to unforeseen circumstances. Cases could include students who have a recently-fractured limb (e.g., fingers, hand, arm, wrist, or shoulder); whose only pair of eyeglasses has broken; or a student returning from a serious or prolonged illness or injury. If the principal (or designee) determines that a student requires an emergency accommodation on the day of the NJSLA and NJGPA test, this form must be completed and maintained in the student’s assessment file. **The parent must be notified that an emergency accommodation was provided.** The District Test Coordinator is required to upload the completed form in PAN and send the support request number to the appropriate NJSLA and NJGPA state contact.

**District Name:** \_\_\_\_\_ **Date (mm/dd/yy):** \_\_\_\_\_

**School Name:** \_\_\_\_\_ **Telephone Number:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Student ID #:** \_\_\_\_\_ **Date of Birth (mm/dd/yy):** \_\_\_\_\_

**Name and Title of Person Completing this Form:** \_\_\_\_\_

**Staff Member’s Name:** \_\_\_\_\_

**Title/Position:** \_\_\_\_\_

**Reason for needing an emergency test accommodation (attach documentation if needed):**

**Describe what the testing accommodation will be:**

**Who will administer the accommodation?**

**Staff Member’s Name:** \_\_\_\_\_

**Title/Position:** \_\_\_\_\_

**Principal Signature:** \_\_\_\_\_ **Date (mm/dd/yy):** \_\_\_\_\_

**District Test Coordinator Signature** \_\_\_\_\_ **Date (mm/dd/yy):** \_\_\_\_\_



# Appendix G: NJSLA and NJGPA Unique Accommodation Request Form

## Directions

If a student with a disability or a multilingual learner (ML) requires an accommodation (i.e., a “unique accommodation”) that is not listed in the *NJSLA and NJGPA Accessibility Features and Accommodations Manual*, and does not change the construct being measured by the test, the school may request the use of an accommodation not currently listed in this manual by using this form. If approved, the accommodation must be listed in the Individualized Education Program (IEP) or 504 plan for a student with a disability. For an ML student, the unique accommodation should be aligned with the student’s instructional program based on the student’s language proficiency.

To request approval for a unique accommodation, both pages of this form must be uploaded in PAN and the support request number should be emailed to the NJSLA and NJGPA state contact by the principal or designee or District Test Coordinator at least six weeks prior to testing to ensure a timely state response is received. A copy of this form must be kept in the student’s file and, if appropriate, retained at the district office.

## Contact Information

Name of Principal/Designee or District Test Coordinator:

---

Date (mm/dd/yy):

---

School Name:

Telephone Number:

---

District Name:

Fax Number:

---

Email:

---

Signature:

---

## Student Information

Name:

Student ID #:

---

Grade:

Date of Birth (mm/dd/yy):

---

Signature:

---

- IEP
- 504 Plan
- ML Plan (if applicable)

**NJSLA and NJGPA Test Administration**

For which assessment are you seeking approval to use the unique accommodation:

Provide a brief description of the accommodation for which you are requesting approval:

Describe the evidence that supports the need for this accommodation, including how it is used by the student in the classroom or on other assessments:

Describe the planning needed for this accommodation on NJSLA and NJGPA tests (e.g., school staff, space, specialized tools or equipment needed):

In submitting this form for approval, the principal/designee or assessment coordinator assures that:

- This accommodation will be documented in the student’s IEP, 504 plan, or for an ML student whose instructional program is based on the student’s language proficiency. In the case of an IEP, the parent/guardian of the student must sign the amended IEP prior to testing.
- The school team has met and considered all listed accommodations before proposing this unique accommodation.
- The proposed accommodation is used, as appropriate, for routine class instruction and assessment.

**For State (SEA) Use Only: Approval/Denial of Request**

(This completed section will be returned to your school prior to testing.)

- This request has been approved.
- This request has been denied.

**State Staff Name and Position:**

---

# Appendix H: NJSLA and NJGPA Student Accommodation Refusal Form

## Directions

If a student refuses an accommodation listed in their Individualized Education Program (IEP), 504 plan, or a multilingual learner (ML) plan, the school should document in writing that the student refused the accommodation, and the accommodation must be offered and remain available to the student during testing. This form must be completed and placed in the student’s file. Prior to testing, schools must contact the parent/guardian to inform them of the refusal and a copy sent to the parent/guardian. Principals (or designee) should work with Test Administrators to determine who, if any others, should be informed when a student refuses an accommodation documented in an IEP, 504 plan, or a ML plan (if applicable).

