



# GUIDELINES FOR PARTICIPATION IN WEST VIRGINIA STATE ASSESSMENTS

## 2019-2020

Guidance for Accommodations for State and District Testing

<http://wvde.us/assessment/participation-guidelines/>



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2019-2020**

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## FOREWORD

West Virginia uses multiple state assessments to measure student achievement and inform program decision making. The Individuals with Disabilities Education Improvement Act of 2004 requires participation of students with disabilities in statewide assessments to be consistent with the Elementary and Secondary Education Act of 2001 and current with the requirements of Every Student Succeeds Act of 2015.

States are required to provide guidance for appropriate participation of all students, including those with English Learners and those with disabilities, in required state assessments. States are further required to:

- adopt challenging academic content and student achievement standards that apply to all schools and all children in the state;
- align assessment to state standards;
- assess all students;
- provide accommodations for students with disabilities;
- measure the progress of all students, including students with disabilities, relative to the state standards for the grade in which the student is enrolled; and
- develop one or more alternate assessments to measure performance relative to grade level expectations for those students with disabilities who, based on the findings of their individualized education program teams, cannot participate in the state's general assessments, even with accommodations.

The West Virginia Department of Education has crafted this document, 2019-2020 Guidelines for Participation in West Virginia State Assessments, to (a) provide policy guidance to teams and Section 504 committees to provide appropriate access for students in statewide assessments and (b) assist teachers and schools to work within the framework of federal law and state policies. The guidelines are referenced by addendum to West Virginia Board of Education (WVBE) Policy 2340, West Virginia Measures of Academic Progress; WVBE Policy 2419, Education of Exceptional Students; and WVBE Policy 2417, Regulations and English Language Proficiency Standards for English Learners; as such, this document is an addendum to the above-mentioned state policies.

Additional copies of this document may be accessed on the Office of Assessment website <https://wvde.us/assessment/> or may be obtained by calling (304) 558-2546.



Steven L. Paine, Ed.D.  
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## What's New in this Version?

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## Preface

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The West Virginia Department of Education (WVDE) has developed a continuous improvement and evaluation process for examining accommodations available during statewide testing to any student with a plan: Individualized Education Program (IEP) plans, Section 504 plans, and English Learner (EL) plans. The process has three major components:

- Technical aspects of West Virginia’s assessment and accountability system are reviewed by national experts who serve on the West Virginia Technical Advisory Committee (WVTAC).
- The information in this document is reviewed annually for comprehensiveness and clarity by the *Guidelines for Participation in West Virginia State Assessments* Stakeholder Group.
- The WVDE Office of Education Information Systems performs an annual evaluation of the implementation of assessment accommodations.

### West Virginia Technical Advisory Committee

The WVTAC was established to provide guidance and recommendations to the WVDE in meeting federal requirements for state accountability assessment programs. Members of the WVTAC were selected based on their expertise in assessments, standards, systems alignment, and inclusion of students with disabilities and/or limited English proficiency. The WVTAC has provided crucial input on reporting, sampling, standard setting, accommodations, universal design, ESEA peer review, and designs for assessment research studies. Members of the WVTAC include the following national and state experts:

- Dr. Vaughn Rhudy, Executive Director, WVDE Office of Assessment
- Dr. William Auty, Consultant, Education Measurement Consulting
- Dr. Damian Betebenner, Senior Associate, The National Center for the Improvement of Educational Assessment, Inc.
- Dr. Alan Sheinker, Educational Consultant, Sheinker Educational Services, Inc.
- Dr. Jan Sheinker, Educational Consultant, Sheinker Educational Services, Inc.
- Dr. Phoebe Winter, Consultant in Assessment Design and Research, formerly VP for Education Policy, Pacific Metrics
- Dr. Paul Williams, Managing Research Scientist (ret.), American Institutes for Research
- Dr. Vicky Cline, Director of Instruction, Greenbrier County Schools

### Stakeholders Group for Guidelines for Participation Document Review

The purpose of the Stakeholders Group is to review annually the *Guidelines for Participation in West Virginia State Assessments* for comprehensiveness and clarity and to recommend revisions as needed. This review and revision cycle is coordinated by the Office of Assessment.

Members of the Stakeholders Group include representatives from the WVDE’s Office of Assessment; Office of Legal Services; Office of Special Education; Office of Federal Programs; district special education directors; district Title III directors; district test coordinators; school administrators; teachers; and parent advocates/agencies. Members individually review the current document and identify any areas that need clarification, updates, or corrections, and make suggestions for improvement of the document. They submit their individual recommendations for revision to the topical revision leaders. Listed below are WVDE staff revision leaders for the 2019–2020 edition and each leader’s area of responsibility:

- Vickie Baker—National Assessment of Educational Progress (NAEP)
- Timothy Butcher—West Virginia General Summative Assessment, science, investigations
- Mary Clendenin—Office of Special Education, Coordinator Low Incidence



- Sonja Phillips— (editor of the *Guidelines for Participation in West Virginia State Assessments*) accessibility, accommodations, monitoring and reporting, federal requirements, state policies and West Virginia Alternate Summative Assessment
- Susan Beck —Executive Director Office of Special Education, District-required monitoring, special education issues, policies
- Mami Itamochi—English Learner (EL) accommodations, English language development, ELPA21
- Michael Knighton—Office of Special Education, Coordinator Online IEP
- Dr. Stacey Murrell—West Virginia General Summative Assessment, benchmarks, English language arts
- Jason Perdue—West Virginia General Summative Assessment, home-schooled students, data specialist, investigations
- Dr. Vaughn Rhudy—Executive Director Office of Assessment, Policy 2340, federal assessment system requirements and reporting, college and career readiness
- Sonya White – Assistant Director Office of Assessment, monitoring and reporting, federal requirements, state policies
- Terri Sappington—West Virginia General Summative Assessment, mathematics, investigations
- Robert Surface—West Virginia General Summative Assessment, medical emergencies, data specialist, West Virginia Alternate Summative Assessment
- Amber Stohr—Research

## Annual Evaluation of Statewide Implementation of Accommodations

For the better part of a decade, the West Virginia Department of Education (WVDE) Office of Assessment and the Office of Special Education have led an ambitious and comprehensive research agenda to address the appropriateness and impact of accommodations identified for students with disabilities and English learners (ELs). Beyond the appropriateness and impact of accommodations, the research agenda also sets a goal of empirically determining the comparability of test scores for students from both accommodated and non-accommodated conditions and the impact of the assessment accommodations upon student performance.

To date, efforts to achieve the goals set in the research agenda have included multiple reports beginning with the 2006 publication, *Special Education Testing Accommodations in West Virginia: An Overview of Practices in 2003-2004* (Hughes et al., 2006). This study, conducted by an external research organization, provided a comprehensive overview of accommodations provision during the 2003-2004 school year and examined student performance on the state’s summative assessment disaggregated by each available accommodation.

Three years later, the WVDE Office of Research, Accountability and Data Governance replicated this study internally to re-examine the distribution of accommodations and the academic performance of those students who were identified to receive accommodations during the first administration of the state’s newly developed summative assessment—The West Virginia Educational Standards Test 2 (WESTEST 2). This report, *Examining Accommodations in West Virginia (2008-2009)* (White, Hixson, D’Brot, & Perdue, 2009), provided a first look at accommodations use with the new assessment.

In 2011, the WVDE Office of Research, Accountability and Data Governance completed a third research report titled, *Examining Accommodations in West Virginia: A Descriptive Analysis of Accommodations Specified for Students in Individualized Education Programs, 504 Plans, and Limited English Proficient Plans in 2009-2010* (Hixson & Hammer, 2011). Beyond examining accommodations for students with disabilities, this report is noteworthy in that it represents the first systematic examination of the distribution of assessment accommodations provided to ELs in West Virginia, a historically small

population of students in our state, which at the time of publication included approximately 1,700 students across all grades.

Reporting efforts in 2012–2013 were two pronged. First, West Virginia worked closely with the George Washington University Center for Equity and Excellence in Education (GWU-CEEE) to examine the appropriateness of accommodations for English Learners (ELs) via a special technical assistance project. The project has informed West Virginia about the extent to which instructors' accommodation recommendations for ELs are in line with recommendations from the research literature given students' English language proficiency levels.

Second, the WVDE Office of Research, Accountability and Data Governance conducted an examination of the WVS.326 accommodations data (described below) for WESTEST 2 and produced data tables for each school district in the state. These reports supplied districts with detailed information on accommodation assignments, provision, refusal, and over accommodation for each available accommodation type for all WESTEST 2 content areas (mathematics, reading language arts, social studies, and science). For the first time, districts and district test coordinators (DTCs) had access to their accommodation data, allowing them to:

1. Systematically review their data by individual accommodation type along with comparing their results to state averages;
2. Use accommodation data to inform and drive changes to Individualized Education Programs (e.g. investigating the appropriateness of a refused accommodation on a student's IEP);
3. Investigate occurrences of over-accommodation and under-accommodation to assess validity of WESTEST 2 results;
4. Provide targeted assistance to schools that experienced technical issues related to accommodations; and
5. Actively self-monitor accommodations provision as they relate to instructional utility.

The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; (b) alternate assessments aligned with the State's challenging academic content standards and student achievement standards; and (c) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

Traditionally accommodations data were collected and maintained by Local Education Agencies (LEAs) in West Virginia; however, in 2011-2012 the WVDE piloted a fillable accommodations form, WVS.326, and began collecting statewide data. The development of the WVS.326 form was a crucial step in creating a statewide process to monitor, collect, and warehouse identifier-linked accommodations provision data from all schools.

Another tool developed by WVDE is the ACCM.14 application powered by the WVEIS engine with the capability to retrieve accommodations directly from the Online IEP program as well as the accommodations entered into WVEIS for students with 504 and EL plans. Administrators are able to access reports to verify accommodation information and provide support throughout the districts.

Since piloting the WVS.326 form, the WVDE has worked closely with the Stakeholder Group for the document, *Guidelines for Participation in West Virginia State Assessments, 2018-2019*, to improve the functionality of the WVS.326 form, resulting in notable improvements in the quality of accommodations data collected each school year. Improved data quality will ensure accurate accommodations reporting at the state and local levels, as well as allow the WVDE to further its research agenda which includes Differential Item Functioning (DIF) analysis.

Beyond the prospect of conducting DIF analysis, the WVDE is also working to display WVS.326 Accommodations Reports online. Currently, the WVDE is in the process of digitizing the WVS.326 forms to place on ZoomWV-e, the secure data dashboard accessible to our state's educators. ZoomWV (publicly accessible data dashboard) and its secure counterpart, ZoomWV-e, comprise the state's single source for accurate, high-quality education information pertaining to students in pre-kindergarten through Grade 12. With improved accessibility and timeliness, it is anticipated these reports will continue to drive the decision-making process among district level staff and DTCs concerning accommodations.

Another project that West Virginia is participating in is the National Center for Education Outcomes (NCEO) partnership of nine states titled the DIAMOND Project (DIAMOND, 2018) - Data Informed Accessibility – Making Optimal Needs-based Decisions. This project aims to improve the validity of assessment results by developing guidelines for making informed decisions about accessibility tools and accommodations.

West Virginia is also working in conjunction with NCEO and the Office of English Language Acquisition (OELA) at the U.S. Department of Education to develop two professional development modules on accessibility and accommodations decision making for instruction and assessment for English learners. One module is for educators and the other is for parents/guardians and families. The project will also examine the efficacy of these modules by conducting several pre- and post-module administration analyses.

West Virginia is continuing their partnership with the Council for Chief State School Officers' research programs. One collaborative effort led to the 2019 publication of a whitepaper titled *English Language Proficiency (ELP) Standards for English Learners with Significant Cognitive Disabilities*. This document presents standards around which students with significant cognitive disabilities, who are also English learners (EL), will receive instruction. These standards present skills the students are expected to practice while learning English in their classrooms with the understanding that students with significant cognitive deficits have unique learner characteristics and needs which may present barriers to overcome so they can demonstrate English fluency.

## List of Abbreviations and Terms

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**AAAS** Alternate Academic Achievement Standards – Including Policies 2520.16, 2520.161, and 2520.162, which define the alternate academic achievement standards in reading/language arts (Policy 2520.161), mathematics (Policy 2520.162), and science (Policy 2520.16) for students with the most significant cognitive disabilities

**ADA** Americans with Disabilities Act

### **Accommodations**

Changes in *how* a student learns or is evaluated on the standards

**ACCM.14** Accommodations application developed within WVEIS on the Web

**AEM** Accessible Educational Materials

**AIR** American Institutes for Research

**ASL** American Sign Language

**ATC** Assistive Technology Compatible

**SC** School Coordinator

**CBA** Classroom Benchmark Assessment – Assessment administered once at the beginning of the school year; blueprints and the item bank are based on the WVGSA Grades 3-8 assessment

**CIA** Classroom Interim Assessment – Assessments administered throughout the school year based on teacher and student needs between the administration of the CBA and the WVGSA Grades 3-8 assessment

**CAT** Computer-adaptive test

**CCSSO** Council of Chief State School Officers

**CSR** Confidential Summary Report – Assessment report

**DEI** Data Entry Interface

**DIA** Diagnostic Assessments

**DLM** Dynamic Learning Maps

**DTC** District Test Coordinator

### **District Assessments**

Assessment given to students of an entire grade without exclusion (e.g., students who take the alternate assessment or are on an IEP, EL plan, or Section 504 plan)

**EL** English Learner – Student identified as acquiring English for their education; students who speak a language other than English in their home

**ELPA21** English Language Proficiency Assessment replaced ELDA in 2015-2016

**ESEA** Elementary and Secondary Education Act

**ESSA** Every Student Succeeds Act

**ESL** English as a second language

**IASA** Improving America's Schools Act – Reauthorization of the Elementary and Secondary Education Act (ESEA) in 1994 (predecessor to the No Child Left Behind Act of 2001)

**IDEA 2004** Individuals with Disabilities Education Improvement Act of 2004

- IEP** Individualized Education Program
- IMA** Interim Module Assessment – Specific domains of CIAs
- JAWS** Job Access With Speech – screen reader program
- Kite** Kansas Interactive Testing Evolved – platform used to deliver test for students with Significant Cognitive Disabilities

### **Modifications**

Changes *what* a student is taught or expected to learn of state standards

- NAEP** National Assessment of Educational Progress – Sometimes known as the Nation's Report Card, conducted by the National Center for Education Statistics at the U.S. Department of Education
- NAGB** National Assessment Governing Board
- NAR** Non-standard Administration Report (*SAT School Day*)
- NCEO** National Center on Educational Outcomes
- NCES** National Center for Education Statistics
- NCLB** No Child Left Behind Act – Elementary and Secondary Education Act reauthorization for 2001
- NOCTI** National Occupational Competency Testing Institute
- ORS** Online Reporting System
- OSE** Office of Special Education, West Virginia Department of Education

### **Participation Guidelines (PG)**

*Guidelines for Participation in West Virginia State Assessments, 2019-2020*

#### **Policy 2340**

West Virginia Measures of Academic Progress – West Virginia Board of Education policy establishing rules governing the administration and operation of the West Virginia Measures of Academic Progress (WV-MAP)

#### **Policy 2417**

Regulations and English Language Proficiency Standards for English Learners – West Virginia Board of Education legislative rule defining the expectations for programs of study for improving the English language proficiency of students with limited English proficiency

#### **Policy 2419**

Regulations for the Education of Students with Exceptionalities – West Virginia policies that apply to preschool, early childhood, middle childhood, adolescent, and adult students whose educational programs require special education and related services

#### **Policy 2510**

Assuring the Quality of Education: Regulations for Education Programs – West Virginia Board of Education policy that establishes the regulations for all education programs that are designed to prepare students for the 21<sup>st</sup> century

- PNP** Personal Needs Profile

## SAT School Day

SAT School Day is the annual summative assessment for all 11<sup>th</sup> grade West Virginia students, except for those students who are eligible to participate in the West Virginia Alternate Summative Assessment.

## Section 504 Plan

An amendment to the Rehabilitation Act of 1973 prohibiting exclusion from participation in, denial of benefits to, or discrimination against individuals with disabilities based on their disability, in federally assisted programs or activities.

**SEE** Signed Exact English

**SSD** College Board's Services for Students with Disabilities (*SAT School Day*)

## Standard Conditions

General testing conditions, described in test administration materials, which are followed for all students. An IEP team, Section 504 committee, or EL committee may require specific assessment accommodation(s) for individual students, which augment the standard conditions

**SWD** Students with Disabilities

**TAM** Test Administrators Manual

**TIDE** Test Information Distribution Engine

**USED** United States Department of Education

**WVASA** West Virginia Alternate Summative Assessment

**WVBE** West Virginia Board of Education

## WVCCRS

West Virginia College- and Career-Readiness Standards, defined in the 26 sections of Policy 2520

**WVDE** West Virginia Department of Education

**WVEIS** West Virginia Education Information System

**WVEIS WOW** West Virginia Education Information System; WVEIS On the Web

**WVGSA** West Virginia General Summative Assessment

## WV-MAP

West Virginia Measures of Academic Progress—multiple assessments conducted by the WVDE, including the West Virginia General Summative Assessment Grades 3-8; *SAT School Day*; West Virginia Alternate Summative Assessment; ELPA 21; and NAEP

## WVS.326 Monitoring Process

Monitoring process provided during state and district assessments that documents the provision of accommodations to students with disabilities and/or limited English proficiency

**WVTAC** West Virginia Technical Assistance Committee

## Section I. Introduction

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Assessment is an important part of an overall quality educational program and is, in fact, an integral part of classroom instruction. The purpose of educational assessments is to provide an academic check-up and to give teachers and parents meaningful information on what students know and can do, and how well they are progressing toward college and career readiness. Assessments strive to show how well students perform on clearly defined standards and skills that are being taught in the classroom. They provide valuable feedback to students, educators, parents, policy makers, and the public about students' academic strengths, as well as areas that need improvement, and about the effectiveness of the state's educational system. Additionally, the state summative assessments ensure West Virginia meets federal accountability requirements.

Furthermore, assessments:

- are utilized by teachers and administrators to pinpoint areas of weakness and customize instruction as a student progresses from one year to the next;
- provide student results that are used by many agencies and organizations in awarding scholarships, awards, honors, and special recognition (such as selection to Governor's Schools);
- provide data on how a school is educating all students which is used to keep schools accountable;
- are objective assessments that are immune from scoring interpretation;
- provide gap analysis that allows a teacher to see a student's missing knowledge, skills, and abilities; and
- have undergone extensive content, bias, and sensitivity reviews which ensure validity and reliability for all students, including those with disabilities and limited English abilities.

Taking standardized tests is part of life. Individuals must take a test to enter the military and colleges. Many professionals — including hair dressers, engineers, teachers, doctors — must take tests to earn licenses. Taking these end-of-year tests helps prepare students for what lies ahead: standardized tests for technical schools, college, the military, and many professions.

West Virginia strives to ensure that every student has a positive and productive assessment experience. West Virginia also strives to ensure the assessments are accessible to all students, including English Learners and students with disabilities.

The purposes of the *Guidelines for Participation in West Virginia State Assessments* (Participation Guidelines) include the following:

- Providing policy guidance to individualized education program (IEP) teams, Section 504 committees, and English Learner (EL) committees for appropriately accommodating students in statewide and district-wide assessments;
- Helping teachers and schools work within the framework of federal law and state policies; and
- Providing information for documentation of implementation and assurances for federal requirements under the [Every Student Succeeds Act](#) (ESSA 2015) which has replaced requirements within the Elementary and Secondary Education Act (ESEA) enacted in 2002. This document includes requirements set by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004).

## Assessments Covered in These Guidelines

The *Participation Guidelines* document focuses on the West Virginia Board of Education (WVBE) Policy 2340, “West Virginia Measures of Academic Progress” (WV-MAP) as follows:

The *West Virginia General Summative Assessment (WVGSA) Grades 3-8* are customized tests used to measure students’ levels of achievement of the West Virginia College- and Career-Readiness Standards (WVCCRS). The general summative assessment assesses English language arts and mathematics in Grades 3–8 and science in Grades 5 and 8. The *WVGSA Grades 3-8* are assessments aligned to the College and Career-Readiness Standards in English language arts and mathematics (Policies 2520.1A and 2520.2B) that are designed to help prepare all students. *WVGSA Grades 3-8* are computer adaptive form tests. The *WVGSA Grades 3-8* is used for accountability purposes.

The *SAT School Day* is the state’s general summative assessment for high school. It is administered to all Grade 11 students, except those who take the *West Virginia Alternate Summative Assessment*. The *SAT School Day* is given during a regular school day in the spring of each year. It is a nationally recognized college- and career-readiness assessment administered by the College Board and is accepted at colleges and universities throughout West Virginia and the nation for both college admissions and placement. It also can be used to qualify for the Promise Scholarship. Students have access to practice SAT tests through Khan Academy, which also provides West Virginia educators and students access to online content and resources to help prepare students for taking the *SAT School Day*. The *SAT School Day* is used for accountability purposes.

The *West Virginia Alternate Summative Assessment (WVASA)* is the assessment for students with the most significant cognitive disabilities. Dynamic Learning Maps (DLM) (Accessible Teaching, Learning, and Assessment Systems, 2019) is the online system linked to alternate academic achievement content standards that assesses students in the areas of English language arts and mathematics in Grades 3-8 and 11, and science in Grades 5, 8, and 11 (Policies 2520.161, 2520.162, and 2520.16). The *WVASA* is used for accountability purposes.

The *West Virginia English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21)* is an online system that measures the English language proficiency of all public-school English learners in the state. The assessment is aligned to the state’s English language proficiency standards and measures the annual progress that students make in the domains of speaking, listening, reading, and writing (Policy 2417).

The *National Assessment of Educational Progress (NAEP)* is a national assessment of a representative sampling of America’s students in Grades 4, 8, and 12. NAEP measures what America’s students know and can do in various subject areas. NAEP assessments are conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. Although NAEP is not used for accountability, it is part of WV-MAP as defined by Policy 2340 and required by West Virginia Code §18-2e-2. Accommodations allowable for NAEP are determined by the National Center for Educational Statistics (NCES), not the West Virginia Department of Education (WVDE).

The *National Occupational Competency Testing Institute (NOCTI)* provides standardized assessments for Career and Technical Education Centers that are aligned with industry standards and created by industry experts in conjunction with educators across the country.



## Legislative and Policy Foundations

The *Participation Guidelines* document integrates and explains what is legally required by various authorities governing education in West Virginia, regarding providing testing accommodations to several classifications of students, as outlined below:

Policy 2340 requires participation in statewide assessments for all students, including general education students, students with IEPs, students with Section 504 plans, and English Learners. The *Participation Guidelines* is subject to change based on revisions to the statewide assessment system.

The U.S. Education Department (USED) and the Office for Civil Rights have emphasized that exclusion from assessment undermines the value of assessment and violates Section 504 of the Rehabilitation Act of 1973, which prohibits exclusion from participation in, denial of benefits to, or discrimination against, individuals with disabilities based on their disability in federally assisted programs or activities (Heumann & Cantu, 1997). The reauthorization of IDEA in 2004 addresses nondiscrimination in assessment for students with disabilities and ensures that *standards* are measured and not the student's *disability*. To comply with the requirements of IDEA and Section 504, IEP teams and Section 504 committees must determine assessment participation and, if any, necessary accommodations for individual students as specified in this document.

The USED and the Office of Elementary and Secondary Education monitor for ESSA state and district compliance of assessment and accountability for all students. Policy 2340 includes students who are English Learners (ELs). West Virginia requires that migrant and gender subgroup performance be reported in the assessment Confidential Summary Report (CSR) for schools, districts, and the state. Policy 2340 established the rules governing the administration and operation of WV-MAP, requiring the WVDE to (a) provide an operational framework to administer an effective and efficient statewide assessment program, (b) protect the integrity of the test data, and (c) support the use of assessment data to improve instruction. The policy addresses special concerns regarding appropriate professional practices within WV-MAP, as well as appropriate professional conduct. Accordingly, special forms (reprinted from Policy 2340 in [Appendices A through I](#) are available in test administration manuals) are required to be signed and dated by all personnel involved in state assessments and maintained in files at the appropriate office (see [Appendix A](#)).

The purposes of the state required assessments vary—and the participation of students varies by grade levels. The administration/examiners' manuals for WV-MAP assessments describe the required testing conditions for students participating in each assessment. These *standard conditions* described in the administration materials must be followed unless a student has demonstrated a need for individual supports and accommodations for assessment are documented on a plan (IEP, 504, or EL plan).

The *Participation Guidelines* manual addresses other special circumstances for student participation in the WV-MAP. Procedures are included for homebound students, home-schooled students, students in alternative schools, and nonpublic students.

IDEA and WVBE Policy 2419, "Regulations for the Education of Students with Exceptionalities," set high expectations for students with disabilities by requiring that they have access to—and the opportunity to make progress in—the general education curriculum and that they be included in state and district assessment programs with appropriate accommodations when necessary. Both ESSA and IDEA require assessment on grade-level content standards for all students, including students with the most significant cognitive disabilities who are unable to participate in the general assessment and are eligible for the alternate assessment.

Policy 2340 requires that all students who are English Learners participate annually in state assessments. West Virginia does not offer an exemption for students attending less than 12 months. One exception is NAEP, which allows the use of a Spanish version for some assessments. Districts should carefully consider the potential for distraction before this accommodation is used.

The WVDE is required by Federal Programs Consolidated Monitoring Requirements (EDGAR 34 C.F.R. 76.770) (EDGAR, 2008) and peer review requirements (U.S. Department of Education, 2015) to report the state's procedure for ensuring that accommodations specified on all IEPs and Section 504 plans are the ones provided to students during assessments. Under Policy 2340, West Virginia includes monitoring of supports and accommodations to apply to any students having a plan, which includes English Learners. The monitoring process is described later in this section.

In summary, federal law and/or state policy require provisions of accommodations identified in students' IEPs, Section 504 plans, and EL plans. Therefore, examiners must provide accommodations as identified on the current plan. Any change in accommodations should be reviewed through an IEP team, Section 504 committee, and/or EL committee.

WVBE Policy 2419: Regulations for the Education of Students with Exceptionalities and IDEA describe students who are eligible for special education services as gifted-only students as having an exceptionality, not a disability. Therefore, they are not eligible for assessment accommodations.

## Research Base

The WVDE used the nationally recognized research base of acceptable and recommended accommodations for students with disabilities (Thompson, Johnstone, & Thurlow, 2002; Thompson, Morse, Sharpe, & Hall, 2005; Thompson, Thurlow, & Walz, 2000; Thurlow & Bolt, 2001; Thurlow, Quenemoen & Lazarus, 2011; Thurlow, Quenemoen, Thompson, & Lehr, 2001). These documents guide the work of the WVDE and West Virginia Technical Advisory Committee in reviews and approval of the accommodations for use in WV-MAP. Additionally, WV-MAP assessments were developed using principles of universal design and computer-based testing practices (Thurlow, Lazarus, Albus & Hodgson 2010).

West Virginia has membership in two consortia for the development of rigorous assessments, Dynamic Learning Maps and ELPA21. Both consortia have agreed upon sets of accommodations and/or access tools specifically related to and designed for each specific assessment. The research base of accommodations from these consortia have been reviewed and accepted by the WVDE. The parameters of each assessment are provided within the *Participation Guidelines*, but in no way seek to replace the approved set of tools and accommodations for each consortia requirement.

The WV-MAP assessments have been built on principles of universal design based on a framework of accessibility for all students, including English Learners (ELs), students with disabilities, and ELs with disabilities, but not limited to those groups. In the process of developing assessments to measure students' knowledge and skills as they progress toward college and career readiness, WVDE recognizes the validity of assessment results depends on each student having appropriate universal tools and accommodations when needed based on the constructs being measured by the assessment.

The development of the alternate assessment accessibility tools is based on principles of universal design identified by the Dynamic Learning Maps (DLM) consortium. The assessment was developed to align to the alternate achievement standards for English language arts, mathematics, and science. Refer to the section on *WVASA* for information regarding participation and guidance on accessibility.

The *English Language Proficiency Assessment for the 21st Century (ELPA21)* is an assessment for a consortium of states committed to supporting member states in implementing the *English Language Proficiency (ELP) Standards* and *WV College and Career Readiness Standards*. The ELP Standards inform instruction with the goal that all ELs be fully prepared for college and career success. Accommodations appropriate for students who are English Learners were developed by the ELPA21 consortium. Research indicates that students who are English Learners who have tools/accommodations assigned to them that match their linguistic and cultural needs scored higher than (a) EL students with incomplete accommodations (i.e., accommodations assigned without matching to EL-responsive criteria) and (b) EL

students who were not assigned any accommodations at all (Kopriva, Emick, Hipolito- Delgado, & Cameron, 2007). Refer to the section on English Learners ([Section V](#)) for more information.

## Test Administration Options for West Virginia Measures of Academic Progress (WV-MAP)

The *WVGSA Grades 3-8*, *WVASA*, *SAT School Day*, *ELPA21*, *NOCTI*, and *NAEP* have been designed to allow a variety of test administration options and accommodations that do not change what is intended to be measured by the assessment or the meaning of the resulting scores. Each assessment has its own guidelines for options and accommodations. See sections listed below for individual assessments:

- *WVASA* – [Section IV](#)
- *ELPA21* – [Section V](#)
- *WVGSA Grades 3-8* – [Section VI](#)
- *SAT School Day* – [Section VII](#)
- *NAEP* – [Section VIII](#)
- *NOCTI* – [Appendix Z](#)

## Modifications

Modifications change what is intended to be measured by the assessment or the meaning of the resulting scores and *are not allowed*. One example of unallowable modifications is off-grade-level testing for assessments. The WVDE distinguishes among assessment options, accommodations, and modifications as shown in Exhibit 1 which may be useful when a special accommodations request is being considered.

**Exhibit 1. Characteristics of Options and Accommodations versus Modifications**

| Options and Accommodations versus Modifications   |   |
|---|---|
| Options and Accommodations (allowed)  | Modifications (not allowed)   |
| Provide equitable access during assessments by mitigating the effects of a student’s disability or limited English proficiency. | Provide unfair advantage by reducing the difficulty of a test or altering the nature of the test. |
| Do not reduce learning or achievement expectations for a student.   | Reduce the learning or achievement expectations for a student.                                    |
| Do not change the construct being assessed.   | Change the construct being assessed.  |
| Do not compromise the integrity or validity of the test.  | Compromise the integrity of the test, resulting in invalid scores that are not meaningful.        |

## Ensuring Accommodations

As mentioned earlier, federal and state laws require accommodations specified in a student’s IEP, Section 504 plan, or EL plan be provided during testing. Any change(s) to accommodations should be reviewed and based on the decisions of an IEP team, Section 504 committee, or EL committee.

WVDE has established the WVS.326 Accommodations Monitoring Process to ensure that all eligible students are provided the assessment accommodations specified on their plans (IEP, Section 504, or EL) during testing; and documentation is available for monitoring and accountability purposes. The procedures for the WVS.326 process have met federal review requirements and are required for state and district assessments.

Required state assessments include the *WVGSA Grades 3-8*, *WVASA*, *SAT School Day*, *ELPA21*, *NOCTI*, and *NAEP*. Because *NAEP* is a national assessment and has different monitoring procedures, the *WVS.326* procedure is not required. *NOCTI* accommodations will be monitored via a different procedure, as well.

District assessments include any assessment given to students of an entire grade without exclusion of students who have an IEP, EL plan, or Section 504 plan or participate in the *WVASA*.

Accommodations monitoring is required for districts administering the CBAs via the use of the *WVS.326* forms.

## Provision of Accommodations

West Virginia requires documentation and monitoring for the provision of all accommodations documented within an individual student plan (IEP, Section 504, or EL).

### Prior to assessment

1. Six weeks prior to any state assessment window, the Principal/SC should use the [WVEIS WOW Accommodations 14 Application](#) (ACCM.14) (see also [Appendix AA](#).) to identify students who receive accommodations. The ACCM.14 displays data from current plans. Any changes must be addressed through the plan (IEP, 504, or EL) process. The ACCM.14 should be used by Principals/SCs to periodically review accommodations provided both instructionally and with assessments.

Please note:

- For *ELPA21*, the Title III director or the EL specialist designee will fulfill the role of the Principal/SC throughout the process.
- For *SAT School Day*, the Test Supervisor will coordinate with College Board and the Principal/SC throughout the process.

| District | School | Student ID | Student Name | Grade | Standard Type | Accommodation                     |
|----------|--------|------------|--------------|-------|---------------|-----------------------------------|
| 1.       |        |            |              | C04   | C             | P01 P02 P13<br>P14 P18 R20<br>T09 |
| 2.       |        |            |              | C07   | C             | P13 R11 T03                       |
| 3.       |        |            |              | C07   | C             | P01 P02 P13<br>P14 P18 R20<br>T09 |
| 4.       |        |            |              | C04   | C             |                                   |
| 5.       |        |            |              | C06   | C             | P01 P02 P13<br>P14 P18 R20<br>T09 |

Screenshot of ACCM.14 app student accommodation information.

Note: The Principal/SC should work with the student's case manager to ensure that all IEP plans are finalized in the WV Online IEP program at the end of each IEP meeting – there is no waiting period for finalizing an IEP. This process is to ensure the most recent IEP's accommodations are pulled to be printed on WVS.326 forms.

This provision in no way limits the fact that IEPs can continue to be reviewed and updated throughout the testing window. This is so those whose IEPs have been reviewed and updated will have their accommodations entered in WVEIS correctly in time for the data pull to print the pre-slugged WVS.326 forms.

2. Two weeks before test administration, the DTC receives the pre-slugged WVS.326 accommodations monitoring forms (to view a copy of the WVS.326 form, see [Appendix J](#)). The DTC distributes the WVS.326 forms to each school.
3. Two weeks prior to *SAT School Day* test administration, the SSD Coordinator and the Building Level Supervisor review the Non-standard Administration Report (NAR) and plan for accommodated testing of students.
4. Upon receipt of the WVS.326 forms, the principal/SC must:
  - Review the WVS.326 forms to verify accuracy of the student data information (student name, district, school codes, student WVEIS ID, grade, and assessment). The data for the WVS.326 form should match the data displayed in ACCM.14 which identifies the current supports/accommodations. Changes cannot be made in the ACCM.14. Changes are made on individual student plans and then will be reflected in the ACCM.14 after the next upload (typically overnight).
  - Verify that all data errors are corrected and updated in WVEIS data system for each student. Verification is completed by ensuring the accommodations on the WVS.326 form match the data in the ACCM.14.
    - Verify that student data in ACCM.14 matches student information in the STU.301 record and/or other fields within the WVEIS data system.
    - The information for students with IEPs is changed by entering and finalizing data in the Online IEP.
    - The information for students with a 504 plan is entered by tagging the students in the STU.301 file and entering the correct supports/accommodations in the WVEIS green screen 504 Application.
    - The information for students who are EL students is submitted by entering the information into the EL PLAN in WVEIS WOW. (When entering accommodations in WVEIS, the UPPER case must be used. P03 is correct - p03 is not.)
      - Follow these options to correctly prepare the WVS 326 forms:
        - If a pre-slugged form *has not been provided* for a student, a blank WVS.326 must be completed. A **#2 pencil** must be used to fill out the blank form. Be careful to include all student information.
        - If the received pre-slugged form contains *incorrect data* (either in the student information or accommodations information), a new form must be filled out.
        - If an accommodation is *missing* but the remaining information is *correct*, the accommodation can be added to a pre-slugged form.
        - Verify the correct WVS.326 form is being completed for *WVGSA/SAT School Day* versus the *WVASA*.
    - The principal/SC distributes the forms to teacher(s) responsible for implementing students' plans to verify that accommodations listed match those identified in the most current IEP, Section 504 plan, or EL plan.
    - Principals/SCs should document and verify any reported data inconsistencies.
    - Immediately before the test window opens, the principals/SCs must verify all corrections and changes have been made.

5. The monitoring teacher responsible for implementing a student’s plan should review the WVS.326 form for accuracy since they will have access to the most recent plan. The monitoring teacher will use the procedures to correctly prepare the forms.
  - A missing accommodation may be added by filling in the bubble beside the accommodation on the pre- slugged form using **only a #2 pencil**.
  - If an accommodation is marked incorrectly, the teacher must fill out a new form for the student including all student information using **only a #2 pencil**. This step includes a comparison of the WVS.326 forms to current plans (see step 3 preparing forms for making changes).

If the monitoring teachers find an error, they must notify the principal/SC immediately and proceed with corrective action(s).

All changes on forms must be verified and the correction of all errors must be entered/verified in the WVEIS data system. Report any changes to the principal/SC, who will enter the corrections into WVEIS if necessary.

6. All forms are returned to the principal/SC to be stored in a secure location. The principal/SC confirms any changes with monitoring teacher and verifies the accuracy of WVS.326 forms to current student plans, to await the opening of the assessment window.
7. Upon opening of the assessment window, the principal/SC will distribute the WVS.326 forms to the assigned examiner who will again review each student’s listed testing accommodation(s) on the WVS.326 form. It is the test examiner’s responsibility to ensure all embedded and non-embedded accommodations are provided and functional prior to the student being given access to the test materials.

If the assigned examiner has any questions on the provision of an accommodation, the principal/examiner will clarify any questions. If the principal/SC is not sure, they will contact the DTC.

The provision of accommodations is a requirement under Policy 2340.

All WVS.326 form(s), including those containing errors, must be returned and reported to the principal/SC at the end of testing each day as these are secure, confidential documents.

### During the administration of the assessment

The examiner will complete the WVS.326 form (pre-slugged and manually gridded forms) during the administration of the test and the principal/SC will monitor the test administration to ensure the examiner is providing the accommodations as specified by the plan.

1. During the test, the examiner reviews and implements the accommodations specified and completes the individual student’s WVS.326 accommodations form, following these steps:
  - Verify the student name, district and school codes, assessment, and 9-digit WVEIS ID are correct.
  - Provide the identified accommodations listed on the form.
  - Using a **#2 pencil**, complete the form indicating whether highlighted accommodations were provided to the student by marking, Yes (Provided) or No (Not Provided). When marking No, indicate either Code 1 (Refused) or Code 2 (Not Allowed or Not Applicable for this assessment). Codes 1 and 2 represent the only acceptable reasons for not providing an accommodation listed on the WVS.326.
    - Code 1 is used when the student either refuses to accept an accommodation or finishes the

test before extra breaks (T03) were necessary. (Should a student refuse an accommodation, mark “No” and “Code 1”.)

- Code 2 is used when accommodations are *not allowed* or *not applicable* for the test being administered. For example, accommodation R24 (Use calculator) is not permitted for Grades 3-5.
  - If an accommodation was *not provided for any other reason*, do not mark Code 1 or Code 2. Provide a comment on the back of the form explaining why the accommodation was not provided.
  - The examiner prints and signs all WVS.326 forms with a legible signature and fills in the date of test administration at the bottom of each form. More than one examiner may sign the form, if appropriate. Make sure any comments on the form are legible.
2. The examiner reviews and returns all the WVS.326 accommodations forms to the school principal/SC with the testing materials and provides notification if there were any accommodation administration errors.
  3. The principal/SC verifies the return of the WVS.326 accommodations forms each day. The WVS.326 forms are secure test materials and must always be secured.
  4. The principal/SC monitors the provision of accommodations. This includes following up immediately on accommodation administration errors (see next section).

### After the assessment

The principal/SC should review the forms for accommodations that were not provided. If any form contains a “no” without a code 1 or 2, there should be documentation or comments on the back of the form. The principal/SC must review all accommodation errors. If no accommodation administration errors took place during testing, proceed to “[Managing the WVS.326](#)”. If such an error did take place, follow the procedures outlined below.

### Reviewing an accommodations administration error

- If an accommodation was not provided for any reason other than those represented by Codes 1 or 2, or if an accommodation was given that was not indicated on the WVS.326 form, follow these procedures:
  - The principal/SC immediately informs the DTC of accommodation administration errors, including incidents of students being over-accommodated or under-accommodated. These incidents represent a breach in the integrity and accuracy of test results and require written documentation.
  - The principal/SC informs the parent or guardian of the accommodation administration error and offers the following options:
    - **Option 1.** Reset the test and, if the testing window is still open, retest the student using a *different form*.
    - **Option 2.** Accept the test as administered. This option is available *only* if a student was under-accommodated.
    - **Option 3.** Invalidate the test. This option is available but not recommended for an under-accommodated student. Parents of students who are over-accommodated can only choose Option 1 or 3.

For all cases where the parent chooses Option 2 or 3, there must be a signed written agreement between the parent or guardian and principal/SC. A copy of the agreement must be kept on file at the school and with the DTC or district special education director, Section 504 coordinator, or Title III director. A copy must also be included in the affected student’s record.

- The DTC will review accommodation administration errors with principals/SCs and report any findings to the district superintendent and to the district special education, Title III, and or Section 504 director(s). The DTC will also contact the WVDE Office of Assessment for further instruction.

- The DTC and WVDE Office of Assessment may further investigate and document this event. The district must follow up with a written report of any corrective action taken because of the investigation within 30 days, and submit it to the following address:  
Office of Assessment  
West Virginia Department of Education  
1900 Kanawha Blvd., East  
Building 6, Suite 243  
Charleston, WV 25305
- Copies of the WVS.326 forms and any investigation reports must be maintained for 3 years by the district for review by the Office of Federal Programs and the Office of Special Education.

### **Notice**

In accordance with both special education monitoring and state special education compliance procedures, district noncompliance with federal statutory requirements results in corrective actions and technical assistance, if appropriate. Continued and/or persistent noncompliance at the district or school can result in state-imposed enforcement which may include a variety of sanctions, including the withholding or redirection of federal and/or state funds.



## Managing and returning the WVS.326 forms

1. The principal/SC makes two copies of all WVS.326 forms and any parent contact documentation. One copy of each WVS.326 (including a copy of any parent contact documentation for WVS.326s with administration errors) is to be retained at the school for verification should there be a WVDE or federal review. **Do not send the WVS.326 forms to any testing vendor/company.** The other copy **and** the original forms are sent to the DTC no later than 1 week following testing using the following procedure:
  - *Copies for DTC*— Sort all copies in a separate envelope or box labeled “WVS.326 Copies”. Be sure to include the school name. DTCs maintain these for their records.
    - Form copies indicating an accommodation administration error should have the original signed and dated parent contact documentation attached. Place these forms with administration errors on top of the remaining WVS.326 copies. DTCs must maintain these records.
  - *Originals for DTC*—All *original* WVS.326 forms must be returned to the DTC.
    - Do not use staples, paperclips, or rubber bands on these forms. Each envelope or box should include the school name (see [Appendix K](#), for label information). Sort all *original* forms into four categories and place them into appropriately labeled envelopes or boxes:
      - Blank Forms
      - Completed and Correct (valid forms only - these represent what happened on test day)
      - Not Completed (pre-slug error, not used for test, or absent students)
      - Accommodations Administration Errors (under-accommodated and/or over-accommodated and a *copy* of the parent contact documentation)
2. The DTC should:
  - verify the return of the WVS.326 forms from each school;
  - separate the WVS.326 forms from any other testing materials;
  - sort the **originals** from all schools into the same four categories listed above (i.e., Blank Forms, Completed and Correct, Not Completed, and Accommodations Administration Errors);
  - retain a copy of the WVS.326 forms that are “completed and correct” and the “accommodation administration errors” for district records and destroy any “not completed” forms. Retain the original parent agreements; and
  - return the “Completed and Correct” original WVS.326 forms and the “Accommodations Administration Error” forms with a copy of the documentation to the:

Office of Assessment  
West Virginia Department of Education  
Building 6, Suite 652  
1900 Kanawha Boulevard East  
Charleston, WV 25305-0330

## Special Assessment Circumstances

### Medical Emergency/Medically Fragile Exemptions

Policy 2340 requires that all students participate in state assessments. Similarly, federal law requires that all students, including students with disabilities and English learners, be assessed through each state's assessment system.

However, if a student has an acute medical emergency (e.g. coma, chemotherapy, etc.) that precludes him or her from participating in the statewide assessments, an exception can be granted. A request for participation rate exemption can be submitted to WVDE for review. Each request will be reviewed by the WVDE Office of Assessment to determine whether the request and the circumstances warrant an exemption from participation. Additional information may be requested to better understand the situation to decide for accountability purposes. Any request applies only to the accountability year of the request.

Information that will need to be submitted for review should include:

- Brief description of the emergency
- Date(s) of the emergency
- Date(s) the assessment is scheduled to be administered at the school
- Student attendance with attendance codes for the year
- Confirmation that a doctor's note is on file

Hospitalization and severe, debilitating illness are two examples of "approved" medical emergencies, whereas non-limiting illnesses and typical pregnancies are examples of situations that would not be approved. Students receiving homebound instruction are to be provided the opportunity to participate in their assessment(s), if their health allows. *Homebound instructors can be trained to administer most assessments.*

Please contact the Office of Assessment with any questions by phone at 304-558-2546.

### Homebound students

Homebound students are students enrolled in public school who, due to injury or for any other health-related issue (a) are temporarily confined to home or a hospital for a period that has lasted or will last more than 3 consecutive weeks during the assessment window; (b) are certified in writing by a licensed physician or other licensed health care provider; and (c) meet the eligibility criteria for home/hospital instruction in WVBE Policy 2510, Assuring Quality Education: Regulations for Education Programs.

All homebound public-school students are to be assessed at the schools in which they are enrolled or at alternate testing sites approved by the district test coordinator. (This includes all state required WV-MAP – *WVGSA Grades 3-8, SAT School Day, WVASA, and ELPA21.*) All participating educators and students shall be required to follow all testing guidelines and security procedures set forth in WV-MAP WVBE Policy 2340, §4.8. The examiner must meet the definition of an examiner as defined in Policy 2340. Further,

- all signed agreements must be on file at the student's home school;
- no family member may be present in the testing area during the test administration;
- no family member may read any of the test materials; and
- all test security procedures and schedules must be followed.

If it is possible for the homebound student to come to the school for testing, he or she should follow the school's testing schedule. If it is impossible for the homebound student to go to the school, the district will determine how the administration of the assessment will occur.

*(continued next page)*

Note: If the student has a 504/IEP/EL plan with assessment accommodations, these accommodations should be followed and documented in the same manner as if the student was participating in the typically administered assessment(s) at his/her home school.

### Alternative schools

An alternative education program is a temporary, authorized departure from the regular school program, designed to provide educational and social development for students whose behavior places them at risk of not succeeding in the traditional school structure and in adult life without positive interventions (WVBE Policy 4373, p. 59). Students in public alternative education programs are tested at the school site where they receive instruction. All test security procedures and schedules must be followed exactly as prescribed in this guide (referenced as WVBE Policy 4373, p. 62; WVBE Policy 2340).

Note: If the student has a 504/IEP/EL plan with assessment accommodations, these accommodations should be followed and documented in the same manner as if the student was participating in the typically administered assessment(s) at his/her home school.

### Instructions for Nonpublic Students and Schools

DTCs are responsible for requesting student numbers for home-schooled and non-public school students participating in a WV-MAP. Instructions for requesting these numbers are provided in the months prior to the scheduled assessment.

#### Home-schooled students

Home-schooled students may participate in the WV-MAP administered in the public schools of the district in which they reside. Each academic year, the home instructor must notify the district test coordinator of the intent to participate in the WV-MAP. Students may participate in the *WVGSA Grades 3-8* or the *SAT School Day* provided that the home instructor notifies the district test coordinator of the intention to participate at least *three months prior* to the testing window.

Home-schooled students will be assigned: 1) a location for testing with an approved educator who has completed the required training as an examiner/scribe and signed the *WVBE Examiner's/Scribe's Secure Materials and Test Procedures Agreement* ([Appendix F](#) and [Appendix M](#)), and 2) test dates by the district test coordinator during the testing window. All educators and nonpublic school students participating in the assessments of the WV-MAP shall be required to follow all testing guidelines and procedures set forth in this policy. Violations of this policy shall result in the loss of testing privileges. No family member may be present in the testing area during the administration of the test. All test security procedures and schedules must be followed.

Home-schooled students will not receive accommodations on the *WVGSA*, nor participate in the *West Virginia Alternate Summative Assessment*.

If a home-schooled student wishes to receive accommodations for the *SAT School Day* assessment, they must provide appropriate documentation to the school to be uploaded and verified by College Board deadlines. These decisions by College Board are final.