<b>Student Name:</b>	<b>Date (mm/dd/yy):</b>
<b>Grade:</b>	<b>Student ID#:</b>
<b>School Name:</b>	
<b>School District:</b>	
<b>Assessment:</b>	
<b>Test Administrator:</b>	
<b>Accommodation(s) refused:</b>	
<b>Reason for refusal:</b>	
<b>Comments:</b>	
<b>Student's Signature (optional):</b>	
<b>Signature of Test Administrator:</b>	

**Keep this form on file at the school.**

**A copy must be sent home to the parent.**

## Appendix I: Human Signer Guidelines

### Test Administration Protocol for the Human Signer Accommodation for English Language Arts (ELA) Assessments and the Human Signer Accessibility Feature for Mathematics/Science Assessments

In cases where a student requires a sign language accommodation on the NJSLA and NJGPA ELA assessments and/or a sign language accessibility feature on the NJSLA and NJGPA mathematics/science assessments, and for whom the American Sign Language (ASL) video accommodation is not appropriate, a human signer must be provided. Human signers for the NJSLA and NJGPA must follow these procedures during testing to ensure the standardization of the signed presentation to the students.

#### Qualifications of the Scribe

Individuals who provide the Human Signer accommodation to a student must:

- Must meet the qualifications for a TA;
- Be trained by the school or district, as indicated in the *Test Administrator Manual*;
- Sign a *New Jersey Test Security Agreement*, available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Forms**; and
- Be fluent in receptive and expressive American Sign Language (ASL), Signed English, or other sign system for students who are deaf or hard of hearing.
- Preferably, the human signer will already be familiar with and have experience signing for the student. If the signer is unfamiliar with the student, then signer and student should have the opportunity to practice the process together prior to taking the assessment.

### Procedures for Human Signers Providing the Human Signer Accommodation for the ELA Assessments or the Human Signer Accessibility Feature for the Mathematic/Science Assessments

1. Signers must be trained on test administration policies by local Test Coordinators, as indicated in the *Test Administrator Manual* (TAM). Signers must sign the *New Jersey Test Security Agreement* available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Forms**.
2. Signers should use signs that are conceptually accurate (except for SEE2 users), with or without simultaneous voicing, translating only the content that is printed in the test booklet or on the computer screen without changing, emphasizing, or adding information. Signers may not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response in any way. Signers must do their best to use the same signs if the student requests a portion repeated.
3. Signers must sign (or sign and speak when using Sim-Com [Simultaneous Communication]) in a clear and consistent manner throughout test administration, using correct production, and without inflections that may provide clues to, or mislead, a student. Signers should be provided a copy of the test and the administrative directions prior to the start of testing (check individual state policy for the amount of time allowed), in order to become familiar with the words, terms, symbols, signs, and/or graphics that will be read aloud to the student.

4. Signers should emphasize only the words printed in boldface, italics, or capital letters and inform the student that the words are printed that way. No other emphasis or inflection is permitted.
5. Signers may repeat passages, test items, and response options, as requested, according to the needs of the student. Signers should not rush through the test and should ask the student if they are ready to move to the next item.
6. Signers may not attempt to solve mathematics problems or determine the correct answer to a test item while signing, as this may result in pauses or changes in inflection which may mislead the student.
7. Signers must use facial expressions consistent with sign language delivery and must not use expressions that may be interpreted by the student as approval or disapproval of the student's answers.
8. Test Administrators (TAs) must be familiar with the student's Individualized Education Plan (IEP) or 504 plan. TAs should also know in advance which accommodations are required by the student, and for which test (ELA and/or Mathematics/Science) the student is designated to receive a human signer. TAs must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, closed circuit television (CCTV), abacus, braille, slate, stylus, etc., and if use of these tools impacts the translation of the test, the signer should be made aware of this.
9. Upon review of the test, if a human signer is unsure how to sign and/or pronounce an unfamiliar word, the signer should collaborate with an ASL-fluent content expert (if available) on which sign is most appropriate to use. If the signer is unable to obtain this information before the test, the signer should advise the student of the uncertainty and spell the word.
10. When using an ASL sign that can represent more than one concept or English word, the signer must adequately contextualize the word, in order to reduce ambiguity. The signer may also spell the word after signing it if there is any doubt about which word is intended.
11. Signers must spell any words requested by the student during the test administration.
12. When test items refer to a particular line, or lines, of a passage, resign the lines before signing the question-and-answer choices. For example, the signer should sign, "Question X refers to the following lines..." then sign the lines to the student, followed by question X and the response options.
13. When signing selected response items, signers must be careful to give equal emphasis to each response option and to sign options before waiting for the student's response.
14. When response choices will be scribed, the signer should inform the student at the beginning of the test that if the student designates a response choice by letter only ("D", for example), the signer will ask the student if they would like the response to be signed again before the answer is recorded in the answer booklet or the computer-based test.
15. If the student chooses an answer before the signer has signed all the answer choices, the human signer must ask if the student wants the other response options to be signed.
16. After the signer finishes signing a test item and all response options, the signer must allow the student to pause before responding. If the pause has been lengthy, ask: "Do you want me to sign the