#### Nonpublic schools – Private Schools

All nonpublic school students may participate in WV-MAP. Each academic year, the nonpublic school administrator must submit a Participation Form and a Verification of Certification Form to the Office of Assessment and to the district test coordinator in the district where the nonpublic school is located by a date to be determined by the Office of Assessment. The district test coordinator, not the nonpublic school, will receive all testing material and release the testing materials to the nonpublic principal/assigned school coordinator upon completion of the required training and receipt of signed

*WVBE Principal and/or School Coordinator Secure Materials and Test Procedures Agreement* (required annually).

All educators and nonpublic school students participating in the assessments of the WV-MAP shall be required to follow all testing guidelines and procedures set forth in this policy. All educators who have access to secure test materials must be trained annually. The district test coordinator, in conjunction with the principal/school level coordinator at the participating nonpublic school, will determine training dates. Violations of this policy shall result in the loss of testing privileges.

Note: If a non-public school student participating in the *WVGSA Grades 3-8* has a public school created plan (504/IEP/EL) that calls for assessment accommodations, and the plan is less than one years old without having been accepted and updated by the non-public school which the student is enrolled, these accommodations shall also be provided once the parent/guardian provides the district with a copy of the plan. The plans may be subject to verification. The district is responsible for entering required accommodations into the testing platform (e.g. TIDE).

Note: If a non-public schooled student wishes to receive accommodations for the *SAT School Day* assessment, they must provide appropriate documentation to the district/school to be uploaded and verified by College Board. These decisions by College Board are final.

## WV-MAP Online Resources

- The Office of Assessment: <https://wvde.us/assessment/>
- *WVGSA Grades 3-8* Portal: <http://wv.portal.airast.org/>
- SAT: <https://collegereadiness.collegeboard.org/sat>
- *SAT School Day*: <https://collegereadiness.collegeboard.org/sat/k12-educators/sat-school-day/about>
- Official SAT Practice on Khan Academy: <https://www.khanacademy.org/sat>
- WVASA: <http://dynamiclearningmaps.org/westvirginia>
- West Virginia State Board Policies: <http://wvde.state.wv.us/policies/>
- Metametrics (Lexile & Quantile Resources and research): <https://metametricsinc.com/>

## References

IDEA <https://sites.ed.gov/idea/regs/b/b/300.160/c>

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## Section II. Guidelines for Supporting and Accommodating Students with Disabilities

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Federal laws governing student participation in assessments must meet the requirements of the Every Student Succeeds Act (ESSA) of 2016, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and Section 504 of the Rehabilitation Act of 1973 (reauthorized in 2008). To appropriately assess all students, the West Virginia Department of Education (WVDE) must ensure assessments are valid, reliable, and consistent with national assessment standards. When using assessments to identify students and schools needing improvement over a period of time, assessment administration and content must be consistent, and scores must be comparable. The challenge is to maintain a fair assessment that meets the technical quality requirements of statewide assessment and accountability, while avoiding discrimination against students with disabilities or English Learners. To this end, these guidelines are provided to aid schools and districts in their decision-making and assessment responsibilities.

This section offers guidance on the assessment of students with disabilities, which includes:

- students with disabilities as defined by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), and more specifically, those meeting the eligibility criteria in West Virginia Board of Education (WVBE) Policy 2419, whose Individualized Education Programs (IEPs) must address assessment participation;
- the criteria for participation in an alternate assessment for students with disabilities as defined by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), and more specifically, those meeting the eligibility criteria in West Virginia Board of Education (WVBE) Policy 2419;
- students who are not eligible under WVBE Policy 2419 and do not have an IEP, but who meet the definition of disability under Section 504 of the Rehabilitation Act of 1973, and whose Section 504 plans call for instructional and assessment accommodations; and
- students who are EL's with disabilities, who are eligible for both an IEP and EL plan and are eligible for supports and accommodations. For guidance in addressing accommodations for students who are ELs without disabilities (refer to Section V of this document). For guidance in addressing EL students with disabilities refer to Sections VI and VII.

Students with disabilities are those eligible under IDEA 2004 and WVBE Policy 2419 (i.e., students with IEPs) or Section 504 of the Rehabilitation Act of 1973. The students with disabilities subgroup includes students with either an IEP or 504 plan for reporting and accountability. Any student with a disability may receive appropriate accommodations identified on the student's current plan by his/her respective IEP team or Section 504 committee. During the decision-making process for provision of accessibility supports the team/committee should consider student characteristics, classroom instruction and assessment tasks and accessibility policies. (Shyyan, V., Thurlow, M., Christensen, L., Lazarus, S., Paul, J., and Touchette, B. (2016))

CCSSO accessibility manual: *How to select, administer, and evaluate use of accessibility supports for instruction and assessment of all students*. Washington, DC: CCSSO - this resource contains information on the decision-making process. More information on accessibility is available at <https://www.ccsso.org/sites/default/files/2017-10/CCSSO%20Accessibility%20Manual.docx>

Guidelines in this document for IEP teams and Section 504 committees serve the following purposes:

- to define appropriate and nationally researched and accepted accommodations and how they are to be implemented for all West Virginia Measures of Academic Progress (WV-MAP) assessments except the National Assessment of Education Progress (NAEP) (see NAEP section for available accommodations);
- to prohibit modifications that change what the test measures;
- ensure that modifications are not written into IEPs or Section 504 plans for students participating in the *WVGSA Grades 3-8, SAT School Day, or ELPA21*;
- to define criteria for participation in statewide assessments; and
- to describe how decisions are documented in IEPs or Section 504 plans.

## Role of IEP Teams and Section 504 Committees

### IEP teams

Special education law and policy require that an IEP be developed and implemented to meet the individual needs of each eligible student with a disability as defined under IDEA 2004. An IEP is a written plan, developed by a team as defined in WVBE Policy 2419, Regulations for the Education of Students with Exceptionalities. The IEP describes the specially designed instruction and appropriate accommodations, if any, needed for an eligible student to access the content standards and objectives as outlined in policy, and to prepare for postsecondary education and the workplace. The IEP also identifies the assessment supports and accommodations that a student needs to receive. *Both general and special education federal laws and state policies require the provision of these assessment accommodations for eligible students with disabilities.*

IDEA 2004 also requires state guidelines for provision of appropriate accommodations to students with disabilities in statewide assessments and for participation in alternate assessment when necessary as determined by students' IEP teams. According to the January 12, 2001, joint memorandum issued by the U.S. Department of Education (USED), Office of Elementary and Secondary Education (which governs the administration of ESEA)<sup>1</sup>, and the USED Office of Special Education and Rehabilitative Services (which ensures the provisions of IDEA 2004), decisions regarding accommodations must be based on a full understanding of the consequences for reporting and accountability. The IEP will document the student's participation in general assessments, with or without accommodations or if the student is eligible for an alternate assessment. If the student needs accommodations, they are documented in the students' current IEP. Tools for teams are available in Appendices [L](#), [M](#), [O](#), [P](#), [Q](#), [R](#), and [S](#).

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<sup>1</sup> Specifically, these requirements include ESEA requirements as amended by the No Child Left Behind Act of 2001 (PL 107-110); WVBE Policy 2510, Assuring the Quality of Education; Regulations for Educational Programs; WVBE Policy 2340, WV-MAP; the Individuals with Disabilities Education Act of 2004 (IDEA-PL108-446); and WVBE Policy 2419, Regulations for the Education of Students with Exceptionalities.

## Section 504 committees

For students with disabilities as defined under Section 504, the Section 504 committee determines any needed accommodations for WV-MAP assessments.<sup>2</sup> The Section 504 plan is developed by a group of stakeholders qualified to evaluate and determine whether the student meets the definition of a student with a disability under Section 504, and plan for the educational needs of the student. LEAs are required to have written procedures for developing Section 504 plans. For any student who needs accommodations the procedures for assigning the current supports and accommodations are contained in WVEIS green screen.

## English Learners with Disabilities

For appropriate selection of accommodations for students who are English Learners (ELs) with disabilities, the IEP or 504 team must include a member to specifically address the individual language needs of the student. The EL team member appropriately identifies any language supports and accommodations for the student's plan for instruction and assessment. Educators on the teams should fully account for the complexity of both language and disability implications during the instruction and assessment of ELs with disabilities (Shyyan, Christensen, Touchette, Lightborne, Gholson and Burton, 2013). Both the IEP and EL plan is maintained, and each committee should contain members to address the specific individual needs of the student.

## Guidelines for Instructional Practice

Students with disabilities can have both supports and or accommodations. English learners with disabilities should have access to language supports that they regularly use during classroom instruction. Language supports and strategies may be made available to any student based on the student's individual needs and are not limited to particular impairments or to students who have Individualized Education Programs (IEPs) or 504 plans. *Accommodations* are made only to students with disabilities and documentation of need.

The chart below assists teams in recognizing student need for accessibility for instruction. The supports and accommodations a student received routinely may indicate the selection of the language supports and accommodations needed for state assessments. The comparison of the resources and practices is included in the section on assessment codes.

## Guidance for Needs-Specific Accessibility Options

Accessibility in learning environments is addressed when barriers are removed so regardless of abilities, all students can access instructional and assessment materials. Incorporating the characteristics of Universal Design into lesson plans and assessment tools, ensures that all students have the ability to access their environment throughout their educational journey.

Table A provides some suggestions for addressing common accessibility needs. This table should not be considered to be inclusive, but rather a resource to encourage decision making committees to consider potential solutions to student needs.

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<sup>2</sup> The Americans with Disabilities Act Amendments Act of 2008 (Amendments Act), effective January 1, 2009, amended the Americans with Disabilities Act of 1990 (ADA) and included a conforming amendment to the Rehabilitation Act of 1973 (Rehabilitation Act) that affects the meaning of disability in Section 504.

**Table A: Guidance for Needs-Specific Accessibility Options**

| Student Need                           | Guidance for Accessibility  |
|--|---|
| <b>Visual Impairments</b>              | <ul style="list-style-type: none"> <li>• Reading Materials: All materials that are required to be read by a student may be read aloud to the student.</li> <li>• Pictures, Figures, Drawings, and Photographs: Descriptions may be read to students. In addition, teachers can provide students with further explanation of the descriptions. These explanations may clarify the description without adding additional content.</li> <li>• Graphs: Further descriptions or repetition of descriptions may be necessary for a student. These explanations may clarify the description without adding additional content.</li> <li>• Venn Diagrams: Venn diagrams may be described to the student. In addition, a teacher may use a different chart, diagram format, or graphic organizer.</li> </ul> |
| <b>Reading Impairments</b>             | <ul style="list-style-type: none"> <li>• Reading Materials: All materials that are required to be read by students may be read aloud to the student.</li> <li>• Writing Activities: All activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.</li> </ul>   |
| <b>Physical Impairments</b>            | <ul style="list-style-type: none"> <li>• Kinesthetic Activities: If a student cannot participate in a kinesthetic activity, the student may be asked to describe the activity orally.</li> <li>• Activities Requiring Movement: Tasks such as moving around the room or coming up to the board can be modified to allow the teacher or other students to interact with the student or allow for the student to respond orally.</li> <li>• Writing Activities: If helpful to a student, all activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.</li> </ul>  |
| <b>Hearing Loss</b>                    | <ul style="list-style-type: none"> <li>• Activities Requiring Listening: Listening activities may be presented in American Sign Language (ASL) or Signed Exact English (SEE). For activities that require students to describe sounds, such as those from a thunderstorm, a sound may be described by the student as how it feels and looks.</li> <li>• Activities Requiring Oral Responses: Oral responses may be provided via sign language or in writing.</li> <li>• Word-to-Sign glossaries are permitted on <i>SAT School Day</i> (<a href="#">see approved list</a>) and <i>WVGSA Grades 3-8</i>.</li> </ul>  |
| <b>Expressive Language Impairments</b> | <ul style="list-style-type: none"> <li>• Activities Requiring Oral Responses: Oral responses may be provided in writing, using a communication device, or any other means that the student uses to communicate.</li> </ul>  |
| <b>English Learners</b>                | <ul style="list-style-type: none"> <li>• Reading Materials: All materials that are required to be read by students may be read aloud to the student.</li> <li>• Writing Activities: All activities that require the student to write may allow for an oral response.</li> <li>• Visual Supports: If helpful to a student, vocabulary and key contextual topics may be supplemented with visual supports.</li> <li>• Flexible Grouping: Teachers may administer the Classroom Activity in flexible groups based on English language proficiency.</li> <li>• Activities Requiring Oral Responses: Oral responses may be provided in writing.</li> <li>• Students may use an English, non-English, and bilingual dictionary and thesaurus as needed.</li> </ul>  |



| Student Need            | Guidance for Accessibility   |
|-------------------------|--|
| <b>Separate Setting</b> | <ul style="list-style-type: none"> <li>• Group activities may be tailored to occur between a single student and his or her educator where the educator and student share discussion and work.</li> <li>• Activities between student(s) and an educator may be conducted online or via a telephone connection.</li> <li>• All student-facing information included in a classroom activity should be presented to students working in a separate setting.</li> </ul> |

## Selecting *WVGSA Grades 3-8* and *SAT School Day* Accommodations: Three Steps

When participation in the *WVGSA Grades 3-8* or *SAT School Day* is determined to be the appropriate assessment choice, the student will participate in all other components of WV-MAP (except for students on *WVASA*). IEP teams, Section 504 and EL committees must actively engage in a planning process that addresses the provision of accommodations if needed, to facilitate student access to grade-level instruction and state assessments. That is, IEP teams, Section 504 committees and EL committees must determine if the student will participate under (a) standard conditions for all students, (b) standard conditions with options available to all students (see *Options to Standard Conditions* and/or universal tools), or (c) standard conditions with accommodations. If the latter is chosen, the following three-step process should be followed for deciding which accommodations are needed, for which tests and subtests.

EL students without disabilities may be eligible to receive language supports (see subsequent sections for more information). Students with disabilities including students with IEPs or 504s may be eligible for further accommodations based on demonstrated and documented need. Many accommodations for the *WVGSA Grades 3-8* and other tests in the WV-MAP are considered *options* to standard conditions for the *WVASA*; therefore, they are not considered accommodations but universal tools.

### Step One — Select appropriate accommodations

Decisions about appropriate assessment accommodations must be reviewed annually. The parent(s) and student, if appropriate, must be involved in and informed of decisions regarding assessment participation. The implications of the decisions must be carefully explained to the parent(s) and student.

When making decisions about which assessment accommodations to allow, IEP teams and Section 504 committees should consider the following:

- Which supplementary aids, services, and program modifications are identified as a need for a student in the IEP or Section 504 plan and are needed for classroom instruction?
- Would using this accommodation in the various assessments in the WV-MAP result in getting the best measure of what the student knows and can do on the skill being tested?
  - Not every accommodation used in instruction is appropriate or helpful in assessment. Consider whether accommodations used to assist a student in learning also are needed to show what he or she has learned. Accommodations should address the barriers to accessing the test resulting from the student’s disability; therefore, ensuring that the skill, rather than the disability, is being measured.
  - Other factors to consider in making accessibility decisions may include the effectiveness of the support/accommodation according to available research and difficulties encountered when using the accommodation.
- Will the student actually use the accommodation when testing occurs? When possible, the student should be involved in the decision. An accommodation is more likely to be effective if the student understands how to use it and is willing to do so.

- Which specific assessment accommodations, if any, should be required when assessing for the WVGSA and other components of the WV-MAP—and to which tests and subtests do these accommodations apply?

The CCSSO Accessibility Manual is a reference for teams to use in decision making processes for administering accessibility supports. This manual is available in a pdf document on the following link: <http://ccsso.org/resource-library/how-select-administer-and-evaluate-use-accessibility-supports-instruction-and>.

### Step Two — Document the reasons for accommodations selected

All accommodations must be specified on the IEP or Section 504 plan. In the documentation, the committee must articulate the reasons for differentiating supports/accommodations for the student.

1. What does this individual student need, in order to show us what he/she really knows?
2. If provided, will the accommodation change what the test is trying to measure?
3. If supports/accommodations are deemed appropriate has the student had prior experience using them?

### Step Three — Verification of information in WVEIS

Testing conditions and accommodations identified, if any, must also be documented in the student’s IEP, Section 504 plan, and/or ELs with disabilities plan. The same information should be verified in the WVEIS student information, as applicable. The *Accommodations 14 Application* should reflect any codes that are currently on a plan.

### Universal Tools (available for all students)

Universal tools are accessibility tools that allow any student access to the assessment and are available under standard conditions. They are access features of the assessment that are either provided as digitally-delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection. Embedded universal tools are available to all students as part of the technology platform. Some universal tools are non-embedded, may need to be provided outside of the computer test administration system and must be provided locally for students. Although these tools are generally available to all students, educators may determine that one or more might be distracting for a student, and thus might indicate that the tool should be turned off for the administration of the assessment to the student. It is recommended that all students practice with the tools prior to the assessment.

Tables [B](#) and [C](#) specifically list universal tools for the *WVGSA Grades 3-8* that may support any student and will not need identified on the assessment page of an IEP or 504 plan. Consider using these tools if these are provided to students instructionally.

Tools will be referred to as either “embedded” or “nonembedded”. An embedded tool is one that is provided by the test vendor within the testing system. A nonembedded tool is one that is provided to the student locally – by the district or school.

Table [D](#) lists universal tools for *SAT School Day* assessment. These are supports available to any student. Consider using these tools if these are provided to students instructionally.

**Table B: Embedded Universal Tools available for the WVGSA Grades 3-8**

| <b>Table B: Embedded Universal Tools available for the WVGSA Grades 3-8</b>   |   |
|---|---|
| <b>Universal Tool</b>   | <b>Description</b>  |
| <b>Breaks</b>   | The number of items per session can be flexibly defined based on the student’s need. Breaks of more than 30 minutes (on Reading, math, and Science sections) will prevent the student from returning to items already attempted by the student. For writing, the time limit for pausing is 45 minutes. There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment.  |
| <b>Calculator</b><br>(for calculator-allowed items only, Grades 6-8)<br><br>(See Non-embedded Accommodations for students who cannot use the embedded calculator) | An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator button. This tool is available only for the specific items for which it would be appropriate.<br><br>When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind or has low vision), the student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).  |
| <b>Global Notes and Digital Notepad</b>   | These tools are used for making notes, computations, or responses about an assessment item. These strategies allow students to create notes or work on computations. Students may create notes to record main ideas and to make connections with previous knowledge or ask questions. Students can organize ideas by listing all ideas for each topic and then prioritize.<br><br><u>Global Notes:</u> Notes will continue to be saved and moved from item to item across the assessment segment or if the test is paused.<br><br><u>Digital notepad:</u> This tool is item-specific and is available through the end of the test segment. However, when the student moves to the next item, the notes created do not follow to the next item. Notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes. To enter notes for a question, select <b>Notepad</b> from the context menu. After entering a note, a pencil icon appears next to the question number on the test page. |
| <b>English Dictionary</b><br>(for ELA)  | An online English dictionary is available for the ELA assessment. The use of this universal tool may result in the student needing additional overall time to complete the assessment.  |
| <b>English glossary</b>   | Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window. The student can access the embedded glossary by clicking on any of the pre-selected terms. The use of this accommodation may result in the student needing additional overall time to complete the assessment.  |
| <b>Expandable passages</b>  | Each passage or stimulus can be expanded so that it takes up a larger portion of the screen. Typically, the screen is split between the passage on the left and the questions on the right. This tool is accessed via a small arrow at the top left of the Passage half of the screen the student may select to have the passage be expanded in order for it to be viewed on the whole screen.  |
| <b>Highlighter</b>  | A digital tool for marking desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment.   |
| <b>Keyboard navigation</b>  | Navigation throughout text can be accomplished by using a keyboard.   |
| <b>Mark for review</b>  | Allows students to flag items for future review during the assessment. Markings are   |

| <b>Table B: Embedded Universal Tools available for the WVGSA Grades 3-8</b> |  |
|---|--|
| <b>Universal Tool</b>   | <b>Description</b>   |
|   | not saved when the student moves on to the next segment or after a break of more than 20 minutes.  |
| <b>Math tools</b>   | These digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to mathematics items. They are available only with the specific items for which they would be appropriate.   |
| <b>Spell check (for ELA Writing)</b>  | Writing tool for checking the spelling of words in student-generated responses. Spell check gives an indication that a word is misspelled and offers a correct spelling. Spell check is bundled with other embedded writing tools for all full writes (planning, drafting, revising, and editing).   |
| <b>Strikethrough</b>  | Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.   |
| <b>Writing tools</b>  | Students use publishing software to format text when completing the ELA Writing session. Examples include bold, italic, bullets, and undo/redo.  |
| <b>Zoom</b>   | A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger by clicking the <i>Zoom In</i> button. The student can click the <i>Zoom Out</i> button to return to the default or smaller print size. When using the zoom tool, the student only changes the size of text and graphics on the current screen. To increase the default print size of the entire test (from 1.5X to 3.0X default size), the print size must be set for the student in the Test Information Distribution Engine (TIDE) or set by the test administrator prior to the start of the test. This is the only tool that test administrators can set. The use of this universal tool may result in the student needing additional overall time to complete the assessment. |

### Non-embedded Universal Tools for Online Assessments – WVGSA Grades 3-8

Some universal tools may need to be provided outside of the computer test administration system. These tools, shown in Table 2, are to be provided locally for those students. They can be made available to any student.

**Table C: Non-Embedded Universal Tools for Online Assessments – WVGSA Grades 3-8**

| <b>Table C: Non-Embedded Universal Tools for Online Assessments – WVGSA Grades 3-8</b> |  |
|--|--|
| <b>Non-embedded Universal Tools WVGSA Grades 3-8</b>                                   | <b>Description</b>   |
| <b>Breaks</b>  | Breaks may be given as predetermined intervals or after completion of sections of the for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment. |
| <b>English Dictionary (for ELA)</b>  | An English dictionary can be provided for the ELA assessment. The use of this universal tool may result in the student needing additional overall time to complete the assessment. The student may use only specific test approved dictionaries.   |

| <b>Table C: Non-Embedded Universal Tools for Online Assessments – WVGSA Grades 3-8</b> |   |
|--|---|
| <b>Non-embedded Universal Tools<br/>WVGSA Grades 3-8</b>                               | <b>Description</b>  |
| <b>Scratch paper</b>   | Scratch paper to make notes, write computations, or record responses may be made available. Only plain paper or lined paper is appropriate for ELA. Graph paper is required beginning in sixth grade and can be used on all mathematics assessments.<br><br>All scratch paper must be collected and securely destroyed at the end of each assessment session to maintain test security. All notes on whiteboards or assistive technology devices must be erased at the end of each session. |
| <b>Thesaurus<br/>(for ELA)</b>   | A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. The use of this universal tool may result in the student needing additional overall time to complete the assessment.   |

### **Non-embedded Universal Tools for Paper-Pencil Assessments – SAT School Day**

As *SAT School Day* is a paper-pencil based assessment, any universal tools provided will be non-embedded. They must be provided at the local level.

**Table D: Non-Embedded Universal Tools for Online Assessments – SAT School Day**

| <b>Table D: Non-Embedded Universal Tools for Online Assessments – SAT School Day</b> |   |
|--|---|
| <b>Non-Embedded Universal Tools<br/>SAT School Day</b>                               | <b>Description</b>  |
| <b>Repeat Directions</b>   | Directions may be repeated  |
| <b>Time Remaining Notifications</b>  | Remaining time will be posted as well as announced verbally   |
| <b>Calculator for “With Calculator Section”</b>                                      | Calculators used must come from approved list.  |
| <b>Translated test directions</b>  | Translation of test directions is a language support available. Printed test directions in Albanian, Arabic, Bengali, Chinese/Mandarin, Gujarti, Haitian-Creole, Hindi, Polish, Portuguese, Russian, Spanish, Urdu, and Vietnamese. (PDF available for download) Students who have limited English language skills can use the translated directions support. This support should only be used for students who are proficient readers in the other language and not proficient in English. |
| <b>Word-to-word glossaries</b>   | Students who have limited English language skills have access to approved word-for-word dictionaries/bilingual glossaries. (PDF available for download)   |

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## Section III. Guide to Accommodations

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Acceptable accommodations for summative assessments with specific guidance on each of the WV-MAP components in subsequent sections (*WVGSA Grades 3-8*, *SAT School Day*, *WVASA*, and *ELPA21*) are detailed below. Allowable NAEP accommodations are determined at the federal level and are described in the NAEP section (Section VIII) of this document.

Standard accommodations fall into three categories:

- *Presentation*—affecting how test items are presented to students;
- *Response*—affecting how students can convey their responses to items; and
- *Setting and Time*—affecting where, when, and on what schedule testing takes place.

All allowable accommodations for students with disabilities fall into these categories and are described in detail by category of presentation, response, and timing. The codes to the left of each accommodation/option heading are the WVEIS codes associated with the allowed accommodation.

Note: When entering accommodation codes into WVEIS for English Learner plans, utilize the UPPER case for the letters. T07 is not the same as t07.

### Presentation

Presentation accommodations allow students to access instruction and assessments through alternate modes. These alternate modes of access include auditory, tactile, visual, and a combination of auditory and visual accommodations. Students who benefit most from presentation accommodations are those with print disabilities, defined as difficulty or inability to read standard print visually because of a physical, sensory, or cognitive disability.

The following is a list of all WVEIS presentation codes for accommodations for state assessments listed in WV-MAP.

#### **P01 Text-to-speech (TTS), excluding ELA reading passages**

**Allowed for:** WVGSA Grades 3-8

**Description:** Text is read aloud to the student via embedded text-to-speech technology. The student can control the speed as well as raise or lower the volume of the voice via a volume control.

**Instructional practices:** Text is read aloud to the student via embedded text-to-speech technology.

**When to select:** For students who are struggling readers and who may need assistance accessing the assessment by having the assessment read aloud, excluding ELA reading passages. This accommodation may be needed by students with reading-related or visual impairment disabilities. This option may also be appropriate for EL students.

**Notes for implementation:**

- If not used regularly during instruction, this accommodation is likely to be confusing and may impede the performance on assessments.
- Students who use text-to-speech will need headphones unless tested individually in a separate setting.

## **P02 Human read aloud, excluding ELA reading passages**

**Allowed for:** WVGSA Grades 3-8 and ELPA21

**Description:** Text is read aloud to the student by a trained and qualified human reader. The trained examiner reads aloud the directions, stimulus material, questions, and answer choices. This accommodation excludes passages.

**Instructional practices:** Text is read aloud to the student via a human. Teacher or assistant reads aloud instructions.

**When to select:** Students who are struggling readers and may need assistance accessing the assessment by having the assessment read aloud, excluding ELA reading passages. This accommodation may be needed by students with reading-related disabilities. This option may also be appropriate for EL students.

### **Notes for implementation:**

- If not used regularly during instruction, this accommodation is likely to be confusing and may impede the performance on assessments.
- Read aloud should be provided to students on an individual basis (see T10) – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. This is difficult when a person is reading to an entire group of students. However, verbatim reading to a group of students is permitted in testing if the accommodation is provided to the students on that basis during regular instruction.
- Test readers must be familiar with the terminology and symbols specific to the content (see [Appendix for Read Aloud Guidelines](#)).
  - Readers ensure all students understand what is expected of them when reading test directions.
  - Readers must allow students an opportunity to ask questions about how to mark their answers before they begin taking the test
  - Readers must be prepared to answer questions about item format and timing.
  - Readers must NOT clarify, elaborate, or answer questions about test items; or give clues while reading items that indicate the correct answer or help eliminate answer choices.

## **P03 Braille test booklet**

**Allowed for:** WVGSA Grades 3-8, SAT School Day, WVASA, and ELPA21

**Description:** This is a contracted braille paper form of the test. Uncontracted braille is not provided unless the Office of Assessment receives a special accommodations request. Braille is a raised-dot code that individuals read with the fingertips. Graphic material (e.g. maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper, thermoform or refreshable braille display when available). The student uses contracted braille (a system that reduces the number of cells by abbreviating words or parts of words), and Nemeth code braille (a system used to convey technical expressions that occur in mathematics and science).

**Instructional practices:** Instructional materials and assignments are completed in braille.

**When to select:** For students who are blind or have low vision and read braille fluently or choose braille as their primary mode of reading. Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

### **Notes for implementation:**

- Braille test editions are ordered **prior** to the assessment by the district.
- Braille is considered an accommodation.
- This accommodation **cannot** be paired with P17 – Computer/Refreshable Braille

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- **SAT School Day notes**
  - **One-day test administration**
  - Students needing extended time should utilize one of the following codes: T17 through T22.
  - Braille test editions are ordered **prior** to the assessment by the district.
  - Student will receive UEB with Nemeth Math test book.
  - Student will receive a Braille Figure Supplement
  - Typically approved with another accommodation such as scribe or braillewriter to record answers.

### **P06 Test presented through sign language, locally provided, excluding ELA passages**

**Allowed for:** WVGSA Grades 3-8 and ELPA21

**Description:** For WVGSA Grades 3-8, a trained examiner may present directions in ASL or Signed Exact English (SEE).

**Instructional practices:** For students who have a hearing loss and use sign language as the primary mode of communication.

**When to select:** For students who have a hearing loss and use sign language as the primary mode of communication.

**Notes for implementation:**

- Locally provided interpreters, certified (in accordance with Policy 5202), are allowed – in lieu of the ASL videos when IEP documentation indicates ASL is not the student’s primary language or for EL students.
- Educational sign language interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items.
- A student’s teacher should not serve as the interpreter/translator in a testing situation unless a second person is present to monitor for quality and fairness.
- Student must be in a one-to-one setting with an adult (T10).

### **P13 Text-to-speech (TTS), including ELA reading passages**

**Allowed for:** WVGSA Grades 3-8, SAT School Day, and WVASA

**Description:** Text is read aloud to the student via embedded text-to-speech technology or using assistive technology. The student can control the speed as well as raise or lower the volume of the voice via a volume control.

**Instructional practices:**

- Nearly all text is read aloud to the student via embedded text-to-speech technology or a human on a daily basis.
- Teacher or assistant reads aloud instructions.
- Listening skills are taught using read-aloud material, and then students are checked for understanding.
- Students listen to a prerecorded audio interpretation (book-on-tape) of text or a book.
- The student receives accessible educational materials (AEM) for instructional purposes.

**When to select:**

- The student is blind or has low vision.
- The student is a beginning braille reader who has not yet developed braille fluency.
- The student whose disability severely affects his/her ability to read passages independently and who utilize classroom supports such as text-to-speech, audio recordings, and/or a human reader during classroom instruction and during classroom assessments.

**Notes for implementation:**

- Students who use text-to-speech will need headphones unless tested individually in a separate setting.

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- NAEP computer-based assessments have text-to-speech capability built into the universal design.
- For information on students who use screen readers, such as JAWS or Win-eyes or voiceover, see Code P21 (Use screen-reading software to access computer).
- For WVASA information concerning this accommodation, see Alternate Summative Assessment Section IV.

**WVGSA Grades 3-8 notes:**

The student whose disability severely affects his/her ability to read passages independently and who utilize classroom supports such as text-to-speech, audio recordings, and/or a human reader during classroom instruction and during classroom assessments on a near daily basis. This accommodation is not appropriate for those students who merely read at a slower rate.

**SAT School Day notes:**

- **Two-day test administration**

This accommodation is not appropriate for those students who merely read at a slower rate – for those students, consider the Extended Time codes T17-T22.

- **Description:** Text is read aloud to the student via an MP3 downloadable file. The student can control the volume of the voice via a volume control.
  - Students who use text-to-speech will need headphones unless tested individually in a separate setting.
  - Audio version of the test in English – available via an audio file download (pair this accommodation with R11)
  - Students will be tested via a computer using MP3 files.
  - Students with this accommodation using the MP3 format will be given 100% extended time on the entire assessment (T20, T21, T22) and an additional 45 minutes for the *Writing and Language* section of the *SAT School Day*, and extra breaks (T03).
  - Student MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.

**P14 Human read aloud, including ELA reading passages**

**Allowed for:** WVGSA Grades 3-8, WVASA, SAT School Day

**Description:** Text is read aloud to the student by a trained and qualified human reader. The trained examiner must follow administration guidelines. All or portions of the test may be read aloud including ELA reading passages, for any grade.

**Instructional practices:**

- Teacher or assistant reads aloud classroom materials, activities, passages, and instructions on a near daily basis.
- Listening skills are taught using read-aloud material, and then students are checked for understanding.
- Students listen to human recorded audio files (book-on-tape) of text or a book.
- The student receives accessible educational materials (AEM) for instructional purposes.

**When to select:**

- The student is blind or has low vision.
- The student is a beginning braille reader who has not yet developed braille fluency.
- The student whose disability severely affects his/her ability to read passages independently and who utilize classroom supports such as text-to-speech, audio recordings, and/or a human reader during classroom instruction and during classroom assessments.

**Notes for implementation:**

- NAEP computer-based assessments have text-to-speech capability built into the universal design.
- For information on students who use screen readers, such as JAWS or Win-eyes or voiceover, see Code P21 (Use screen-reading software to access computer).

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- Readers are provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text.
- The use of this support may result in the student needing additional overall time to complete the assessment.

**SAT School Day notes:**

**Notes for implementation:**

- **Two-day test administration**
- Student will be read the *SAT School Day* aloud by an adult.
- Student must be in a one-to-one setting with an adult (pair this accommodation with T10).
- Readers must meet testing staff requirements.
- Student automatically receives 50% extended time (T17, T18, and T19) and extra breaks (T03).
- Student MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even though they are the only student testing.

### **P15 Item specific directions read aloud by human reader**

**Allowed for:** *WVGSA Grades 3-8*

**Description:** A trained examiner reads aloud, verbatim, the item directions contained within the test.

**Instructional practices:** Teacher or assistant reads aloud directions for classroom materials, activities, passages and instructions on a near daily basis.

**When to select:** Students who are struggling readers may need assistance accessing the assessment. Having a human reader for item specific test directions may assist students in accessing the assessment.

**Notes for implementation:**

- This accommodation does not apply to general test directions read to all students prior to the test.
- This specific accommodation applies to items within the test with directions specific to the item.
- This may need to be paired with appropriate extra time accommodation codes (see T17 through T22) and/or separate setting accommodation codes (see T09 and T10).

### **P16 Directions presented through sign language, locally provided**

**Allowed for:** *WVGSA Grades 3-8, SAT School Day, and ELPA21.*

**Description:** A qualified examiner presents test directions in sign language. Certified (in accordance with Policy 5202) locally provided interpreters are allowed in lieu of the American Sign Language (ASL) videos when IEP documentation indicates ASL is not the student's primary language.

**Instructional practices:** Students who have a hearing loss and use an interpreter for instructional presentation of materials and directions.

**When to select:** For students who have hearing loss who receive this support from an interpreter.

**Notes for implementation:**

- Educational sign language interpreters must not clarify, elaborate, paraphrase, or help with the meaning of words, intent of test questions, or responses to test items.
- A student's teacher should not serve as the interpreter/translator in a testing situation unless a second person is present to monitor for quality and fairness. This accommodation can be provided in the regular session in the back of the room (or wherever it is typically provided to the student for classes).

**SAT School Day notes:**

- **One-day test administration**
- Student will receive test directions (only listening portion of the *SAT School Day*) in ASL or SEE by a trained examiner.
- Test examiners must meet testing staff requirements.
- Educational sign language interpreters must not clarify, elaborate, paraphrase, or help with the meaning of words, intent of test questions, or responses to test items. **(cont. next page)**

- A student’s teacher should not serve as the interpreter/translator in a testing situation unless a second person is present to monitor for quality and fairness. This accommodation can be provided in the regular session in the back of the room (or wherever it is typically provided to the student for classes).

### **P17 Braille computer test**

**Allowed for:** WVGSA Grades 3-8 and SAT School Day

**Description:** Use braille for computer presented testing. This is for students who will use the computer for braille testing including options for refreshable braille displays for ELA and/or use of embossers to print the ELA and mathematics sections. If available, P35- tactile graphics, may help with embossing needs for mathematics sections.

**Instructional practices:** Students whose instructional materials and assignments are provided using refreshable braille or an embosser.

**When to select:** For students who are blind or have low vision and when it is the typical learning medium is braille.

**Notes for implementation:**

**WVGSA Grades 3-8 notes**

- The type of braille presented to the student (contracted or uncontracted) must be identified.
- The default setting is contracted braille. Uncontracted braille is available and can be locally set.
- For ELA, braille will be presented via embosser or refreshable braille display.
- For mathematics, the embosser provides access to the tactile graphics. The use of this accommodation may result in the student needing additional overall time to complete the assessment. The files for the embosser will need to be downloaded and may take additional time to print.
- This accommodation may need to be paired with one of the extended time codes, please see accommodation Codes T17-T22 for options available.

**SAT School Day notes:**

- **One-day test administration**
- Request ATC test file on a jump drive in SSD Online and use refreshable braille display (Pair this accommodation with R11).
- Student is automatically given 100% extended time on the *Writing and Language section only* (Section 2 of SAT School Day). If additional time is required on other sections, it must be entered separately.
- Student MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.
- It is recommended the student test their refreshable braille display, using an ATC practice test to ensure compatibility. <https://www.collegeboard.org/students-with-disabilities/after-approval>

### **P18 Simplified test directions**

**Allowed for:** WVGSA Grades 3-8

**Description:** The test administrator simplifies or paraphrases the test directions found in the test administration manual according to the [Guidelines for Simplified Test Directions \(see Appendix Q\)](#).

**Instructional practices:** For students who need directions broken into steps and/or into more simple language. Simplifying test directions should be consistent with classroom instruction and includes repeating or rephrasing.

**When to select:** Students who need additional support understanding the test directions may benefit from this resource. Students with difficulties in auditory processing, short-term memory, attention, or decoding may benefit from having test directions simplified for them. EL students may also find this process beneficial.

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**Notes for implementation:**

- This accommodation may require testing in a separate setting to avoid distracting other test takers.
- This accommodation may include breaking Test Administration Manual (TAM) directions into parts or segments or using similar words or phrases, but it should *exclude* defining words or concepts.
  - Test administrators must be familiar with the vocabulary used in the TAM directions and be able to speak clearly and at a normal pace with clear pronunciation.
- Test administrators must be patient and repeat test directions.
- It is recommended that the same test administrator be assigned to students for each day of testing.
- May not be used for the *SAT School Day*.

**P19 Large print paper test**

**Allowed for:** *WVGSA Grades 3-8, SAT School Day, and ELPA21*

**Description:** The student uses a large print paper version of the assessment.

**Instructional practices:** Students who need a large print paper version for access.

**When to select:** For a student who needs a large print paper pencil version of the assessment due to a vision impairment.

**Notes for implementation:**

**WVGSA Grades 3-8 notes**

- All text and graphic materials, including labels and captions on pictures, diagrams, maps, charts, exponential numbers, notes, and footnotes, are presented in at least 18- point type for students who need large print.
- The large print version does not contain contrast and is useful for students who have vision impairment or have difficulty in discriminating shades of contrast in graphs and charts.
- For online assessments, after a student completes a large print edition of a test, student responses must be transcribed to the computer by the student or an examiner if scribing is selected.
- If this accommodation is selected, the student must complete the entire test as a paper-tester. There are no “hybrid” options available such as completing the ELA on-line and the Math via paper testing.

**SAT School Day notes:**

- **One-day test administration**
- For *SAT School Day*, font sizes available are 14, 20, and 24. The default choice is size 14; the SSD can contact College Board SSD office if a larger size is required.

**P21 Screen-reading software used with computer**

**Allowed for:** *WVGSA Grades 3-8 and SAT School Day*

**Description:** Screen-reading software provides text-to-speech translation for students who are blind or have low vision. *Job Access with Speech (JAWS)* is a screen reader program that allows blind and visually impaired users to read the screen either with text to speech output or by a refreshable braille display. JAWS provides speech and braille output for most computer applications.

**Instructional practices:** For students who routinely use JAWS or other screen reader for navigation and access to screen information.

**When to select:** For students who are vision impaired and for whom the use of screen-reading software is the typical mode of navigation of computer and accessing written material.

**Notes for implementation:**

- Screen readers are allowed only when it is typically accessed.
- On NAEP the text-to-speech function is a built-in universal design element. This is not the same accommodation as a text to speech (see P01 or P13).
- JAWS 18 is the recommended version for ELA and mathematics. Lower versions are not supported.

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- See test administration manuals for more information and select other accommodations that could provide access when the student uses earlier versions of JAWS or another screen reading software is used to provide access.

**SAT School Day notes:**

- **One-day test administration**
- Assistive Technology Compatible Format (ATC) and Assistive Technology (R11)
- Use of assistive technology (e.g., screen reader/text-to-speech, ...)
- Digital version of the test delivered on a flash drive
- For use with screen readers and other assistive technology
- Student is automatically given 100% extended time on the *Writing and Language section* only (Section 2 of SAT School Day). If additional time is required on other sections, it must be entered separately.
- Student MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.

## **P22 Enlarge text on computer screen**

**Allowed for:** *WVGSA Grades 3-8, SAT School Day, and ELPA21*

**Description:** The size of font and or specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student. Screen-enlarging software may involve the use of enlarged computer monitors or computers with screen-enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.

**Instructional practices:** Students receive large-print texts or use of magnifying devices during instruction large-print versions of state textbooks, or other text, to enable access to curriculum. Students have access to enlarged mathematics problems to make sure all steps are completed.

**When to select:** For students with vision impairment and for whom computer screen adjustment is the typical mode of navigating and accessing onscreen written material.

**Notes for implementation:**

- The *WVGSA Grades 3-8* platform has a default of 14-point font size. The universal tool allows for the screen to be increased from 1.5X to 3.0X default size. This can be set in TIDE locally by the test coordinator prior to the test.
- NAEP Writing has the universal design element of text enlargement up to a 48-point font for prompts, stimuli, and responses, not tool icons, menus, etc.
- Use the text size typically used by the student to gain access to materials.

**SAT School Day notes:**

- **One-day test administration**
- Assistive Technology Compatible Format (ATC) and Assistive Technology (R11)
- Digital version of the test delivered on a flash drive
- Student is automatically given 100% extended time on the *Writing and Language section* only (Section 2 of SAT School Day). If additional time is required on other sections, it must be entered separately.
- Student MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.

## **P23 Magnifying device to enlarge assessment material**

**Allowed for:** *WVGSA Grades 3-8, SAT School Day, WVASA, and ELPA21*

**Description:** Magnification devices include eyeglass-mounted magnifiers, free-standing or hand-held magnifiers, or a lens placed over the computer monitor and may include the use of video magnifiers. The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device. **(cont. next page)**

**Instructional practices:** Students receive large-print texts or use of magnifying devices during instruction to enable access to curriculum. Some students with specific learning disabilities may use this tool to enlarge mathematics problems to make sure all steps are completed.

**When to select:** This is for students who are vision impaired and for whom the use of magnifying equipment is the typical mode of accessing written material. Students accustomed to viewing enlarged text or graphics, or navigation buttons may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities.

**Notes for implementation:**

- Use whatever magnifier the student uses during instruction.
- Use visual magnifying equipment (standard option).
- The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device.
- Magnification allows increasing the size to a level not provided for by the Zoom universal tool.

**SAT School Day notes:**

- **One-day test administration**
- Use the magnifier the student uses during instruction. Use visual magnifying equipment (standard option). The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device. Magnification allows increasing the size to a level not provided for by the Zoom universal tool.
- The magnifying device must not be connected to the internet or have the ability to record images.
- The use of this accommodation may result in the student needing additional overall time to complete the assessment.
- Use of visual aids (e.g., closed circuit television, magnification devices)

## **P24 Translator (Human)**

**Allowed for:** WVASA only

**Description:** Test administrators may translate the text for the students who are English learners. Language translations are not provided via the computer. This accommodation also includes using translators or bilingual word to word dictionaries. Translations may be used to present directions, stimulus material, questions, and answer choices. Translators are limited to word-to-word.

**Instructional Practices:** For students who are English learners (ELs) or respond best to a language other than English and who are using a human translator or electronic language translator as a language support.

**When to select:** For students who are ELs, when it is typically accessed, refer to Section V for English Learners for further support.

## **P27 Approved bilingual/dual language word-to-word dictionary for directions only**

**Allowed for:** WVGSA Grades 3-8 (For SAT School Day, a word-to-word/word-to-sign dictionary is allowed for the complete test including directions; see accommodation code P41)

**Description:** A bilingual/dual-language/sign language paper word-to-word/word-to-sign dictionary is a language support.

**Instructional practices:** For students who are ELs who are using approved bilingual word to word dictionary as a language support. Students use electronic or paper bilingual/dual-language/sign language dictionaries to look up word meanings during instruction.

**When to select:** For students who are ELs or who have hearing loss who use this instructionally as a language support. For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. Refer to English Learners ([Section V](#)) of this document.

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**Notes for implementation:**

- For the *WVGSA Grades 3-8* bilingual/dual-language word to word dictionaries are allowed for directions only on all sections.
- The use of this support may result in the student needing additional overall time to complete the assessment.
- For more information refer to the English Learners ([Section V](#)) of this document.
- This support is not allowable for ELPA21.

**P28 High contrast for computer-based assessments**

**Allowed for:** *WVGSA Grades 3-8, SAT School Day, and ELPA21*

**Description:** Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background. Reverse contrast turns the screen from white to black and creates text in white. The selection of color is locally set.

**Instructional practices:** Students have instructional materials that have different font or background paper color(s). Students use one color for a main idea and another color for details when outlining or taking notes. Students need varying contrast to see visually presented material.

**When to select:** For students who have vision or perception difficulties and use this accommodation for instructional purposes. Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities).

**Notes for implementation:**

- Choice of colors should be informed by evidence that color selection meets the student's needs. See test administration manual for color options.

**SAT School Day notes:**

- **One-day test administration**
- Assistive Technology Compatible Format (ATC) and Assistive Technology (R11)
- Digital version of the test delivered on a flash drive
- Student is automatically given 100% extended time on the *Writing and Language section only* (Section 2 of SAT School Day). If additional time is required on other sections, it must be entered separately.
- Student **MUST** use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.

**P30 Translated test directions**

**Allowed for:** *WVGSA Grades 3-8, SAT School Day, ELPA21*

**Description:** Translation of test directions is a language support. If sign language support is needed, see accommodations P06 and P50.

**Instructional practices:** Written translated test directions are provided on the page, on the board, or on a classroom visual media device. Students are provided both English and native-language directions to build skill and understanding in classroom directions. Students have their assignment directions translated into their native language.

**When to select:** Students who have limited English language skills can use the translated directions support. This support should only be used for students who are proficient readers in the other language and not proficient in English. Refer to English Learners Section of this document.

**WVGSA Grades 3-8 notes:**

- A bilingual human translator may read the test directions.
- If a human translator is not available, a translator app is permitted if used by a trained examiner.

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**SAT School Day notes:**

- For English Learners – request in SSD Online not required.
- Printed test directions in Albanian, Arabic, Bengali, Chinese/Mandarin, Gujarati, Haitian-Creole, Hindi, Polish, Portuguese, Russian, Spanish, Urdu, and Vietnamese. (PDF available for download)
- Translated test directions may be offered via a biliterate adult trained in the test administration manual.

**P32 Stacked translations for computer-based assessments**

**Allowed for:** WVGSA Grades 3-8 – for mathematics and science items only, Spanish Only

**Description:** Stacked translations are a language support. Stacked translations are **available in Spanish only**; stacked translations provide the full translation of each test item above the original item in English.

**Instructional practices:** Students utilize bilingual glossaries in the rear of textbooks to find unknown word meanings. Students use bilingual word list(s) appropriate to the subject area and language acquisition. Students use bilingual translations during their instruction (homework, worksheets, etc.).

**When to select:**

- For students whose primary language is not English and who use dual language supports in the classroom, use of the stacked (dual language) translation may be appropriate.
- Students participate in the assessment regardless of the language.
- This support will increase reading load and cognitive load.
- The use of this support may result in the student needing additional overall time to complete the assessment.
- Refer to English Learners Section V of this document.

**P33 Turn off any universal tools for computer-based assessments**

**Allowed for:** WVGSA Grades 3-8

**Description:** Disabling any universal tools that might be distracting or that students do not need to use or are unable to use.

**Instructional practices:** Blocking off any tool that is not of immediate need or that may be distracting to the student. Students are not able to focus and maintain attention if there is too much stimuli.