question or any part of it again?” When signing questions again, signers must avoid emphasis on words not bolded, italicized, or capitalized.

## **Procedures for Providing the Human Signer Accommodation for ELA Assessments or the Human Signer Accessibility Feature for the Mathematics/Science Assessments to a Small Group of Students**

Human signers may sign the test to a small group of students, rather than individually, provided that each student has the human signer accommodation/accessibility feature listed in an IEP, 504 plan, or Student Registration/Personal Needs Profile (in the case of mathematics/science only). The following procedures must be followed:

- Check individual state policies on the maximum allowable number of students in a human signer small group.
- Students with the human signer accessibility feature for mathematics/science or human signer accommodation for ELA that will be grouped together must be administered the **same test form** since test questions will differ on each form of the test.
- Students not receiving the human accessibility feature for mathematics/science or human signer accommodation for ELA may not be tested in the same location as students who are receiving the human signer accessibility feature for mathematics/science or human signer accommodation for ELA.

### **Sign-System-Specific Procedures**

Human signers must deliver the accommodation in the language or communication mode used by the student according to the student’s IEP or 504 plan.

#### **American Sign Language (ASL)**

Human signers delivering the accommodation via ASL must use appropriate ASL features (including signs, sentence structure, non-manual markers, classifiers, etc.) while protecting the construct being measured by the assessment. Although it is necessary for a human signer to use appropriate non-manual markers to ensure proper delivery of test content in ASL, the human signer must be careful not to cue students while doing so.

#### **English-Based Sign Systems (SEE2, CASE, Sim-Com, etc.)**

Human signers delivering the accommodation via an English-based signing system must use the features of the communication mode used by the student. Human signers delivering the test in Signing Exact English (SEE2) should use the rules of that signing system (e.g., specific signed vocabulary, prefixes, suffixes, etc.). Human Signers delivering the test in other English-based signing systems (CASE, Sim-Com, etc.) should use the rules of those signing systems (conceptually accurate signs, English word order, etc.), with or without simultaneous voicing.

### **NJSLA and NJGPA Mathematics Sign Language Glossary**

Human signers should refer to the online NJSLA and NJGPA Mathematics Sign Language Glossary for guidance on how to deliver mathematics symbols and terms. The guidance provided in the glossary is the same as what has been used in development of the ASL video accommodated assessments and provides a standardized approach for students who use sign language accommodations. The glossary provides signs that can be used for both ASL and English-Based Sign Systems.

## Appendix J: NJSLA and NJGPA for Students with Visual Impairment, Including Blindness

### The NJSLA and NJGPA for Students with Visual Impairment, Including Blindness

#### Purpose of this Guidance

The New Jersey Student Learning Assessments (NJSLA) and the New Jersey Graduation Proficiency Assessments (NJGPA) are provided online, in regular print, large print, and braille. This document is for Test Coordinators, Test Administrators (TA), test transcribers, and teachers to clarify issues and potential questions for students with visual impairments, including blindness. Given the innovative approach to the NJSLA and NJGPA, students with visual impairments who receive instructional and assessment accommodations, and those professionals who work with them, will need to plan ahead for testing to ensure that students have all necessary tools and materials available to complete assessment tasks. All accommodations must be documented in the student's Individualized Education Program (IEP) or 504 plan.

#### Frequently Asked Questions (FAQ)

##### 1. Who is an Eligible Test Administrator?

In general, the following individuals may serve as a TA:

- Individuals employed by the district as teachers;
- District and school-level administrators; and
- Other certified educational professionals.

TAs and proctors must attend training and follow test procedures and protocols.