**When to select:** For students who are easily distracted (whether designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools. Knowing which specific tools may be distracting is important for determining which tools to turn off.

**Notes for implementation:**

- This accommodation must consider the impact that eliminating a tool might have on student performance.
- The tools turned off or left enabled are determined locally and based on a plan.

**P34 Embedded American Sign Language**

**Allowed for:** WVGSA Grades 3-8 – excluding writing

**Description:** Listening test content is interpreted into American Sign Language (ASL) video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed.

**Instructional practices:** An ASL interpreter or ASL-certified instructor signs during instruction.

**When to select:** Some students who have hearing loss and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who have hearing loss, viewing signs is the only way to access information presented orally. It

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is important to note, however, that some students who have hearing loss will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.

**Notes for implementation:**

- This accommodation must be carefully monitored to ensure that signing is working for the items which is allowed.
- Scripts are available for use by those who are not fluent in ASL – see accommodation code P48.

### **P35 Braille computer-based fixed form with paper booklet for tactile graphics**

**Allowed for:** *WVGSA Grades 3-8* (mathematics) and *SAT School Day*

**Description:** Students who use braille. The mathematics braille booklet provides the tactile graphics necessary for the mathematics portion of the assessment. This will allow the student the opportunity to interact with the assessment via the computer and may decrease the amount of time required for online braille testing. Embossing of the tactile graphics is not required.

This braille math is an online fixed form. It is expected that this is a very time efficient way to access information. The tactile graphics are provided (e.g., maps, charts, graphs, diagrams, and illustrations) in the braille paper booklet. This eliminates the need for embossing numerous mathematics items that are displayed in Nemeth code. Nemeth code is a familiar braille code for mathematics. The use of tactile graphics makes visual content available to a student who is blind or has low vision.

**Instructional practices:** Students whose instructional materials and assignments are provided in braille and tactile graphics.

**When to select:** Students who are blind or have low vision who read braille and use tactile graphics. For mathematics, tactile graphics typically presented via embosser will be provided prior to the test. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

**Notes for implementation:**

- This accommodation is for students using braille.
- No changes may be made to the provided tactile graphics.
- This option may decrease the time lost printing embossed graphics associated with mathematics test.

**SAT School Day notes:**

- **One-day test administration**
- Student is automatically given 100% extended time on the *Writing and Language section only* (Section 2 of SAT School Day). If additional time is required on other sections, it must be requested separately.
- Student **MUST** use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.
- Use in conjunction with P17 Braille computer test.
- Request both ATC (refreshable braille display) and Braille graphs and figures. (Pair this accommodation with R11)

### **P36 Closed Captioning**

**Allowed for:** *WVGSA Grades 3-8*

**Description:** Printed text that appears on the computer screen as audio materials are presented.

**Instructional Practices:** Students who have hearing loss and who typically access information presented via audio by reading words that appear in synchrony with the audio presentation may need this support to access audio content. For many students who have hearing loss, viewing words (sometimes in combination with reading lips and ASL) is how they access information presented orally. It is important to note, however, that some students who have hearing loss will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.

**When to select:** Students with hearing difficulties who need to access material presented in audio/video formats.

### **P37 Masking**

**Allowed for:** *WVGSA Grades 3-8, SAT School Day, and ELPA21*

**Description:** Masking involves blocking off content that is distracting to the student. Students can focus their attention on a specific part of a test item by masking.

**Instructional practices:** During instruction, students use a masking device that covers up sections of text before/after they read it, to maintain visual attention. Teachers create a clean document for students to work from that is not too busy or crowded with distracting information. Students use paper to block test questions to decrease distractions. Teachers block off text on classroom boards or overhead projectors to focus students on topics during whole-group discussions.

**When to select:** Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus.

**SAT School Day notes:**

- One-day test administration

### **P38 Color contrast**

**Allowed for:** *WVGSA Grades 3-8* – in conjunction with print on demand, and ELPA21

**Description:** Test content of online items may be printed with different colors.

**Instructional practices:** Students have instructional materials that have different font or background paper color(s). Color coding using a variety of print colors on paper is used for students. Students can use one color for a main idea and another color for details when outlining or taking notes.

**When to select:** Students with attention difficulties may need this support for viewing the test when digitally provided color contrasts do not meet their needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by evidence of those colors that meet the student's needs.

**Notes for implementation:**

- For the *WVGSA Grades 3-8* this accommodation must be paired with print on demand (P40). A color printer must be available. *Any printed items must follow security procedures.* Any printed items must be treated as a secure material and shredded after testing. Steps to follow security procedures should be monitored at all testing sites.
- The student may need additional test time.

### **P39 Color overlays**

**Allowed for:** WVGSA Grades 3-8, SAT School Day, and ELPA21

**Description:** Color transparencies are placed over a paper-based assessment.

**Instructional practices:** Color transparencies are placed over paper-based instructional materials.

**When to select:** Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs.

**Notes for implementation:**

- For the WVGSA Grades 3-8 this accommodation must be paired with print on demand (P40). Any printed items must follow security procedures. Any printed items must be treated as a secure material and shredded after testing. Steps to follow security procedures should be monitored at all testing sites.
- The student may need additional time for testing.

**SAT School Day notes:**

- **One-day test administration**

### **P40 Print-on-demand**

**Allowed for:** WVGSA Grades 3-8

**Description:** Paper copies of either passages/stimuli and/or items are printed for students. For those students needing a paper copy of a passage or stimulus, permission for the students to request printing must first be set in the WVEIS data system. For those students needing a paper copy of one or more items, contact the school and/or district coordinator to have the accommodation set in advance for the student.

**Instructional practices:** Teacher-provided print materials are used to facilitate learning activities. Photocopies of passages are used instead of textbooks so that students can write and/or highlight. Student does not access materials solely using the computer.

**When to select:** Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation.

The use of this accommodation may result in the student needing additional time to complete the assessment.

**Notes for implementation:**

- Any printed items must be treated as a secure material and shredded after testing.
- Steps to follow security procedures should be monitored at all testing sites.
- This may add to the time needed for testing.

### **P41 Provide translation glossary (Paper/Pencil Tests)**

**Allowed for:** SAT School Day

**Description:** Translated glossaries are a language support. Translation glossaries must be word-to-word/word-to-sign translations. See SAT School Day (Section VII) of this document and the "notes" section below for approved list.

**Instructional practices:** Students use a translation glossary at the rear of their text to facilitate transferring knowledge/skills from their primary language to English.

Students use bilingual/sign language glossaries to find the meanings of content-specific words (e.g., mathematics, science, history). Glossaries may be in the appendices of their textbooks or instructional materials.

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**When to select:** Students who have limited English language skills can use the translation glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment. Some students with disabilities may need paper copies of either passages/stimuli and/or items. The use of this accommodation may result in the student needing additional time to complete the assessment. Refer to English Learners (Section V) of this document.

**Notes for implementation:**

**SAT School Day notes**

- See the list of approved glossaries on the College Board website:  
<https://collegereadiness.collegeboard.org/pdf/sat-sd-college-board-approved-glossaries.pdf>.
- In SSD Online, no advance request required.

#### **P42 Noise buffers**

**Allowed for:** WVGSA Grades 3-8, SAT School Day, and ELPA21

**Description:** Ear mufflers, white noise, and/or other equipment used to block external sounds.

**Instructional practices:** Student wears devices to block out auditory stimuli.

**When to select:** Student (not groups of students) wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.

**SAT School Day notes**

- **One-day test administration**

#### **P43 Streamlined mode for computer-based assessments**

**Allowed for:** WVGSA Grades 3-8

**Description:** Provides a streamlined interface of the test in an alternate, simplified format in which question items are displayed below the stimuli/passage. The items are presented below the stimuli/passage (rather than side-by-side on the screen); this may entail the student having to scroll up and down the screen in order refer to the stimuli/passage.

**Instructional practices:** Students use altered text that is structured in a more sequential format.

**When to select:** This accommodation may benefit a small number of students who have specific learning and or reading disabilities need in which the text must be presented in a more sequential format.

**Notes for implementation:**

- This accommodation increases scrolling which may be detrimental for students with fine motor difficulties and students struggling with short term mental memory deficits.

#### **P44 Line reader**

**Allowed for:** ELPA21

**Description:** Provides a line reader for students who need assistance in visual tracking and reading.

**Instructional practices:** Students receive support services for reading support.

**When to select:** This accommodation may benefit English Learners who have specific learning or reading difficulties.

#### **P45 Unlimited replays**

**Allowed for:** ELPA21

**Description:** Provides unlimited replays of items in the listening domain in ELPA21.

**Instructional practices:** Students routinely need multiple opportunities to listen.

**When to select:** This accommodation may benefit ELs with disabilities. Students whose disabilities preclude them from being able to respond to a listening item on the first or second attempt may need to replay items multiple times.

#### **P46 Human read aloud in Spanish**

**Allowed for:** WVGSA Grades 3-8 (mathematics and science sections only)

**Description:** Spanish text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Test Administration Manual and the read aloud guidelines. All or portions of the content may be read aloud.

**Instructional practices:** Students routinely need access to Spanish translated materials.

**When to select:** Students receiving the translations (stacked) accommodation and who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities.

**Notes for implementation:**

- If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments.
- A student should have the option of asking a reader to slow down or repeat text.
- The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.

#### **P47 Alternate form – visual impairment**

**Allowed for:** WVASA only

**Description:** When a student does not read braille but has a visual impairment that prevents them from interacting with the on-screen content. This option is used for some specific items and alternate forms are not provided at every essential element and linkage level.

**Notes for implementation:**

- This accommodation allows for some flexibility on the teacher’s part when having to “Say” or “Show” something to a student who has hearing loss and/or blind/low vision.
- The DLM Test Administration Manual gives the questions and options for the student’s First Contact Survey under the vision tab (depending on the teacher’s input here...the testlets will automatically adjust the prompts and materials required which will be listed on TIPs pages for each testlet).
- The Test Administration Manual also mentions how to address sensory modality modes and accessing the testlets.

#### **P48 Scripts**

**Allowed for:** WVGSA Grades 3-8 and ELPA21

**Description:** For directions, passages on ELA listening sections only – not every student will have listening portions of the test.

**Instructional practices:** Students receive closed captioning or access to a sign language interpreter when viewing videos with sound. If closed captioning is not available, written scripts are provided to the student for the listening sections of the videos.

**When to select:** For students who are not fluent in ASL used in the embedded signed videos on listening sections on the WVGSA Grades 3-8.

#### **P49 Amplification System – SAT School Day**

**Allowed for:** All students, with or without an IEP or Section 504 plan (option to standard testing conditions). Exception: for SAT School Day students MUST have a documented disability requiring auditory amplification on their IEP or Section 504 plan. (See SAT School Day notes below)

**Description:** Students use amplification equipment in addition to hearing aids to increase clarity, useful in environments with a great deal of ambient noise.

**Instructional practices:** Student has a hearing loss which requires the use of an amplification system in their classroom during instruction.

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**When to select:** For students who have hearing loss, and who may or may not have an IEP or Section 504 plan unless the student will be taking the *SAT School Day* assessment – they must have an educational plan with the disability documented.

**Notes for implementation:**

- When arranging for testing, take into consideration the distractions of this accommodation to other students.

**SAT School Day notes:**

- **One-day test administration**
- Must have IEP or Section 504 plan

**P50 Test presented through sign language, locally provided, including ELA reading passages**

**Allowed for:** *WVGSA Grades 3-8, SAT School Day, WVASA, and ELPA21*

**Description:** For *WVGSA Grades 3-8* a trained examiner may present directions, stimulus material, questions, and answer choices in ASL or Signed Exact English (SEE). For *SAT School Day*, test passages, questions, and response choice presentations must be only in SEE.

**Instructional practices:** For students who have a hearing loss and use sign language as the primary mode of communication.

**When to select:** For students who have a hearing loss and use sign language as the primary mode of communication.

**Notes for implementation:**

- Locally provided interpreters, certified in accordance with Policy 5202 are allowed – in lieu of the ASL videos (*WVGSA Grades 3-8* has ASL videos) when IEP documentation indicates ASL is not the student’s primary language or for EL students.
- Educational sign language interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items.
- A student’s teacher should not serve as the interpreter/translator in a testing situation unless a second person is present to monitor for quality and fairness.

**SAT School Day notes:**

- **Two-day test administration**
- **Presentation must be in Signed Exact English.**
- For *SAT School Day*, if only test directions (the only listening section of *SAT School Day*) are needed to be signed, see accommodation code P16.
- Interpreters must meet testing staff requirements.
  - Educational sign language interpreters must not clarify, elaborate, paraphrase, or help with the meaning of words, intent of test questions, or responses to test items.
- Student automatically receives 50% extended time (T17, T18, and T19) and extra breaks (T03).
- Student **MUST** use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even though they are the only student testing.
- Student must be in a one-to-one setting with an adult (T10).

## Response

Response accommodations allow students to complete assignments, tests, and activities in different ways or to solve or organize problems using some type of assistive device or organizer. Response accommodations can benefit students with physical, sensory, or learning disabilities, including difficulties with memory, sequencing, directionality, alignment, and organization.

### R03 Braille writer or tactile to respond

**Allowed for:** WVGSA Grades 3-8 and SAT School Day

**Description:** For this response mode, a student uses a braille, which is a braille keyboard used for typing braille that can then be printed in standard print or braille (embosser). The braille is similar to a typewriter or computer keyboard. Paper is inserted into the braille, and multiple keys are pressed at once, creating braille dots with each press.

**Instructional practices:** Student uses a braille note taker to record notes and create documents.

**When to select:** This accommodation is for students who are blind or have low vision who respond in braille.

**Notes for implementation:**

- See detailed instructions for scribing and transcribing student responses in [Appendix M](#).

**WVGSA Grades 3-8 notes:**

- A scribe must transcribe the student's responses to the testing website using the student's user name, and password. (R04)
- A trained examiner acts as a scribe to transcribe student responses to the testing platform.

**SAT School Day notes:**

- A manual braille writer may be used for all sections.
- Use of braille writer or electronic braille writer for reading and writing with the following tools disabled: spell check, thesaurus, grammar check.
- Electronic braille writers must be connected to a monitor, so proctor can observe what student is entering. (R11)
- Student responses must be transcribed to the student's answer sheet. Return the braille pages with the transcribed answer sheet.

### R04 Scribe – including ELA essay

**Allowed for:** WVGSA Grades 3-8, SAT School Day, WVASA, and ELPA21

**Description:** Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained, qualified, and must follow the administration guidelines provided in the administration manual.

**Instructional practices:** Students use a tape recorder or scribe as an alternative to writing when a processing or physical challenge is present. Student's word-for-word response for tests and/or assignments is recorded.

**When to select:** Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. For many students dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.

Scribes may be provided for any student (with or without an IEP or Section 504 plan) who have a short-term medical condition (e.g., a fractured arm in a cast) that precludes the student from word processing a response. Approval needs to be obtained from the district test coordinator and/or the district special education director prior to testing.

Scribes may be provided for students who are blind or have low vision that may need additional supports such as navigational and transcribing supports.

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**Notes for implementation:**

- See guidelines for scribing in [Appendix M](#).
- The use of this accommodation may result in the student needing overall additional time to complete the assessment.
- Scribes should be monitored to be certain that students' verbatim responses are recorded.
- On the day of testing, before testing begins, the principal/school coordinator should give the scribe no more than 2 hours to become familiar with the directions and format of the test. Scribes should be familiar with the test, so they can easily record student answers (Thompson, Thurlow, & Walz, 2000).
- To the extent possible, the same scribe should have responsibility for transcribing information given by students during educational instruction and assessments.
- Scratch paper, rough drafts, and login information must be collected immediately at the end of the testing session. These items are considered secure material and must be collected and shredded according to procedures established by the principal/school level coordinator (SC) at the end of the testing session.

**SAT School Day notes:**

- Student responds in test book.
  - **One-day test administration**
  - Scribe must enter the student's responses on the answer sheet. Return student's test book with the transcribed answer sheet.
- Student responds orally.
  - **Two-day test administration**
  - Student will have an adult transcribe answers onto the answer sheet.
  - Student automatically receives +50% Essay (T18) and Extra Breaks (T03). If student needs +100% time for the Essay, use code T21.
  - Student MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.
  - [Appendix M. Guidelines for Scribing and Transcribing Student Responses](#) should be read carefully to gain an understanding of how scribing can and cannot be used. The WVDE scribing protocol does apply.
  - A student using this accommodation must be tested in a quiet room (T10) apart from other students to avoid interruption while testing and to avoid examinees being able to hear or see other students' responses.
  - Scribes should be monitored to be certain that students' verbatim responses are recorded.
  - To the extent possible, the same scribe should have responsibility for transcribing information given by students during educational instruction and assessments.
  - Scribes for students without an IEP or Section 504 who have a short-term medical condition (e.g., a fractured arm in a cast) will be requested in advance using the Temporary Medical Condition Form. (PDF available for download)



## R05 Abacus

**Allowed for:** WVGSA Grades 3-8, SAT School Day, and WVASA

**Description:** This tool may be used in place of scratch paper for students who typically use an abacus.

**Instructional practices:** Students use items to count during their instruction. Counting devices (blocks, tiles, chips, etc.) or scratch paper are utilized to assist the student with mathematical concepts.

**When to select:** Some students with visual impairments who typically use an abacus may use an abacus in place of using scratch paper.

**Notes for implementation:**

- The abacus should be one that the student uses during instruction on a regular basis.

**SAT School Day notes**

- **One-day test administration**

## R11 Assistive technology - alternate response options

**Allowed for:** WVGSA Grades 3-8, SAT School Day, WVASA, and ELPA21

**Description:** Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky Keys, MouseKeys, Filter Keys, adapted mouse, touch screen, head wand, and switches. Students may use a computer, typewriter, or other assistive technology device to respond.

**Instructional practices:** Students dictate responses to a teacher or an instructional assistant who records them. Students use communication boards, picture representations, or other individual expressive communication devices and assistive technologies.

**When to select:** Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform. Students who have physical limitations use alternate response options and assistive technologies or devices during routine instruction and are identified in the IEP or Section 504 plan.

**Notes for implementation:**

- Refer to test administration manuals for additional guidance.

**Single-switch system** – Single switch scanning is activated using a switch set up to emulate the “Enter” key on the keyboard. In PNP, educators can set scan speed, indicate whether scanning should begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping.

**Two-switch system** – Two-switch scanning does not require any activation in PNP. The system automatically supports two-switch step scanning, with one-switch set up to emulate the “Tab” key to move between choices, and the other switch set up to emulate the “Enter” key to select the choice when highlighted.

**Administration via iPad** – Students are able to take the assessment via an iPad. Consider the fine motor skills of student prior to using iPad.

**Adaptive equipment used by student** – Educators may use any familiar adaptive equipment needed for the student. While educators are able to test devices beforehand, it is not guaranteed all devices are compatible for all testing platforms (e.g., keyboard, mouse, touchpads, switches).

**SAT School Day notes:**

- **One- or two-day test administration** depending on specific options (See *SAT School Day Accommodated Testing Manual* for specific scripts.)
- Use of assistive technology (e.g., screen reader/text-to-speech, ...)
- Digital version of the test delivered on a flash drive
- Students using the ATC format test are automatically given 100% extended time on the Writing and Language section. If additional time is required on other sections, it must be requested separately (T17-T22).

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- Student **MUST** use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.
- Use of augmentative/alternate communication devices (e.g., Speech-to-Text, ...)
- Use of computers with alternative access for an alternative response mode (e.g., switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointed, specialized trackballs, or mice)
- For use of speech-to-text word processor for responses to reading and writing, see accommodation code R21.
- For use of word processor for essay section, see accommodation code R25, in addition to this code.
- Use of audio amplification equipment
  - **For SAT School Day, students MUST have a documented disability requiring auditory amplification on their IEP or Section 504 plan – See accommodation code P49.**
  - *Description:* Students use amplification equipment in addition to hearing aids to increase clarity, useful in environments with a great deal of ambient noise.
  - *When to select:* For students who have hearing loss, and who may or may not have an IEP or Section 504 plan, unless participating in the *SAT School Day* assessment.
  - *Notes for implementation:* When arranging for testing, take into consideration the distractions of this accommodation to other students.

### **R15 Bilingual word-to word glossary**

**Allowed for:** *WVGSA Grades 3-8* and *SAT School Day*. For *SAT School Day*, translation glossaries must be word-to-word/word-to-sign translations, not dictionaries. See [SAT School Day Section VII](#) of this document for approved list of glossaries.

**Description:** A bilingual/dual language word-to-word glossary is a language support. A bilingual/dual language word-to-word glossary can be provided for the full-write portion of an ELA assessment for the *WVGSA*. Utilize the glossary the student is accustomed to accessing for instruction.

**Instructional practices:** Students use electronic or paper bilingual/dual-language dictionaries to look up word meanings during instruction.

**When to select:** For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.

**Notes for implementation:**

- For *SAT School Day*, translation glossaries must be word-to-word/word-to-sign translations. See [SAT School Day Section VII](#) of this document.

### **R16 Large Block Answer Sheet**

**Allowed for:** *SAT School Day*

**Description:** Students write their responses on a large print test booklet.

**When to select:** For students who have visual impairments.

**Notes for implementation:** none

### **R19 Calculator – Tactile/Talking Calculator**

**Allowed for:** *WVGSA Grades 3-8* (Grades 6-8 only, mathematics and science) and *SAT School Day* (See *SAT School Day* notes below)

- *WVGSA Grades 3-8*, this accommodation is for students needing a *special calculator* in Grades 6-8 **only**, e.g. tactile or talking.

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- **Description:**
  - For *WVGSA Grades 3-8* (Grades 6-8 only), for use during the calculator allowed portion of the mathematics test, a non-embedded calculator for students requiring a special calculator (tactile or talking) currently unavailable within the assessment platform.
  - For *SAT School Day*, this may be a special calculator (tactile or talking) for use during the calculator allowed portion of the mathematics test

**Instructional practices:** Grades 6 and above students use a calculator offered with assistive technology devices (such as a talking calculator or a tactile calculator). Calculators can be used to do basic calculation in multi-step mathematics processes where the construct is not assessing mathematical fluency.

**When to select:**

- Students with visual impairments who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator items.

**Notes for implementation:**

- This accommodation is not allowed for Grades 3-5.
- *WVGSA Grades 3-8*, additional information on calculators refer to General Summative Assessment Section of this document.

**SAT School Day notes**

- **One-day test administration**
- For students with visual impairments who require a **special calculator (tactile or talking)** for calculator-allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator.
  - Test administrators should ensure that the calculator is available only for designated calculator items. Talking calculators for calculator-permitted section can be requested in SSD Online under Assistive Technology. (R11)

## **R20 Multiplication table**

**Allowed for:** *WVGSA Grades 3-8* (mathematics Grades 4-8 only) and *SAT School Day*

**Description:** A paper-based single digit (1-9) multiplication table will be available for reference. This accommodation is allowed for Grade 4 and above mathematics items.

**Instructional practices:** Students use a multiplication table (often it is a sticker on their desk) during regular instruction and assessments.

**When to select:** For students with a documented and persistent calculation disability (i.e., dyscalculia).

**Notes for implementation:**

- This accommodation is **not allowed** for third grade.

**SAT School Day notes**

- **One-day test administration**

## R21 Speech-to-text

**Allowed for:** WVGSA Grades 3-8 and SAT School Day

**Description:** Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices.

**Instructional practices:** Allows students to use their voices as input devices to the computer (or a human), to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Students also use the speech to text as an alternative to writing rather than using a scribe. For example, as student uses software program to create and edit a writing assignment.

**When to select:** This is an accommodation for students who have motor or processing disabilities (such as dyslexia), who have had an injury that makes it difficult to produce text or commands using computer keys, or who may need alternative ways to work with computers. Students must be familiar with the software and have had many opportunities to use it prior to testing.

Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.

For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.

**Notes for implementation:**

- Students need to be proficient in using the software instructionally.

**WVGSA notes**

- The only speech-to-text AIR supports is the Dragon series.

**SAT School Day notes**

- **One-day test administration**
- Assistive Technology Compatible Format (ATC) and Assistive Technology (R11)
- Digital version of the test delivered on a flash drive
- Students using this accommodation with the Assistive Technology Compatible format will have standard time on the test except for *Writing and Language* section, where the student automatically receives 100% extended time (Section 2 of SAT School Day). If additional time is required on other sections, it must be requested separately (see codes T17-T22).
- Student **MUST** use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.
- If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.
- For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.
- Speech-to-text software requires the student to go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential.

## R22 Unlimited re-recordings

**Allowed for:** ELPA21

**Description:** Provide unlimited opportunities to re-record answers in the speaking domain in ELPA21.

**Instructional practices:** Student routinely needs multiple opportunities to demonstrate appropriate speech or sound.

**When to select:** This accommodation may benefit ELs with disabilities who need multiple opportunities for production of intelligible speech. This accommodation may assist students with fine motor difficulties and short-term mental memory deficits.

## R23 100s number table

**Allowed for:** WVGSA Grades 3-8 (mathematics Grades 4-8 only) and SAT School Day

**Description:** A paper-based table listing numbers from 1–100 available for reference – available on the WVGSA portal. This is a non-embedded accommodation for Grades 4 and above mathematics items.

**Instructional practices:** Students who need graphic organizers or manipulatives for visual processing to complete mathematics tasks.

**When to select:** Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 plan.

**Notes for implementation:**

- The table can be printed from the portal for students requiring this accommodation. Use of other 100s number tables is prohibited.
- Not permitted for 3<sup>rd</sup> grade

**SAT School Day notes:**

- One-day test administration

## R24 Calculator – 4 function calculator

**Allowed for:** SAT School Day and WVASA

**Description:** A four-function calculator (square root and percentage keys are acceptable) for the non-calculator portion of the mathematics test.

**Instructional practices:** For SAT School Day, a four-function calculator for use during the non-calculator portion of the mathematics test **for students with a mathematical disability** (percentage key and square root key are acceptable).

**Notes for implementation:**

- For students needing a **calculator on the non-calculator portion** of the mathematics test.
  - The only calculator approved for use during the non-calculator portion of the mathematics test is a four-function calculator (percentage key and square root key are acceptable).

**SAT School Day notes:**

- One-day test administration

## R25 Word Processor Use

**Allowed for:** SAT School Day

**Description:** Use of a word processing program in order to create responses for essay questions and prompts.

**Instructional practices:** Students needing supports for answering essay and writing prompts due to physical constraints or dysgraphia.

**Notes for implementation:**

- One-day test administration
- Test administrators should ensure the word processing program and computer have disabled any special word processing features, applications, or software (spell checker, dictionary, etc.).
- Must be paired with either T18 (+50% time for essay) or T21 (+100% time for essay)
- Computer must 1) be connected to a working printer and 2) not be connected to the internet.

## Setting and Time

Setting and time accommodations allow students to complete assignments, tests, and activities in different settings, with extended time, or with longer/additional breaks. Setting and time accommodations can benefit students with concentration difficulties or who are easily frustrated.

### T03 Extra breaks (no studying)

**Allowed for:** WVGSA Grades 3-8, SAT School Day, and ELPA21

**Description:** Students can take additional breaks as requested or at predetermined intervals.

**Instructional practice:** Students are provided with frequent breaks during instructional activities and for tests to assist with concentration.

**When to select:** Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.

**Restrictions:** Students are not allowed to study for tests and must be monitored during breaks.

**Notes for implementation:**

- These students may need to be assigned to a different location to prevent distractions.
- The WVASA is administered in a one-to-one setting as a universal tool/requirement. It is not necessary to select this for the WVASA.

**SAT School Day notes:**

- **One-day test administration**
- Extra breaks – “off testing time clock”
  - **Description:** Students can take breaks halfway through longer sections and a break after every section.
  - **Instructional practice:** Students are provided with frequent breaks during instructional activities and for tests to assist with concentration.
  - **When to select:** Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.
  - **Notes for implementation:**
    - These students may need to be assigned to a different room or location to prevent distractions.
    - Students are provided with a break between each test section, and a break in the middle of longer sections of the test.
    - Students are not allowed to study for tests and must be monitored during breaks.

### T07 Flexible scheduling (no studying) – Delayed Start

**Allowed for:** WVGSA Grades 3-8, SAT School Day, and ELPA21

**Description:** Students can have a later start in the day. Administration of the assessment at a time most beneficial to the student.

**Instructional practice:** Students who have a schedule that allows for selecting the most appropriate time for concentration.

**When to select:** Scheduling changes can be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day. For example, for students who have difficulty concentrating or staying on task as the day progresses, it may help to schedule tests that require the greatest concentration in the morning.

**Restrictions:** Test sections must be completed within the confines of the regular testing day. Students may not study for tests they already started and must be monitored during breaks.

(cont. next page)

**Notes for implementation:**

- These students may need to be assigned to a separate location to prevent distractions.
- Decisions about how to schedule and provide extra time must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.

**SAT School Day notes:**

- **One-day or two-day test administration**
- Flexible scheduling – Delayed start
  - **Description:** Students can have a later start in the day for *SAT School Day* administration. Allows for the administration of the assessment at a time most beneficial to the student.
  - **Instructional practice:** Students who have a schedule that allows for selecting the most appropriate time for concentration.
  - **When to select:** Scheduling changes can be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day.
  - **Notes for implementation:**
    - These students will need to be assigned to a separate room or location to prevent distractions (T10).
    - Decisions about how to schedule must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the disability involved.
    - Students must complete the *SAT School Day* following the standard timing sequence (assuming they do not have extended time accommodations) but begin later than the general population of students.

**T09 Separate setting (small group)**

**Allowed for:** *WVGSA Grades 3-8, SAT School Day, and ELPA21*

**Description:** Test setting is altered so that the student is tested in a small group. The test administrator must be one who qualifies under Policy 2340.

**Instructional practice:** Students who need smaller groups for instructional or assessment purposes are ones who may easily become distracted when in larger group settings. These students may benefit from an environment with fewer other students.

**When to select:** When the student benefits from a small group assessment environment.

**Notes for implementation:**

- Changes in instructional and assessment locations can benefit students who are easily distracted in large group settings and who concentrate best in a small group setting.
- Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.
- Students must be monitored during the entire testing period.
- Testing locations must be private and free of distractions.
- These requirements apply to students tested in all locations, whether the student is assessed in the school building, at home, in a hospital, or a residential or other alternative setting.

**SAT School Day notes:**

- **One-day test administration**

**T10 Separate setting (one-to-one)**

**Allowed for:** *WVGSA Grades 3-8, SAT School Day, and ELPA21*

**Description:** Test setting is altered so that the student is tested on a one-to-one basis. The test administrator must be one who qualifies under Policy 2340.

**Instructional practice:** Students who need one-to-one settings for instructional or assessment purposes are ones who may easily become distracted when in larger group settings. These students benefit from an environment with no other students.

*(cont. next page)*

**When to select:** When the student benefits from a small group assessment environment.

**Notes for implementation:**

- Changes in instructional and assessment locations can benefit students who are easily distracted in large group settings and who concentrate best in a one-to-one setting.
- Changes in location also benefit students who receive accommodations (e.g. reader, scribe, or frequent breaks) that might distract other students.
- Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.
- Students must be monitored during the entire testing period.
- Testing locations must be private and free of distractions.
- Each student tested in a separate setting within the school must be under the supervision of a trained examiner.
- These requirements apply to students tested in all locations, whether the student is assessed in the school building, at home, in a hospital, or a residential or other alternative setting.

**SAT School Day notes**

- **One-day test administration**

### **T11 Testing environment modifications**

**Allowed for:** WVGSA Grades 3-8, SAT School Day, and ELPA21

**Description:** Test location/environment is altered so that the student is tested in a setting different from that made available for most students.

**Instructional practice:** Special environment/setting arrangements for students are provided within the classroom to support instruction and assessment. Changes in instructional and assessment environments can benefit students who have specific support needs beyond what is available for most students.

**When to select:** When the student benefits from modification to settings such as use of accommodated seating, special lighting, or furniture. Other modifications may include permission to move, stand or pace during assessment in a manner where others' work cannot be seen and is not distracting to others. Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.

**Notes for implementation:**

- Students must be monitored during the entire testing period by a trained examiner.
- These requirements apply to students tested in all locations, whether the student is assessed in the school building, at home, in a hospital, or a residential or other alternative setting.

**SAT School Day notes**

- **One-day test administration**

### **T12 Preferential seating**

**Allowed for:** WVGSA Grades 3-8, SAT School Day, and ELPA21

**Description:** Student is given special seating arrangements. Placement of student where he/she is most comfortable or placement of student near proctor

**Instructional practice:** Special seating arrangements for students who are easily distractible are provided within the classroom to improve focus.

**When to select:** Students who are easily distracted or may have a visual/auditory disability. The preferential seating may be in a specific location (for example, away from windows, doors, or pencil sharpeners, near the teacher's desk, or in the front of a classroom).

**Notes for implementation:**

- Changes in instructional and assessment seating locations can benefit students who are easily distracted.

*(cont. next page)*



- Students with physical disabilities might need a more accessible location within the testing environment.

**SAT School Day notes:**

- **One-day test administration**

### **T13 Non-traditional setting (Change in Location – homebound/hospital or alternate school setting)**

**Allowed for:** WVGSA Grades 3-8, WVASA, SAT School Day, and ELPA21

**Description:** Test location is altered so that the student is tested in a setting different from that made available for most students. The assessment may be administered in alternate education setting with appropriate supervision. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home.

**Instructional practice:** Alternative settings for students who receive their instruction at a location other than their home school. This could include alternate educational school, the hospital, or at home.

**When to select:** This accommodation is appropriate for when students have been assigned or admitted to alternate educational programs or hospital/homebound care.

**SAT School Day notes:**

- Request for off-site locations for assessment must be made prior to testing

### **T14 Flexible scheduling – limited timed testing**

**Allowed for:** WVGSA Grades 3-8, SAT School Day, and ELPA21

**Description:** Students can take the test broken into shorter timeframes and taken over two days. Limited time per day testing/multiple day testing.

**Instructional practice:** Students who have a schedule that allows for selecting the most appropriate time for concentration.

**When to select:** Scheduling changes can be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day.

**Notes for implementation:**

- Students must complete each section of the test once it is started.
- Students will need to be assigned to a separate room or location to prevent distractions. (T10)
- Decisions about how to schedule must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the disability involved.

**SAT School Day notes:**

- **Two-day test administration**

### **T15 Extended breaks**

**Allowed for:** WVGSA Grades 3-8, SAT School Day, and ELPA21

**Description:** Students take extended regularly scheduled breaks; “off testing time clock”

**Instructional practice:** Students are provided with frequent breaks during instructional activities and for tests to assist with concentration.

**When to select:** Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.

**Notes for implementation:**

- These students may need to be assigned to a different room or location to prevent distractions.
- Students are not allowed to study for tests and must be monitored during breaks.

**SAT School Day notes:**

- **One-day test administration**
- Students are provided with double the time allotted for regularly scheduled breaks

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- Some students who request extended breaks may need additional accommodations such as permission to eat, take medication, or permission to test blood sugar. These must be requested specifically in SSD Online.
- Students are not allowed to study for tests and must be monitored during breaks.

## T16 Breaks as needed

**Allowed for:** WVGSA Grades 3-8, SAT School Day, and ELPA21

**Description:** Students can take breaks during a test section. Timing of the test is paused during the break.

**Instructional practice:** Students are provided with frequent breaks during instructional activities and for tests to assist with concentration.

**When to select:** Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.

**Notes for implementation:**

- These students may need to be assigned to a different room or location to prevent distractions. Typically given to students with physical or medical conditions
- Students are provided with breaks as requested.
- Students are not allowed to study for tests and must be monitored during breaks.

**SAT School Day notes:**

- **One-day test administration**
- Students are not allowed to study for tests and must be monitored during breaks.
- Breaks are granted as requested by the student during the exam. Timing of the test is paused during the break. Most students' needs are met with a 10-minute break. However, if a student requests additional time, grant the request within reason.
- Some students who request extended breaks may need additional accommodations such as permission to eat, take medication, or permission to test blood sugar. These must be requested specifically in SSD Online.

## T17 Extended time +50% Reading

**Allowed for:** SAT School Day and other timed tests

**Description:** Each section of the SAT School Day is administered using 50% extra time. This accommodation is time and one half—for example, an extension from 1 hour to 1 hour 30 minutes.

**Instructional practice:** Students who need additional testing time on timed assignments and tests.

**When to select:** Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity because of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, or scribe).

**Restrictions:** NAEP assessments must be completed within three times the regular time allotted for each section of the test.

**SAT School Day notes:**

- **Two-day test administration**
- Extended time +50% reading
- Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.
- Students MUST be given and USE the entire amount of time for each section of the test (regular time and extended time) and CANNOT move to the next section of the test until time is called. Tests must be completed following the schedule in the SAT School Day Accommodations Manual.

## T18 Extended time +50% Essay

**Allowed for:** *SAT School Day* and other timed tests

**Description:** Timed tests require a request for a specific amount of extra time. The essay section of the *SAT School Day* is administered using 50% extra time. This accommodation is time and one half—for example, an extension from 50 minutes to 1 hour 15 minutes.

**Instructional practice:** Students who need additional testing time on timed assignments and tests.

**When to select:** Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity because of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, or scribe).

**SAT School Day notes:**

- **One-day test administration**
- Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.
- Students **MUST** be given the entire amount of time for the essay (1 hour 15 minutes) and remain seated until time is called. Tests must be completed following the schedule in the *SAT School Day Accommodations Manual*.

## T19 Extended time +50% Math

**Allowed for:** *SAT School Day* and other timed tests

**Description:** Timed tests require a request for a specific amount of extra time.

**Description:** The mathematics sections (Math without Calculator and Math with Calculator) of the *SAT School Day* are administered using 50% extra time. This accommodation is time and one half—for example, an extension from 1 hour 20 minutes to 2 hours 1 minute (additional minute due to rounding).

**Instructional practice:** Students who need additional testing time on timed assignments and tests.

**When to select:** Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity because of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, or scribe).

**SAT School Day notes:**

- **One-day test administration**
- Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.
- Students **MUST** be given the entire amount of time for the mathematics sections (2 hours and 1 minute) and **CANNOT** move to the next section of the test until time is called. Tests must be completed following the schedule in the *SAT School Day Accommodations Manual*.

## T20 Extended time +100% Reading

**Allowed for:** *SAT School Day* and other timed tests

**Description:** Timed tests require a request for a specific amount of extra time.

**Description:** Each section of the *SAT School Day* is administered using 100% extra time. This accommodation is double time—for example, an extension from 1 - 2 hours.

**Instructional practice:** Students who need additional testing time on timed assignments and tests.

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**When to select:** Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity because of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, or scribe).

**SAT School Day notes:**

- **Two-day test administration**
- Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.
- Students MUST be given the entire amount of time for each section of the test (double the regular time) and CANNOT move to the next section of the test until time is called. Tests must be completed following the schedule in the *SAT School Day Accommodations Manual*.

## **T21 Extended time +100% Essay**

**Allowed for:** *SAT School Day* and other timed tests

**Description:** Timed tests require a request for a specific amount of extra time.

**Description:** The essay of the *SAT School Day* is administered using 100% extra time. This accommodation is double time—for example, an extension from 50 minutes to 1 hour 40 minutes.

**Instructional practice:** Students who need additional testing time on timed assignments and tests.

**When to select:** Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity because of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, or scribe).

**SAT School Day notes:**

- **One-day test administration**
- Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.
- Students MUST be given the entire amount of time for the essay (double the regular time) and remain seated until time is called. Tests must be completed following the schedule in the *SAT School Day Accommodations Manual*.

## **T22 Extended time +100% Math**

**Allowed for:** *SAT School Day* and other timed tests

**Description:** Timed tests require a request for a specific amount of extra time.

**Description:** The mathematics sections (Math without Calculator and Math with Calculator) of the *SAT School Day* are administered using 100% extra time. This accommodation is double time—for example, an extension from (1 hour 20 minutes to 2 hours 40 minutes).

**Instructional practice:** Students who need additional testing time on timed assignments and tests.

**When to select:** Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity because of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, or scribe).

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***SAT School Day notes:***

- **One-day test administration**
- Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.
- Students **MUST** be given the entire amount of time for the mathematics sections (per the example: 2 hours 40 minutes) and **CANNOT** move to the next section of the test until time is called.
- Tests must be completed following the schedule in the *SAT School Day Accommodations Manual*.

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## Section IV. West Virginia Alternate Summative Assessment (WVASA)

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### When to Choose Alternate Assessment

West Virginia Board of Education Policy 2510, Assuring the Quality of Education: Regulations for Education Programs provides a definition of a delivery system for assessment and accountability that assures a thorough and efficient education for West Virginia public school students. According to this policy, all students must participate in state assessments, and for the vast majority of students, the *WVGSA Grades 3-8* or the *SAT School Day* are the appropriate assessments. (All students under Section 504 plans and ELs without disabilities are expected to participate in the *WVGSA Grades 3-8*, *SAT School Day*, *ELPA21*, *NAEP*, and other *WV-MAP* assessments.)

For students with disabilities qualifying under IDEA 2004, however, the IEP team must determine how a student will participate in the *WV-MAP*, including the possible use of an alternate assessment. The *WVASA* is specifically designed for students with the most significant cognitive disabilities whose performance cannot be adequately assessed through the *WVGSA Grades 3-8* or *SAT School Day* instruments, even with accommodations. Students who are administered the *WVASA* must meet specific criteria to be determined eligible (see criteria below). The IEP team makes the decision regarding student eligibility. For students who meet these criteria, the *West Virginia Alternate Academic Achievement Standards (WVAAAS)* are determined more appropriate.

The IEP documents and identifies the appropriate assessments and accommodations needs of the student. Establishing eligibility for alternate assessment should include documentation of the student's individualized need to be instructed using the appropriate grade-level *West Virginia Alternate Academic Achievement Standards*, as well as assurances the student will be educated in the general curriculum to the greatest extent possible. Students with IEPs identified as eligible for the *WVASA* are not required to participate in other assessments in the *WV-MAP*, which do not have alternate forms for students with significant cognitive disabilities. Yet, they cannot be prohibited from the opportunity.

Parent(s) or guardian(s) must be involved in and informed of all decisions regarding the use of the *WVASA* and made aware that performance measures are based on the *West Virginia Alternate Academic Achievement Standards*. All implications of assessment decisions must be carefully explained to the parent and the student, including that the student will graduate with a modified, or alternate, diploma. For students designated to take the *WVASA*, the IEP must specify that the student meets criteria for an alternate assessment, explaining why the student cannot participate in the *WVGSA Grades 3-8* or *SAT School Day*, and document any accommodations used in accordance with *WVS.326* procedures.

### Eligibility criteria for WVASA

Students with significant cognitive disabilities whose performance cannot be adequately assessed through the *WVGSA Grades 3-8* or *SAT School Day* even with accommodations may be considered for alternate assessment. Students with significant cognitive disabilities have a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behaviors are essential to live independently and to function safely in daily life. When adaptive behaviors are significantly impacted it means that the individual is unlikely to develop the skills necessary to live independently and function safely in daily life. In other words, significant cognitive disabilities impact students both in and out of the classroom and across life domains, not just in academic domains. Eligibility for participation requires that the student holds a current IEP, a multidisciplinary evaluation, and educational performance data that supports the decision for an alternate assessment.

## WVASA Participation Criteria

| Participation Criterion   | Participation Criterion Descriptors  | Agree (Yes) or Disagree (No)?<br>Provide documentation for each criterion |
|---|--|---|
| 1. The student has a significant cognitive disability   | Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.<br><br><i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>  | Yes / No  |
| 2. The student is primarily being instructed (or taught) using the <i>West Virginia Alternate Academic Achievement Standards</i> as content standards                 | Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level <i>West Virginia Alternate Academic Achievement Standards</i> and address knowledge and skills that are appropriate and challenging for this student.  | Yes / No  |
| 3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum. | The student <ol style="list-style-type: none"> <li>requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature, and</li> <li>uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.</li> </ol> | Yes / No  |

The following are not allowable (or acceptable) considerations for determining participation in the WVASA.

1. A disability category or label;
2. Poor attendance or extended absences;
3. Native language/social/cultural or economic difference;
4. Expected poor performance on the general education assessment;
5. Academic or other services student receives;
6. Educational environment or instructional setting;
7. Percent of time receiving special education;
8. EL status;
9. Low reading level/achievement level;
10. Anticipated student's disruptive behavior;
11. Impact of student scores on accountability system;
12. Administrator decision;
13. Anticipated emotional distress; and
14. Need for accommodations (e.g., assistive technology/Augmentative and Alternative Communication [AAC]) to participate in assessment process.

See [Appendix S](#) for further discussion points and guidelines for the IEP committee.

Students may be found eligible when all the criteria are met and there is evidence that the student cannot participate in the *WVGSA Grades 3-8, SAT School Day*, and other components of the WV-MAP, even with accommodations. The IEP should include documentation of the criteria in the above chart

and any other reasons considered by the IEP team. An eligible student is one who has been determined by an IEP Team to be unable, even with extended learning opportunities and significant instructional modifications, to make appropriate and meaningful progress in grade level curriculum. An eligible student will receive instruction in curriculum from the West Virginia Alternate Academic Achievement Standards (Policy 2520.16) which are drawn from West Virginia College and Career Readiness Standards (Policy 2520).

An alternate diploma is formal documentation and recognition that an eligible student with significant cognitive disabilities, has met the requirements as set forth in WV Policy 2419. A student receiving an alternate diploma may continue his or her education until the student turns 21 years of age, that is the year in which the student is 21 years of age prior to September (see WVBE Policy 2510, Assuring the Quality of Education: Regulations for Education Programs section 13.22.b.). It is recommended students with disabilities who receive an alternate diploma participate in graduation ceremonies with their ninth-grade cohort peers.

## West Virginia Alternate Summative Assessment

Students on alternate assessment take a computer-delivered summative assessment via [Dynamic Learning Maps \(DLM\)](#) for English language arts and mathematics in Grades 3-8 and 11 and science for Grade 5, 8 and 11. The alternate assessment system is an assessment program designed to validly measure what students with significant cognitive disabilities know and can do. The system provides accessibility by design and is guided by the core belief that all students should have access to challenging, grade-level content, and that educators adhere to the highest levels of integrity in providing instruction and administering assessments based on this challenging content.

The *WVASA* is for students with significant cognitive disabilities, students for whom general education assessments, even with accommodations, are not appropriate. Students taking the *WVASA* require extensive, direct instruction and substantial supports to achieve measurable gains. These students learn academic content aligned to grade level content standards, but at reduced depth, breadth, and complexity. The *West Virginia Alternate Academic Achievement Standards* are derived from WV College- and Career-Readiness Standards and are the learning targets for the assessments.

Having accessible content is essential to the success of the student. DLM has integrated accessible content by developing various testlet levels, grade appropriate vocabulary, multiple and alternate pathways to the nodes, and item writing guidelines based on universal design. Universal Design for Learning (UDL) is a “scientifically valid framework for guiding education practice that (a) provides flexibility in the ways students respond or demonstrate knowledge and skills, as well as in the ways students are engaged, and (b) reduces barriers in instruction, provides appropriate challenges, accommodations, and supports, and maintains high achievement expectations for all students, including students with disabilities and students who have limited English proficiency (Higher Education Opportunity Act, [HEOA, P.L. 110-315, §103(a)(24)].” UDL is a framework that is critical to understanding how students with significant cognitive disabilities can achieve success with content standards.

The *Accessibility Manual* located on the state webpage <http://dynamiclearningmaps.org/westvirginia> provides guidance to state leaders, districts, educators, and IEP teams on the selection and use of accessibility tools available in the DLM system. Informed decision-making regarding accessibility is critical to ensure successful and effective participation in the assessment. It is important for educators to understand the full scope of how accessibility is provided through DLM assessment design and through tools selected online or provided offline to determine the most appropriate access for each student. Decision making teams can use the manual to assist with the selection, provision, implementation, and evaluation of the effectiveness of accessibility tools in the alternate assessment for students with significant cognitive disabilities. Additional “how-to” information is provided in the *Test Administration Manual* on manipulatives, braille tests, language translation, and signing. The *Test*



*Administration Manual* is located at <http://dynamiclearningmaps.org/westvirginia>.

The *Accessibility Manual* contains a six-step process for IEP teams, general and special education educators, test administrators, and district-level assessment staff to use in the selection, administration, and evaluation of the accessibility supports used in Kite Client by students with the most significant cognitive disabilities.