##### 2. What is included in the braille/large print versions of the tests? What additional materials do I need?

Large print and braille versions of the tests are used by students who have this presentation format identified in their IEPs or 504 plans for instruction and assessment. Charts in **Section 6** of the *Test Administrator Manual*, available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Test Administration Manuals**, identify the materials packaged with each large print and braille test and additional needed materials. Additional materials needed must be documented in the student's IEP or 504 plan, except for the following items.

For example, Allowed Materials (not required to be documented in IEP or 504 plan) include:

- *Test Administrator Manual*
- No. 2 pencils with erasers
- Blank scratch paper (The graph paper must be blank with no labels or axes (e.g., no x- or y- axes)
- Blank scratch paper may include: abacus, slate, stylus, Braille Math Window, or Brannan Cubarithm.
- Highlighter
- Graph paper
- Calculator
- Use of a grade-level appropriate calculator is available to all students during designated portions of the mathematics assessment.
  - Students who have calculators identified as a needed accommodation in an IEP or 504 plan may use the calculator on all portions of the mathematics assessment.

- The calculator currently available in TestNav is not accessible with screen readers. Students who use a screen reader should use calculators they use during instructional activities as long as they meet (referring to the calculators) the NJSLA and NJGPA calculator policy.
- Refer to the NJSLA and NJGPA Calculator Policy for specific information on grade-level appropriate calculators.

**3. What if a student requires a combination of Human Reader, braille, and large print (i.e., dual or multi-media)?**

The vendor(s) will distribute materials in the following hierarchy:

- Read Aloud Test Kits
- Large Print Test Kits
- Braille Test Kits

Considering the above, if a student requires both large print and braille versions of the assessment and is registered prior to the deadline for paper materials distribution (NJSLA only), the vendor(s) will generate a materials order for large print **only**. District Test Coordinators (DTCs) will need to order the additional required materials via additional orders.

**4. What special issues exist regarding the use of optical or electronic magnification of the test?**

Electronic magnification systems enlarge print materials in black/white or color combinations. Magnification for viewing text and graphics can be increased up to 800% with option for changing font colors, background colors, using a line marker, etc. They come in a variety of models – desktop or handheld, near or distance, stand-alone or connected to a computer. Electronic magnification systems provide students with access to all printed materials, and the size of the print can be customized for the task. Students who require magnification by using an electronic magnification system can use a regular paper-based test booklet.

If the electronic magnification system used by the student has the ability to capture images, these images must be deleted at the end of the test session.

Graphics enlarged on an electronic magnification system may be problematic for some students with low vision. When an image is magnified, the student may not be able to see the whole graphic at once. If the student has difficulty with graphics, a large print test should be ordered. Large print is the regular print book enlarged to 150% which is equivalent to 18-point font size.

**5. What special issues should be considered regarding students with a visual impairment, including blindness, who may take the online test?**

For any student taking the online test, it will be delivered using TestNav.

**Screen Readers**

A screen reader is a software application, separate from text-to-speech embedded in TestNav, which conveys web content through audio. Screen readers are appropriate for students who are experienced with using the software, including those who are blind or have a visual impairment.

Students who take the NJSLA and NJGPA online using a screen reader must be able to independently navigate the online testing environment. Professionals who work with students who are screen reader users are encouraged to work with students during instructional activities to ensure that they have independent computer-access skills. The skills used to navigate the NJSLA and NJGPA are the same needed to access a variety of internet resources, including the ability to navigate by regions and headings and the ability to use



keyboard shortcuts and lists, such as link lists. See a more comprehensive list of prerequisite skills in Section IV of this document.

Additionally, at this time only the English language arts (ELA) assessments will be fully accessible with screen readers and braille displays. Work is underway to make the mathematics assessments accessible, but current assistive technology limitations prohibit the transadaptation of math into Nemeth code for display on refreshable braille devices. Students who rely on the use of Nemeth code for math should take the Paper Based Assessment braille version of the math assessment.

As with all students taking the NJSLA and NJGPA, students with a visual impairment, including blindness are encouraged to use the NJSLA and NJGPA practice tests which include screen reader, large print, or access to Braille Ready Files (.brf) to download a braille practice test. Practice Tests are available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Practice Tests and Tutorials**.

For more information about prerequisite skills, refer to the Technology Skills Checklist below.

### Refreshable Braille Display

Students who use a screen reader can also access the ELA assessments using a refreshable braille display. Students who choose to take advantage of refreshable braille during the NJSLA and NJGPA should be comfortable and independent with using a refreshable braille display in instructional activities prior to using one in an assessment environment. As stated above, students and professionals are encouraged to use the Practice Tests in order to become familiar and comfortable with the NJSLA and NJGPA Computer Based Assessments.