- Step 1: Include Eligible Students in the *WVASA*
- Step 2: Learn About the Accessibility Supports and the *WVASA*
- Step 3: Discuss and Select Appropriate Supports: Considerations for IEP Teams
- Step 4: Selecting and Viewing Supports in the Kite System
- Step 5: Prepare for the Assessment: Using the Chosen Accessibility Supports
- Step 6: Evaluate the Accessibility Supports Used After the Assessment

Steps 1 through 3 are intended to assist IEP teams in determining the appropriate accessibility supports for eligible students, and Steps 4 through 6 are a guide for the educator or test administrator in entering, using, and evaluating the selected supports. All IEP teams are expected to access the manual on the website for more information on accessibility.

Training requirements are included on the state website and are provided by the District Test Coordinator annually.

Accessibility tools for the assessment are provided via the Personal Learning Profile (PLP) and technology. The PLP consists of two sources of information: Personal Needs Profile (PNP) and First Contact survey (FC). The First Contact Survey is used to collect background information about students who are eligible for *WVASA*. The survey goes beyond basic demographic information and includes questions on topics such as communication, assistive technology devices, motor and sensory impairments, and academic performance. Some questions from the First Contact survey are used to determine a student's entry point, or initialization, into the assessment. This information is needed so that the system knows how to customize each student's experience and can determine which test form, from the most appropriate linkage level, to deliver. Technology enriches the interaction between the student and the content by delivering a special user interface. After the educator completes the PNP and First Contact information, the system uses that information to route the student to a first test that provides an appropriate balance of accessibility and challenge for that student.

The PNP is used to select the appropriate accessibility tools and supports within the system, and thus to tailor each student's experience based on individual needs. It can be completed any time before testing begins. It can also be changed as a student's needs change. The access tools in the PNP are listed in four categories: display enhancements, language and braille, audio and environment support, and other supports. The accessibility tools and supports embedded into the DLM platform are available if the PNP indicates that the student needs the support.

## Embedded available supports based on PNP for the DLM

### Presentation

#### P22 Enlarge text on screen

**Magnification** – Magnification allows educators to choose the amount of screen magnification during testing. Educators can choose between a magnification of 2x, 3x, 4x, or 5x. Without magnification, the font is Report School, size 22. Scrolling may be required when the level of magnification is increased, and the entire item can no longer be seen on the screen. This will vary due to the level of magnification, the amount of text in the item, and the size of the screen. (See P23 for magnification options external from the KITE.)

P28 Use high contrast for online assessments

**Invert color choice** – Invert Color Choice, the background is black and the font is white. Images display with a white background in both ELA and mathematics.

**Color contrast** –The Color Contrast allows educators to choose from several background and lettering color schemes.

**Overlay color** – The Overlay Color is the background color of the test. The default color is white; educators may select the alternate colors blue, green, pink, gray, and yellow.

#### P13 Have text-to-speech (TTS), including ELA reading passages

**Spoken audio, read aloud with highlighting – Text to Speech (TTS)** is read from left to right and top to bottom. There are four preferences for TTS: text only, text and graphics, graphics only, and nonvisual (this preference also describes page layout for students who are blind or have low vision). *For students on alternate assessment, this is allowed for all tested grades.*

### Tools requiring additional materials for the DLM

These tools include braille, switch system preferences, iPad administration, and use of special equipment and materials. These tools typically require prior planning and setup. These tools are all recorded in the PNP even though two-switch system is the only option activated by PNP.

#### P03 Use braille test booklet

**Uncontracted braille** – Testlets are delivered as .brf files and will need to be embossed by the test administrator.

#### P23 Use a magnifying device to enlarge assessment material

**Magnification** – allows students with visual impairments access to adjust using a Smart Board or other magnifier.

#### P47 Alternate form – visual impairment

**Alternate form-visual impairment** – When a student does not read braille but has a vision impairment that prevents them from interacting with the on-screen content. This option is used for some specific items and alternate forms are not provided at every essential element and linkage level.

#### R05 Use an abacus

**Abacus (R05)** is an allowable support.

## **R11 Use assistive technology (alternate response options)**

**Single-switch system** – Single switch scanning is activated using a switch set up to emulate the “Enter” key on the keyboard. In PNP, educators can set scan speed, indicate whether scanning should begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping.

**Two-switch system** – Two-switch scanning does not require any activation in PNP. The system automatically supports two-switch step scanning, with one-switch set up to emulate the “Tab” key to move between choices, and the other switch set up to emulate the “Enter” key to select the choice when highlighted.

**Administration via iPad** – Students are able to take the assessment via an iPad. Other tablet options are not available at this time. Consider the fine motor skills of student prior to using iPad.

**Adaptive equipment used by student** – Educators may use any familiar adaptive equipment needed for the student. While educators are able to test devices beforehand, we cannot guarantee all devices are compatible (e.g., keyboard, mouse, touchpads).

**Individualized manipulatives** – Educators may use manipulatives that are familiar to students (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters, etc.).

## **Locally provided tools for the DLM**

These tools require actions by the test administrator, such as reading the test, signing or translating, and assisting the student with entering responses. These tools are recorded in the PNP even though they are delivered by the test administrator.

### **P06 Have test presented through sign language, locally provided**

**Sign interpretation of text** – Sign is not provided via the computer. For students who sign, test administrators may sign the content to the student using American Sign Language (ASL), Signed Exact English, or personalized sign systems.

### **P14 Have test read aloud including passages**

**Human read aloud** – If the student does not respond well to the synthetic voice, the test administrator may read the assessment to the student. For students on the *WVASA* this applies to all grades.

### **P24 Use translator to present test**

**Language translation of text** – For students who are English learners or respond best to a language other than English, test administrators may translate the text for the student. Language translations are not provided via the computer. For students on the *WVASA*, this includes using translators, bilingual word to word dictionaries and or a trained test examiner who is proficient in providing a native language translation.

### **R04 Indicate responses to a scribe including writing assignments**

**Test administrator enter responses for student** – If students are unable to select their answer choices themselves, they may indicate their selected responses through normal response types and/or forms of communication, such as eye gaze, and then test administrators are able to key in those responses. This should only be used when students are unable to independently and accurately record their responses into the system.

**Partner-Assisted Scanning (PAS)/Scribing** – PAS is a strategy in which test administrators assist students with scanning, or going through, students’ answer choices. Students make indications when their desired choices are presented. Please mark R11 for switch use.

## R24 Calculator – 4 function calculator

**Calculator** - Test Information Pages (TIPs) will indicate which problems a calculator may be used on, so the test construct is not changed.

Timing and setting options are not defined in the DLM system because there are no timed or group tests, so any flexibility the student needs is permissible. For example, the student may take as many breaks as needed throughout the assessment. The system can sit inactive for up to 90 minutes before automatically logging the student out. If the system is allowed to “time out”, any progress in completing the testlet to that point will not be saved.

The following chart provides a crosswalk of current system codes which may assist teams in making accessibility decisions and provide guidance for monitoring of accommodations by aligning it to the individual needs identified on the PNP.

### WVASA Accessibility Planning

| Category 1: Embedded Support Tools of Kite   |
|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/> P13- Text to Speech-Spoken Audio (synthetic text only, text &amp; graphics or non-visual)</li><li><input type="checkbox"/> P22-Magnification (Zoom) (2 X to 5 X; size 22 font is default)</li><li><input type="checkbox"/> P28- Color contrast: allows invert, overlay or other choices of color</li></ul>  |
| Category 2: Support Requires Additional Materials  |
| <ul style="list-style-type: none"><li><input type="checkbox"/> P03-Braille (uncontracted and delivered as a BRF file)</li><li><input type="checkbox"/> P23-Magnification (using external device such as a Smart Board)</li><li><input type="checkbox"/> P47-Alternate Form-Visual Impairment</li><li><input type="checkbox"/> R05-Abacus</li><li><input type="checkbox"/> R11 -Alternate Response Options/Assistive Technology (Single switch, two switch)</li></ul> <p>Calculators and manipulatives are allowed for some items on specific items.</p>  |
| Category 3: Support Provided by Test Administrator   |
| <ul style="list-style-type: none"><li><input type="checkbox"/> P14-Human read aloud</li><li><input type="checkbox"/> P24-Language translation</li><li><input type="checkbox"/> P50-Test presented through sign language, locally provided; including ELA reading passages</li><li><input type="checkbox"/> R04-Scribe</li><li><input type="checkbox"/> R11-Assistive technology</li><li><input type="checkbox"/> R24-Calculator</li></ul> <p>Timing/setting codes are available and allowable but not required since this is not a timed test. See time code T13 for Non-traditional setting (change in location such as home/hospital).</p> |

## Tools Not Available in DLM

IEP teams may be accustomed to seeing longer lists of supports than are provided in DLM, especially when they consider accommodations that students with disabilities may need for the general education assessments. Because students participating in the *WVASA* also have significant cognitive disabilities, many of these accommodations are not appropriate for DLM.

- Sign language using human or avatar videos on screen is not provided. Fewer than 2,000 students who participate in DLM use ASL. Many students who sign use Signed Exact English or personalized sign systems.
- Tactile graphics are too complex and abstract for most students who are blind or have low vision with significant cognitive disabilities. Instead, DLM incorporates the use of objects for concrete representations of content.
- Masking and auditory background supports are not available to students taking the DLM.

Decisions about supports not available on the *WVASA* were made using results from more than 50,000 *First Contact Survey* responses, feedback from national experts on sensory impairments who also have expertise in this population of students, and lessons learned from test administration observation studies.

## Selecting Allowable Tools

For most students, the effective use of the PNP options allows for appropriate access, so the assessment is a meaningful indicator of the student's knowledge and abilities. For a limited number of students, educators may need to provide additional supports to provide access for their students.

When additional supports to the assessment process are needed, educators should follow two general principles:

1. The student should be expected to respond independently.
2. Supports should be familiar to the student because they have been used during routine instruction.

The following table describes some common allowable supports for testlets delivered directly to the student via computer. Further guidance on the delivery of these supports is provided in the *Test Administration Manual*. Educators should use the two general principles above and specific examples of allowable and non-allowable supports when planning test sessions for a student who needs additional supports.

## Allowable Tools

| Accessibility Issue  | Allowable Support  |
|--|--|
| The student has limited experience with motor skills for, and/or devices for interacting directly with the computer. | The test administrator may navigate the screens. The student may indicate answer choices to the educator and the educator may enter the responses on behalf of the student. The test administrator may only repeat the question as written until the student makes a choice. |

| Accessibility Issue  | Allowable Support  |
|--|--|
| The student is blind or has low vision and typically reads braille.  | Until braille forms become available, the test administrator may read aloud using the tool available in Kite (synthetic) or human read aloud. The test administrator may use objects in place of graphics. Descriptions of graphics may be provided through synthetic read aloud or human read aloud using scripted descriptions. Once braille forms become available, further instructions will be provided on how to access those forms. |
| The student has a severe visual impairment and needs larger presentation of content than the 5x magnification setting provides.                                  | The test administrator may use an interactive whiteboard or projector, or a magnification device. For familiar texts in ELA assessments, the test administrator may retrieve the texts from the DLM bookshelf in the Tar Heel Readers library and print the texts in the size the student needs.   |
| The student uses sign language to communicate and has limited proficiency in reading text.   | The test administrator may sign the text, spelling unfamiliar words and adapting or interpreting the language as needed based on the signs the student is familiar.  |
| The student uses eye gaze to communicate.  | The test administrator may represent the answer options in an alternate format or layout and enter the student's response.   |
| The student needs special equipment for positioning (e.g., slant board) or non-computerized materials (e.g., Velcro objects on a board) to respond to questions. | The test administrator may use the equipment and materials the student is familiar with. The student should still interact with the content on the screen but the educator may navigate and enter answers the student has demonstrated outside the system.   |
| The student uses graphic organizers, manipulatives, or other tools to complete academic work.  | The test administrator may use the equipment and materials the student is familiar with. The student should still interact with the content on the screen but the educator may navigate and enter answers the student has demonstrated outside the system.   |

## Not Allowed

The following tools **are not allowed**:

- Repeating the question again, even after the student has selected a response, to prompt the student to choose a different answer
- Using physical prompts or hand-over-hand guidance
- Removing answer options or giving content hints
- Using symbols, pictures, word or picture banks to represent answer options that appear as text in the testlet
- Modifying the content of a performance task in a computer-administered testlet to help the student arrive at the correct response

Information about delivering supports is provided in the Test Administration Manual. Additional tools not listed in this guide must be requested and educators may be asked to describe these supports to the District Test Coordinator to see if a special accommodations request is warranted.

Additional resources for Test Administrators, Assessment Coordinators, Data Coordinators, and Technical Liaisons are available on the DLM website under Assessments | Operational Testing. Resources include required test administration materials such as the *Test Administration Manual* that provides additional information on assessing students who require braille, sign, and language translations. Step-by-step instructions on how to access the practice activities, released testlets, and teacher required training are available on the state webpage at <http://dynamiclearningmaps.org/westvirginia>.

# WVSA Accessibility Tools Practice

Instructions on how to access the practice activities in Kite, released testlets, and teacher required training are available on the state webpage at <http://dynamiclearningmaps.org/westvirginia>.

Table of usernames and passwords to access profiles with different accessibility features enabled in Educator Portal for the DLM.

| English Language Arts and Mathematics Practice Activity Accounts |          |  |
|--|----------|--|
| Name   | Password | PNP Profile Supports Turned On   |
| demo.lisa  | wave3    | None*  |
| demo.lisa.1  | hat17    | Contrast color: green text on white background   |
| demo.lisa.2  | vowel    | Switch: scan speed = 4 seconds, autoscan = manual override, autorepeat scan frequency = infinity |
| demo.lisa.3  | oven2    | Switch: scan speed = 5 seconds, initial delay = 5 seconds, autorepeat scan frequency = 2         |
| demo.lisa.4  | head2    | 2x magnification   |
| demo.lisa.5  | oven6    | 4x magnification and invert color choice   |
| demo.lisa.6  | ratt5    | 5x magnification   |
| demo.lisa.7  | acme3    | Color overlay (green)  |
| demo.lisa.26   | gaps9    | N/A; writing testlets are available with this account.   |

No special settings are required for two-switch users. Use Tab to navigate and Enter to select.

Each practice account below is enrolled in all available science practice activities and released testlets.

NOTE: Check your state's DLM webpage to see if your state tests DLM science.

| Science Practice Activity Accounts |          |  |
|------------------------------------|----------|--|
| Name                               | Password | PNP Profile Supports Turned On   |
| demo.lisa.40                       | quite    | None*  |
| demo.lisa.41                       | inch8    | Color overlay (green)  |
| demo.lisa.42                       | self5    | Spoken audio: voice source = synthetic, read at start = false, spoken preference = text and graphics, audio for directions only = false, Contrast color = green text on white background |
| demo.lisa.43                       | cast9    | Spoken audio: voice source = synthetic, read at start = false, spoken preference = NonVisual, audio for directions only = false  |
| demo.lisa.44                       | toss8    | Switch: scan speed = 4 seconds, autoscan = manual override, autorepeat scan frequency = infinity   |



## Section V. Guidelines for Supporting and Accommodating English Learner (EL) Students

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An English learner student is defined in two West Virginia Board of Education (WVBE) policies: Policy 2340, West Virginia Measures of Academic Progress (WV-MAP); and Policy 2417, Regulations and English Language Proficiency Standards for English Learners. These policies are based on the federal government definition as described in Public Law 107-110, the Elementary and Secondary Education Act (ESEA). According to this definition, a student with limited English proficiency is classified as one:

- who is
  - age 3 through 21;
  - who is enrolled or preparing to enroll in an elementary school or secondary school; and
  - who was not born in the United States;
- whose native language is a language other than English;
- who is an American Indian or Alaska Native or a native resident of outlying areas;
- who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;
- who is migratory, whose native language is a language other than English and who comes from an environment where a language other than English is primary; or
- whose difficulties speaking, reading, writing, or understanding the English language are significant enough to deny the individual
  - the ability to meet the state's proficiency level of achievement on state assessments;
  - the ability to achieve successfully in classrooms where the language of instruction is English; or
  - the opportunity to participate fully in society.

### Federal Inclusion Requirements for English Learner Students

Federal provisions for inclusion and accommodation of English learner students were first required in the 1994 reauthorization of ESEA, The Improving America's Schools Act of 1994 (IASA) and then updated in 2001 in NCLB.

According to a guidance document from the U. S. Department of Education (2007, p. 3), Under Title I of ESEA, states must include English learner students in their assessments of academic achievement in reading/ language arts and mathematics, and must provide English learner students with appropriate accommodations including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what English learner students know and can do in the academic content areas until they have achieved English language proficiency.

### West Virginia Inclusion Requirements for English Learner Students

All ELs participate in WV-MAP at the grade level in which they are enrolled. English learners with disabilities have an Individualized Education Program (IEP). For English learners with disabilities it is recommended that IEP committees include both a special educator and an English learner specialist.

### The Role of the EL Committee in Assigning Accommodations

The provision of testing language supports is one of the primary strategies for increasing the likelihood that English learners are tested on their knowledge of the content rather than their proficiency in English. Effective tools for EL students address the unique linguistic and sociocultural needs of the student by reducing construct- irrelevant variance due to language, without altering the test construct. Decisions about supports should not be made by an individual. Decisions should be made by the EL committee responsible for planning the student's academic program. The role of the EL committee is to discuss the language supports that a student may need for state testing, decide which tools will be

offered to the student, and document the process. The committee should coordinate with all teachers of English learners to ensure that these students use the language supports as part of classroom instruction. The day of the assessment should not be the first time an EL student uses the language support(s) called for in his or her EL plan.

## What Are Accommodations?

Accommodations are changes in procedures or materials that increase equitable access during the ELPA21 assessments and generate valid assessment results for students who need them.

Accommodations are for students for whom there is documentation of need on an IEP or 504 accommodation plan so that these students show what they know and can do on the ELPA21 assessments.

## Who Makes Decisions About Accommodations for EL students with IEP/504 Plan?

IEP teams and educators for 504 plans make decisions about accommodations. For ELs with disabilities, these teams should include an expert in the area of English language acquisition. These decision makers provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plan. Decision makers are responsible for entering information on accessibility tools and accommodations for ELPA21 from the IEP/504 plan into the PNP so that all needed tools and accommodations can be activated prior to testing. This can be accomplished by identifying one person (for example, a team member or a test coordinator who will follow the state’s security guidelines) to enter information into the PNP prior to testing.

### Step One —Select appropriate accommodations

When making decisions about supports, the EL committee should consider the student’s level of proficiency in both English and his or her native language, asking themselves the following three questions:

**Question 1.** *What is the student’s English language proficiency level according to ELP assessment?*

Is it *Level 1*, *Level 2*, *Level 3*, *Level 4*, or *Level 5* for a particular domain?

**Question 2.** *Can the student read or write proficiently in his or her native language?*

Research indicates that native language supports can validly support English learner’s access to an assessment offered in English (Acosta, Rivera, & Willner, 2008). Even if bilingual instruction is not a part of the student’s EL plan, the EL committees should consider the role of the native language when determining English-as-a-second-language (ESL) services. Baseline information—for example, writing samples the student produced during the initial language proficiency placement and identification process, or in the classroom—can be obtained to indicate whether the student has any proficiency in reading and writing his or her native language. The EL committee should use this information about the student’s native language literacy to determine whether supports, such as use of a bilingual word-to- word dictionary or an electronic translator, would be helpful to the student during instruction and assessment. Basic guidelines include the following three native language proficiency categories:

1. **Strong** native language proficiency—The student can speak and read proficiently in his or her native language.
2. **Intermediate** native language proficiency—The student has strong native language oral skills but limited native language reading skills.
3. **Limited** native language proficiency—The student has limited native language speaking and reading skills

In summary, the EL committee identifies both the student's English and native language proficiency levels to select the supports that have been identified as best for supporting EL students.

**Question 3.** *How might you increase the likelihood that the supports will be used effectively during the assessment?*

Research indicates there are a number of student background factors that can help ensure the usefulness of supports to the student. Grade or age, time in U.S. schools, and affective needs may all impact students' ability to use language supports. For example, older students sometimes refuse accommodations due to the embarrassment of receiving additional support in front of classmates. Students who have just arrived in the U.S. need to gain familiarity with U.S. testing practices and expectations. Anxiety can raise an English learner's affective filter and impact test performance. To ease these barriers consider taking the following approaches:

- Include the student in the process of assigning supports to ensure use of the support and student understanding of its use.
- If the student is unfamiliar with standardized testing, provide test preparation activities prior to the assessment. Offer opportunities to use the supports(s) available to the student prior to the assessment, during classroom instruction and assessment.
- When appropriate, administer tests in special settings with specialized personnel, in small groups or individually.

### **Step Two - Document the Reasons for Supports Selected**

After assigning supports by category (Step One), be sure to consider other student background characteristics such as (a) time in the United States, (b) student's affective needs, (c) student's academic capacity, (d) age and maturity, (e) sociocultural background, and (f) transitory or migrant status.

In the documentation, the committee must articulate the reasons for differentiating support for this student by providing answers to the following questions:

1. What does this individual student need to show us what he or she really knows?
2. If provided, will the support change what the test is trying to measure?
3. If appropriate, has the student had prior experience using this support?

### **Step Three – Submit EL Assessment Participation Form**

Document the support(s) selected in the student's EL Personal Needs Profile Form included in this document. Review administrative directions or requirements that should be communicated to the school/ district test coordinator or the person administering the test to the student. The supports selected on the EL Personal Needs Profile Form should be transferred to the WOW EL Screen in order for the students to access the assigned items on the actual assessment.

## **Providing Supports for the English Language Proficiency Assessment**

Both Titles I and III of the Elementary and Secondary Education Act (ESEA) require states and local education agencies to assess annually the English language proficiency of all ELs in the state enrolled in public schools in grades kindergarten through twelve in the domains of Speaking, Listening, Reading, and Writing (Sections 1111(b) (7) and 1123(b)(3)(D) of the ESEA).

West Virginia's English Language Proficiency Assessment (ELPA21) provides a series of universal tools (available to all students) and supports (available for individual students that must be assigned to students in advance of the testing) that seek to enhance the accessibility of the assessment for English learners.

**Universal tools** are accessibility tools of the ELPA21 assessment that are either provided digitally through the assessment technology (embedded) or non-digitally at the local level (non-embedded). Universal tools are available to all students based on student preference and selection.

Table 1 lists the embedded universal tools available to all students for digitally-delivered ELPA21 assessments. It also includes a description of each tool. Although these tools are generally available to all students, educators may determine that one or more might be distracting for a particular student, and thus might indicate that the tool should be turned off for the administration of the assessment to the student.

## Embedded Universal Tools for the ELPA21

**Table 1. Embedded Universal Tools for the ELPA21**

| Available to All Students | Description   |
|---------------------------|---|
| Amplification             | The student raises or lowers the volume control, as needed, using headphones.   |
| Answer choice eliminator  | The student uses this tool to eliminate those answer choices that do not appear correct to the student.   |
| Audio support             | <p>The student uses this tool to hear pre-recorded audio of most tasks. With the exception of the text in drag-and-drop text and the text in a word bank, audio support is available for the following:</p> <p><b>Speaking</b> – most tasks have audio support for most (but not all) components;</p> <p><b>Listening</b> – all tasks have audio support for all components; all tasks can be replayed one additional time unless the student is assigned an unlimited replays accommodation;</p> <p><b>Writing</b> – all tasks have audio support for all components except for inline editing tasks; and</p> <p><b>Reading</b> – audio support is available only for read-along tasks and for all kindergarten tasks and items.</p> |
| Digital notepad           | The student uses this tool as virtual scratch paper to make notes or record responses. The digital notepad is item-specific and is available through the end of each test domain. Notes are not saved when the student moves on to a different test domain or after a break of more than 20 minutes.  |
| Expandable passages       | Each passage or stimulus can be expanded so that it takes up a larger portion of the screen. Typically, the screen is split between the passage on the left and the questions on the right. This tool is accessed via a small arrow at the top left of the Passage half of the screen the student may select to have the passage be expanded in order for it to be viewed on the whole screen.  |

| Available to All Students | Description   |
|---------------------------|---|
| Flag for review           | The student is able to flag items for future review during the assessment. Markings are not saved when the student moves on to another test domain, or after pausing the test for more than 20 minutes.   |
| Highlighter               | The student uses this digital tool for marking desired text, items, or response options with the color yellow. Highlighted text remains available throughout the test.  |
| Keyboard navigation       | The student is able to navigate throughout test content by using a keyboard, e.g., arrow keys. This tool may differ depending on the testing platform.  |
| Writing tools             | The student uses writing tools to format and edit written responses, including cut and paste, copy, underline, italicize, bold, and undo/redo. These tools may differ depending on the testing platform.  |
| Zoom (item-level)         | The student can enlarge the size of text and graphics on a given screen. This tool allows students to view material in magnified form on an as-needed basis. The student may enlarge test content at least fourfold. The system allows magnifying tools to work in conjunction with other accessibility tools and accommodations. |

### Non-Embedded Universal Tools for the ELPA21

Some universal tools may need to be provided locally outside of the computer administration system. These tools are shown in Table 2. They can be made available to any student.