For more information about prerequisite skills, refer to the Technology Skills Checklist below.

### Screen Enlargement

The online New Jersey assessments come with a built-in magnifier that can be used by all students at any time during the assessment period. This magnifier is intended to enlarge small areas of the screen so that a student can get a closer look at a visual image such as a picture or graphic. The built-in magnifier cannot be increased or decreased, and students will not be able to select answers or interact with the text that is magnified with the built-in tool. For students with a visual impairment that require screen enlargement for access, it is recommended that they use third-party access technology, such as ZoomText or MAGic or other third-party access technology that conforms with UAAG (User Agent Accessibility Guidelines) and supports content that is coded to comply with the Web Content Accessibility Guidelines (WCAG) and the Accessible Rich Internet Applications (ARIA) recommendations from the World Wide Web Consortium (W3C). Again, any third-party access technology used during the assessment should be familiar to the student and used during instruction. Note, that some graphical information may become “pixelated” at very high magnification. Students and teachers should explore the practice tests to determine the efficacy of using enlargement in a testing environment.

For students who will use screen enlargement software with a Human Reader, refer to [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 *NJSLA and NJGPA Accessibility Features and Accommodations Manual*. 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**).

## Color Contrast

The TestNav system provides a built-in method for changing the color contrast settings and is available to all students. Currently, the available choices are Black on Cream, Black on Light Blue, Black on Light Magenta, White on Black, Light Blue on Dark Blue, or Gray on Green. Color contrast settings can also be adjusted through a screen enlargement program, such as ZoomText or MAGic.

## Brailers and Braille Note-takers

Students who are accustomed to using a brailier, slate and stylus, or a braille note-taker to produce work during instructional activities will be able to do so with the online test. In these cases, the student will produce their answers and transcribe them into TestNav or have them transcribed into the TestNav.

### Who can transcribe the tests?

Only an eligible TA who is a certified Teacher of Students with Visual Impairment, including Blindness or someone working under the direct supervision of an eligible TA who is a certified Teacher of Students with Visual Impairment, including Blindness may transcribe the student's responses into the test booklet or online form of the NJSLA and NJGPA.

Answers written on braille paper must be transcribed onto the standard-size paper form of the NJSLA and NJGPA or into TestNav. If responses are written on an electronic braille note-taker, they should be printed and transcribed into a standard-size paper test booklet or into TestNav. The file in the electronic braille note-taker must be deleted following successful transcription of the student's responses. **Important Note:** A student response can be embossed for their reviews, after which copies must be securely destroyed after transcription. Refer to [Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#) of the *NJSLA and NJGPA Accessibility Features and Accommodations Manual*.

**Testing Materials**

**English Language Arts (ELA) Materials**

**Materials Included with the Test**

Large Print	Braille	Online
<ul style="list-style-type: none"> <li>• Kit Cover Sheet</li> <li>• Large Print Test Booklet</li> <li>• Transcription</li> </ul>	<ul style="list-style-type: none"> <li>• Kit Cover Sheet</li> <li>• Braille test booklet with embedded tactile graphics (certain forms)</li> <li>• Regular print test booklet</li> </ul>	<ul style="list-style-type: none"> <li>• DTCs will need to place an additional order for a Braille Test Kit (braille test booklet with embedded tactile graphics) if student requires this as part of their accommodation for use with Assistive Technology</li> </ul>

**Additional Materials Needed**

Large Print	Braille	Online
<ul style="list-style-type: none"> <li>• <i>Test Administrator Manual</i></li> <li>• No. 2 pencils with erasers</li> <li>• Blank scratch paper</li> <li>• Highlighter</li> <li>• Other materials included in the student’s IEP or 504 plan</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Test Administrator Manual</i></li> <li>• No. 2 pencils with erasers</li> <li>• Other materials included in student’s IEP or 504 plan, such as braille writing devices</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Test Administrator Manual</i></li> <li>• No. 2 pencils with erasers</li> <li>• Other materials included in student’s IEP or 504 plan, such as braille writing devices</li> <li>• Student’s preferred access technology</li> </ul>

**Mathematics/Science Materials**

**Materials Included with the Test**

Large Print	Braille	Online
<ul style="list-style-type: none"> <li>• Large Print Kit Cover Sheet</li> <li>• Large Print Test Booklet</li> <li>• Large Print Mathematics Reference Sheet or Periodic Table, as appropriate</li> <li>• Grade-level appropriate large print ruler — measures in US customary and metric</li> <li>• Grade-level appropriate large print protractor</li> </ul>	<ul style="list-style-type: none"> <li>• Braille Kit Cover Sheet</li> <li>• Braille test booklet with embedded tactile graphics</li> <li>• Regular print test booklet</li> <li>• Braille Mathematics Reference Sheet or Periodic Table, as appropriate</li> <li>• Grade-level appropriate braille ruler — measures in US customary and metric</li> <li>• Grade-level appropriate braille protractor</li> <li>• Human reader script (mathematics only)</li> </ul>	<ul style="list-style-type: none"> <li>• DTCs will need to place an additional order for a Braille Test Kit (includes braille test booklet with embedded tactile graphics) if student requires this as part of their accommodation for use with Assistive Technology</li> </ul>

**Additional Materials Needed**

Large Print	Braille	Online
<ul style="list-style-type: none"> <li>• <i>Test Administrator Manual</i></li> <li>• No. 2 pencils with erasers</li> <li>• Blank scratch paper</li> <li>• Highlighter</li> <li>• Regular classroom compass</li> <li>• Grade-level appropriate calculator— four-function, scientific or graphing</li> <li>• Other materials included in the student’s IEP or 504 plan</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Test Administrator Manual</i></li> <li>• No. 2 pencils with erasers</li> <li>• Braille writing devices, such as a Perkins Braille or an electronic braille note-taker</li> <li>• Grade-level appropriate braille ruler — measures in US customary and metric</li> <li>• Grade-level appropriate tactile compass</li> <li>• Grade-level appropriate calculator — four-function, scientific or graphing</li> <li>• Braille materials that can be used as scratch paper</li> <li>• Cranmer Abacus</li> <li>• Braille Math Window</li> <li>• Brannan Cubarithm</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Test Administrator Manual</i></li> <li>• No. 2 pencils with erasers</li> <li>• Blank scratch paper or braille materials that can be used as scratch paper</li> <li>• Cranmer Abacus</li> <li>• Braille Math Window</li> <li>• Brannan Cubarithm</li> <li>• Grade-level appropriate tactile compass</li> <li>• Grade-level appropriate braille ruler — measures in US customary and metric</li> <li>• Grade-level appropriate braille protractor</li> <li>• Grade-level appropriate calculator — four-function, scientific or graphing</li> <li>• Other materials included in the student’s IEP or 504 plan</li> <li>• Student’s preferred access technology</li> </ul>

**Ordering Human Reader Test Kits, Braille Test Kits, and Large Print Test Kits**

The vendor(s) will distribute materials in the following hierarchy:

- Read Aloud Test Kits
- Large Print Test Kits
- Braille Test Kits

Considering the above, if a student requires both large print and braille versions of the assessment and is registered prior to the deadline for paper materials distribution (NJSLA only), the vendor(s) will generate a materials order for large print **only**. District Test Coordinators (DTCs) will need to order the additional required materials via additional orders.

**Technology Skills Checklist**

Accessibility of testing materials for all students is an important part of the NJSLA and NJGPA. For a student with visual impairment, including blindness to take the online test, they will need to have a minimum level of skills with computer technology and the assistive technology they use to access instructional materials. The following is a list of skills a student should be using regularly during instructional activities and be proficient with on the day of testing to independently access the assessment online. Students should, at a minimum, be able to complete these tasks independently and should be given multiple opportunities to practice using the

Practice Tests. Practice Tests are available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Practice Tests and Tutorials**.

## **Screen Reader**

- Use arrow keys to navigate.
- Navigate by headings.
- Access and use the Headings List.
- Access and use the Links List.
- Activate Links using keyboard commands.
- Activate Buttons.
- Adjust voice settings.
- Select text using keyboard commands.
- Copy text to clipboard.
- Paste text from clipboard.
- Access edit fields.
- Use check boxes.
- Use radio buttons.
- Enter and exit forms mode.
- Navigate, locate and read text on a webpage.
- Navigate and understand a table.

## **Refreshable Braille Display**

- Complete all of the functions listed under Screen Reader.
- Use corresponding commands to run a screen reader with a supported refreshable braille display.

## **Screen Magnification**

- Adjust color and contrast settings.
- Adjust magnification settings.
- Use text-to-speech when needed.
- Use find features to efficiently find information.