**Table 2. Non-embedded Universal Tools for the ELPA21**

| Available to All Students<br>Universal Tool   | Description  |
|---|--|
| Scratch paper                                 | The student uses scratch paper or an individual erasable whiteboard to make notes or record responses. All scratch paper must be collected and securely destroyed at the end of each test domain to maintain test security. The student receives one sheet (or more as needed) of scratch paper. A marker, pen, or pencil should be provided as well. The student can use an assistive technology device to take notes instead of using scratch paper as long as the device is approved by the ELPA21 consortium. Test administrators have to ensure that all of the notes taken on an assistive technology device are deleted after the test. |
| Technological Assistance with test navigation | Students in Kindergarten through 12th grade without the necessary computer skills to participate in ELPA21 may have a trained Test Administrator help with mouse point-and-click and drag-and-drop, onscreen tool/button navigation (i.e., back, next, submit, start/stop recording, play speaking recording), and   |

|  |  |
|--|--|
|  | keyboarding (Grades 2-12). The Test Administrator is allowed to assist only with the technology as indicated by the student and must never assist with actual answer responses. Choosing answers for a student is a test impropriety and will result in an invalid assessment. |
|--|--|

### Embedded Accommodations for EL Students

Accommodations for the ELPA21 assessments are those tools (embedded and non-embedded) that are available for use by any student for whom the need has been indicated by an educator (or team of educators including the parent/guardian and student). Accommodations for EL students must be assigned to a student in advance of test administration by trained educators or teams using a consistent process. Table 3 shows the ELPA21 accommodations for EL students. It includes a description of each tool along with recommendations for when a student might benefit from using the tool.

**Table 3. Embedded Accommodations Identified in Advance for the ELPA21**

| Table 3. Embedded Accommodations Identified in Advance for the ELPA21 |   |  |
|---|---|--|
| Embedded Accommodation for EL students                                | Description   | Recommendations for Use  |
| Answer masking (P37)  | The student is able to block off answer choices.  | Students with attention difficulties may need to mask answer choices that may be distracting during the assessment. This tool also may be needed by students with print disabilities (including learning disabilities) or visual impairments.  |
| High color contrast (P28)   | <p>The student is able to adjust the text color and screen background color based on the student's need. The color contrast options, in addition to the default black text on white background, include:</p> <ol style="list-style-type: none"> <li>1) black text on yellow background;</li> <li>2) black text on light blue background;</li> <li>3) black text on light pink background;</li> <li>4) black text on green background;</li> </ol> <p>and</p> <ol style="list-style-type: none"> <li>5) white text on black background.</li> </ol> <p>Selection is made in the administration tool on the student screen.</p> | Students with attention difficulties may need this tool for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that specific text and background color combinations meet the student's needs. |

| Table 3. Embedded Accommodations Identified in Advance for the ELPA21 |  |   |
|---|--|---|
| Embedded Accommodation for EL students                                | Description  | Recommendations for Use   |
| General masking (P37)   | The student is able to block off content that is not of immediate need or that may be distracting. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus. The student is able to focus his/her attention on a specific part of a test item by masking. | Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This tool also may be needed by students with print disabilities (including learning disabilities) or visual impairments. |
| Line reader (P44)   | The student is able to use this tool as a guide when reading text.   | Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading.  |
| Zoom (test-level) (P22)   | The test platform is pre-set to be enlarged for the student before the test begins. The default size for the test is 75,90, 100. Additional options include: 110,125,150,200.  | Students with visual impairments may need to increase the size of text and other item tools beyond the 4X zoom universal tool provided by the test platform. A larger computer screen may be needed for this tool to function effectively.                      |

## Non-Embedded Accommodations for students with EL plan

Some accommodations for students with EL plans may need to be provided outside of the digital-delivery system. These tools are shown in Table 4. They are to be provided locally for those students unable to use the embedded accommodations. These are identified in advance of testing.

**Table 4. Non-Embedded Accommodations for students with EL plan for the ELPA21**

| Table 4. Non-Embedded Accommodations for students with EL plan for the ELPA21 |   |  |
|---|---|--|
| Non-Embedded Accommodations for EL students                                   | Description   | Recommendations for Use  |
| Color overlay (P39)   | The student is able to overlay a semitransparent color onto paper-based test content.   | This tool only works with black text on white background.  |
| Magnification device (P23)  | The student adjusts the size of specific areas of the screen (e.g., text, formulas, tables, and graphics) with an assistive technology device. Magnification increases the size beyond the zoom.  | Students with visual impairments may need to increase the size of text and other tools beyond the 4X zoom.   |
| Native language translation of directions (P30)                               | Translation of general test directions (not item prompts or questions) is a language support available to students prior to starting the actual test. Test directions can be provided either by being read aloud or signed by a test administrator who is fluent in the language. Translations may be provided by a human or the test platform. | Students who have limited English language skills can use the translated directions tool.  |
| Directions presented through certified sign language (P16)                    | Translated directions are written posted PDF documents in the administration area of the system. Translated directions are available only for <i>SAT School Day</i> .   |  |
| Noise buffer (P42)  | The student uses noise buffers to minimize distraction or filter external noise during testing. Noise buffer must allow the student to hear listening items).   | Students who are distracted by external noises within the testing environment may need noise buffers (e.g., mufflers, student spacing).            |
| Human read aloud - excluding ELA reading passages                             | The student has test content that is provided by an audio file in a computer-based test, read by a  | Students who use the paper-and-pencil version of the test can have the same test content read aloud that is supported through audio in a computer- |



| Table 4. Non-Embedded Accommodations for students with EL plan for the ELPA21   |  |   |
|---|--|---|
| Non-Embedded Accommodations for EL students   | Description  | Recommendations for Use   |
| (P02)   | qualified human reader.  | <p>based version. Except for the text in drag-and-drop text and the text in a word bank, audio support is available for the following:</p> <p><b>Speaking</b> – all tasks have audio support for all components;</p> <p><b>Listening</b> – all tasks have audio support for all components;</p> <p><b>Writing</b> – all tasks have audio support for all components except for inline editing tasks; and</p> <p><b>Reading</b> – audio support is available only for read-along tasks and for all kindergarten tasks and items.</p> <p>If a human reader is selected, that person must have appropriate experience providing read aloud support and must sign a document verifying adherence to state policy or practice to ensure test security and ethical practices.</p> |
| <p>Separate setting - student reads test aloud - T10.</p> <p><i>** Please note that T10 represents separate setting. This support should be selected in order for a student to read the test aloud.</i></p> | The student reads the test content aloud. This tool must be administered in a one-on-one test setting. | Students who are beginning readers may need to hear themselves read in order to comprehend text. Students who tend to rush through assessments and not read text fully may need to read the test aloud.   |

## Embedded Accommodations for EL students with an IEP or 504 Plan

Table 5 lists the embedded accommodations available for the ELPA21 assessments for those students for whom the accommodations are identified on an IEP or 504 plan. The table includes a description of each accommodation along with recommendations for when the accommodation might be needed and how it can be used.

**Table 5. Embedded Accommodations Available with an IEP or 504 Plan for the ELPA21**

| Table 5. Embedded Accommodations Available with an IEP or 504 Plan for the ELPA21 |  |   |
|---|--|---|
| Embedded Accommodations Available with an IEP or 504 Plan                         | Description  | Recommendations for Use   |
| Unlimited re-recordings (R22)   | The student is able to rerecord answers in the speaking domain an unlimited number of times. | Students whose disabilities who need multiple opportunity to record their answers (as available in the non-accommodated version of the test).   |
| Unlimited replays (P45)   | The student is able to replay items in the listening domain an unlimited number of times.    | Students whose disabilities preclude them from being able to respond to a listening item on the first or second attempt (as available in the non-accommodated version of the test) may need to replay items multiple times. |

## Non-Embedded Accommodations for EL students with an IEP or 504 Plan

Table 6 shows the ELPA21 non-embedded accommodations. The table includes a description of each accommodation, along with recommendations for when the accommodation might be needed and how it can be used.

**Table 6. Non-Embedded Accommodations Available with an IEP or 504 Plan for the ELPA21**

| Table 6. Non-Embedded Accommodations Available with an IEP or 504 Plan for the ELPA21 |   |  |
|---|---|--|
| Non-Embedded Accommodations Available with an IEP or 504 Plan                         | Description   | Recommendations for Use  |
| Assistive technology (R11)  | The student is able to use assistive technology. For example, typing on customized keyboards, assistance with a mouse, mouth or head stick or other pointing devices, sticky keys, touch screen, trackball, or voice recognition. | Students who have difficulty manipulating a mouse or standard keyboard may need an alternative device. |

**Table 6. Non-Embedded Accommodations Available with an IEP or 504 Plan for the ELPA21**

| Non-Embedded Accommodations Available with an IEP or 504 Plan | Description  | Recommendations for Use   |
|---|--|---|
| Braille paper test booklet (P03)                              | A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper, thermoform, or refreshable braille). Both contracted and un-contracted braille (English Braille, American Edition) are available; Unified English Braille is the WVDE default version. | Students who are blind or have low vision may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. The use of this accommodation may result in the student needing additional overall time to complete the assessment.   |
| Large print paper test (P19)                                  | A large print form of the test that is provided to the student with a visual impairment. The font size for the large print form is 18 point on paper sized 11 x 17.  | Students with visual impairments who may not be able to use zoom or magnifying devices to access the test and may need a large print version of the form.   |
| Scribe (R04)  | The student dictates her/his responses to an experienced educator who records verbatim what the student dictates.  | Students who have documented significant motor or language processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim either in the test platform or on paper.<br><br>Students using this accommodation may need additional time to complete the assessment. For these students, dictating to a scribe is the only way to demonstrate their composition skills. |

## **Providing Supports for the *WVGSA Grades 3-8* and the *SAT School Day***

Please refer to the *WVGSA Grades 3-8* and the *SAT School Day* sections for details related to universal tools and accommodations that are available for English learners.

## **Providing Supports for ELs with an IEP or 504 Plan**

Please refer to the accommodating students with disabilities section for details related to providing accommodations for English learners with disabilities.

## Section VI. West Virginia General Summative Assessment, Grades 3-8

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### Overview

The *WVGSA Grades 3-8* includes individual content assessments in the areas of English language arts (ELA), mathematics, and science that measure a student's levels of performance on clearly defined standards, objectives, and skills.

Student scores in mathematics and English language arts are based on test questions aligned to WVCCRS. The ELA and mathematics assessments include computer adaptive items and constructed responses.

Student scores in science are based on test questions that have been developed and aligned to the Next Generation Content Standards and Objectives for Science in West Virginia Schools. The science assessment is a grade band test based on a matrix design and includes item cluster and standalone items.

Students enrolled in Grades 3 through 8 shall participate in the *WVGSA Grades 3-8* at the grade level in which they are enrolled, unless they have been made eligible for the *WVASA* ([See Section IV](#)).

All content area assessments are delivered on the same computer platform. The assessment results provide information about a student's academic strengths, as well as areas that need improvement. The parent/guardian will receive a student report that indicates levels of performance in each of the content areas after completing the *WVGSA Grades 3-8*. Results of the tests will be used by educators to improve student learning and performance.

**Universal tools** are available to all students based on student preference and selection. Please [review this section on Universal Tools](#).

**Accommodations** are changes in procedures or materials that increase equitable access during the assessments by generating valid assessment results for students who need them and allowing these students the opportunity to show what they know and can do.

Accommodations for the statewide *WVGSA Grades 3-8* differ for each content area assessment. It is important to be aware of and to understand these differences to ensure the needs of all students are being met and the proper accommodations are selected and provided both in terms of instruction and assessment. Universal tools and accommodations may be either embedded in the test administration system or provided locally (non-embedded).

## Accommodations - Available to Students with a Plan for WVGSA Grades 3-8

Accommodations are changes in procedures or materials that increase equitable access during the assessments. In addition, some students with disabilities will need *accommodations*, which must be specified in an IEP or Section 504 plan. **All embedded accommodations must be identified and activated prior to testing.** Accommodations do not alter what the test measures or how the test is scored or reported. Allowable accommodations are listed below.

Accommodations are those tools that are available for use by any student for whom the need has been documented on a plan by a team of educators with parent/guardian and student. This would include IEP Teams, 504 Committees, and EL Committees. Embedded and non-embedded accommodations must be entered into WVEIS for the accommodations to display for verification in the Accommodations 14 Application on WOW.

Any **non-embedded accommodation** must be identified and activated prior to testing and must be provided locally during test administration.

## Who Makes Decisions About Accommodations for Students with an IEP or a 504 Plan?

IEP teams and educators for 504 plans make decisions about accommodations. These decision makers provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plan.

**Table A: Embedded Accommodations for WVGSA Grades 3-8**

| Table A: Embedded Accommodations for WVGSA Grades 3-8 |   |   |  |
|---|---|---|--|
| Code  | Embedded Accommodations<br>WVGSA<br>Grades 3-8  | Description   | Recommendations for Use  |
| P01   | <b>Text-to-speech, excluding ELA reading passages</b><br><i>(for mathematics stimuli items and ELA items, not for reading passages)</i> | Text is read aloud to the student via embedded text-to-speech technology. The student can control the speed as well as raise or lower the volume of the voice via a volume control. <a href="#">Read P01 for further guidance</a> | Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students who are blind or have low vision and do not yet have adequate braille skills. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting. |

**Table A: Embedded Accommodations for WVGSA Grades 3-8**

| Code                             | Embedded Accommodations<br>WVGSA<br>Grades 3-8   | Description   | Recommendations for Use  |
|----------------------------------|--|---|--|
| <p>P03</p> <p>P17</p> <p>P35</p> | <p><b>Braille:</b></p> <p><b>Contracted braille Fixed form</b></p> <p><b>Refreshable or embosser using embedded technologies</b></p> <p><b>Non-contracted braille fixed form</b></p> | <p>A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and non-contracted braille is available; Nemeth code is available for mathematics.</p> | <p>Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch.</p> <p><b>Refreshable braille is available only for ELA because Nemeth Code is not available via refreshable braille.</b></p> <p><i>For mathematics, braille will be presented via embosser; embosser-created braille can be used for ELA also.</i></p> <p>The type of braille presented to the student (contracted or non-contracted) is set in TIDE. The default is always contracted. The use of this accommodation may result in the student needing additional overall time to complete the assessment.</p> |
| <p>P13</p>                       | <p><b>Text-to-speech, including ELA reading passages</b></p>   | <p>Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.</p>   | <p>Text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 plan. Students who use text-to-speech will need headphones unless tested individually in a separate setting. <a href="#">Read P13 for further guidance.</a></p>  |
| <p>P28</p>                       | <p><b>Color contrast</b></p>   | <p>Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background.</p>   | <p>Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the student’s needs.</p>  |
| <p>P32</p>                       | <p><b>Translations (stacked)</b><br/><i>(Spanish-only; for mathematics and science items)</i></p>  | <p>Stacked translations are a language support. Stacked translations are available for some students; stacked translations provide the full translation of each test item above the original item in English.</p>   | <p>For students whose primary language is not English and who use dual language supports in the classroom, use of the stacked (dual language) translation may be appropriate. Students participate in the assessment regardless of the language. This support will increase reading load and cognitive load. The use of this support may result in the student needing additional overall time.</p>  |
| <p>P33</p>                       | <p><b>Turn off any universal tools</b></p>   | <p>Disabling any universal tools that might be distracting or that</p>  | <p>Students who are easily distracted (whether designated as having attention difficulties or</p>  |

**Table A: Embedded Accommodations for WVGSA Grades 3-8**

| Code | Embedded Accommodations<br>WVGSA<br>Grades 3-8  | Description   | Recommendations for Use   |
|------|---|---|---|
|      |   | students do not need to use or are unable to use.   | disabilities) may be overwhelmed by some universal tools. Knowing which tools may be distracting is important for determining which tools to turn off.  |
| P34  | <b>American Sign Language (ASL)</b><br><i>(for ELA Listening items and mathematics items)</i> | Test content is interpreted into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed. | Some students who have hearing loss and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who have hearing loss, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who have hearing loss will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test. |
| P36  | <b>Closed captioning</b><br><i>(for ELA Listening items)</i>                                  | Printed text that appears on the computer screen as audio materials are presented.  | Students via audio by reading words that appear in synchrony with the audio presentation may need this support to access audio content. For many students who have hearing loss, viewing words (sometimes in combination with reading lips and ASL) is how they access information presented orally. It is important to note, however, that some students have hearing loss will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.  |



**Table A: Embedded Accommodations for WVGSA Grades 3-8**

| <b>Code</b> | <b>Embedded Accommodations<br/>WVGSA<br/>Grades 3-8</b> | <b>Description</b>  | <b>Recommendations for Use</b>  |
|-------------|---|---|---|
| <b>P37</b>  | <b>Masking</b>  | Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking. | Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus. |
| <b>P43</b>  | <b>Streamline</b>                                       | This accommodation provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.  | This accommodation may benefit a small number of students who have specific learning and/or reading disabilities in which the text is presented in a more sequential format.  |

**Table B: Non-Embedded Accommodations with WVGSA Grades 3-8**

| Table B: Non-Embedded Accommodations with WVGSA Grades 3-8 |   |  |   |
|--|---|--|---|
| Code   | Non-Embedded Accommodations<br>WVGSA Grades 3-8   | Description  | Recommendations for Use   |
| P02  | <b>Read aloud, excluding ELA reading passages (for mathematics items and ELA items, not for reading passages)</b> | Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the <i>Test Administration Manual</i> . All the content may be read aloud <u>except ELA reading passages</u> . See Read aloud protocol in <a href="#">Appendix M</a> . | Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students who are blind or have low vision and do not yet have adequate braille skills. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers should be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment. |
| P06  | <b>Have test presented through sign language; excluding ELA passages</b>  | For students who have hearing loss and use sign as their primary mode of communication.  | Locally provided interpreters, certified (in accordance with Policy 5202), are allowed – <i>in lieu of the embedded ASL videos</i> when IEP documentation indicates ASL is not the student’s primary language or for EL.  |
| P14  | <b>Read aloud (for ELA reading passages, all grades)</b>  | Text is read aloud to the student by a trained and qualified human reader who follows the test administration and read aloud guidelines. All or portions of the content may be read aloud. <a href="#">Read P14 for further guidance</a> .   | Read aloud is available as an accommodation for students whose need is documented in an IEP or 504 plan. A student should have the option of asking a reader to slow down or repeat text. The use of this accommodation may result in the student needing additional time to complete the assessment and/or the use of a separate setting. Readers should be provided to students on an <i>individual basis</i> – not to a group of students.   |
| P15  | <b>Item specific directions read aloud</b>  | A trained examiner reads aloud, verbatim, the item directions contained within the test.   | Students who are struggling readers may need assistance accessing the assessment. Having a human reader for item specific test directions may assist students in accessing the assessment.  |
| P18  | <b>Simplified test directions</b>   | The test administrator simplifies or paraphrases the test directions found in the test administration manual according to the Simplified Test Directions guidelines.   | Students who need additional support understanding the test directions may benefit from this resource. This Designated Support may require testing in a separate setting to avoid distracting other test takers.  |

**Table B: Non-Embedded Accommodations with WVGSA Grades 3-8**

| Code | Non-Embedded Accommodations<br><i>WVGSA Grades 3-8</i>                               | Description   | Recommendations for Use   |
|------|--|---|---|
| P19  | <b>Large print paper test</b>  | The student uses a large print paper version of the assessment.   | For a student who needs a large print paper pencil version of the assessment due to a vision impairment.  |
| P21  | <b>Screen-reading software</b>   | The size of font and or specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student. Screen-enlarging software may involve the use of enlarged computer monitors or computers with screen-enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen. | For students with vision impairment and for whom computer screen adjustment is the typical mode of navigating and accessing onscreen written material.  |
| P22  | <b>Enlarge test on computer screen</b>   | Test (text and graphics) is presented with larger fonts.  | Students with vision impairments who are accustomed to this accommodation in order to interact with material.   |
| P23  | <b>Magnification</b>   | The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device. Magnification allows increasing the size to a level not provided for by the Zoom universal tool.  | Students used to viewing enlarged text or graphics, or navigation buttons may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities. The use of this designated support may result in the student needing additional overall time to complete the assessment. |
| P27  | <b>Approved bilingual/dual language word-to-word dictionary, for directions only</b> | A bilingual/dual language word-to-word/word-to-sign dictionary is a language support. A bilingual/dual language word-to-word  | For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the   |

**Table B: Non-Embedded Accommodations with WVGSA Grades 3-8**

| Code | Non-Embedded Accommodations<br><i>WVGSA Grades 3-8</i> | Description  | Recommendations for Use   |
|------|--|--|---|
|      |  | dictionary can be provided for the <u>directions only</u> on all portions of <i>WVGSA Grades 3-8</i> .   | student needing additional overall time to complete the assessment.   |
| P30  | <b>Translated test directions</b>                      | Bilingual adult can read to student.<br><br>Spanish only   | Students who have limited English language skills (whether or not designated as ELs or ELs with disabilities) can use the translated test direction if a biliterate adult trained in the test administration manual can read the test directions to the student. The use of this support may result in the student needing additional overall time to complete the assessment.  |
| P38  | <b>Color contrast</b>                                  | Test content of online items may be printed with different colors.   | Students with attention difficulties may need this support for viewing the test when digitally-provided color contrasts do not meet their needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by evidence of those colors that meet the student’s needs. |
| P39  | <b>Color overlays</b>                                  | Color transparencies are placed over a paper-based assessment.   | Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student’s needs.  |
| P40  | <b>Print on demand</b>                                 | Paper copies of either passages/stimuli and/or items are printed for students. For those students needing a paper copy of a passage or stimulus, permission for the students to request printing must first be set in TIDE. For those students needing a paper copy of one or more items, the state’s help desk must be contacted by the school or district coordinator to | Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment.  |

**Table B: Non-Embedded Accommodations with WVGSA Grades 3-8**

| Code | Non-Embedded Accommodations<br><i>WVGSA Grades 3-8</i>  | Description  | Recommendations for Use   |
|------|---|--|---|
|      |   | have the accommodation set for the student.  |   |
| P42  | <b>Noise buffers</b>  | Ear mufflers, white noise, and/or other equipment used to block external sounds.   | Student (not groups of students) wears equipment to reduce environmental noises. Students who use noise buffers will need headphones unless tested individually in a separate setting.  |
| P46  | <b>Read aloud spanish</b><br><i>(for mathematics and science, all grades)</i>                 | Spanish text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the <i>Test Administration Manual</i> and the read aloud guidelines. All or portions of the content may be read aloud. | Students receiving the Translations (stacked) Designated Support and who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting. |
| P50  | <b>Test presented through sign language, locally provided; including ELA reading passages</b> | For students who are have hearing loss and use sign as their primary mode of communication.  | Locally provided interpreters, certified in accordance with Policy 5202 are allowed – in lieu of the ASL videos ( <i>WVGSA Grades 3-8</i> has ASL videos) when IEP documentation indicates ASL is not the student’s primary language or for EL students.  |

**Table B: Non-Embedded Accommodations with WVGSA Grades 3-8**

| Code | Non-Embedded Accommodations<br><i>WVGSA Grades 3-8</i> | Description   | Recommendations for Use  |
|------|--|---|--|
| R03  | <b>Braille writer or tactile to respond</b>            | Student uses a brailler, which is a braille keyboard used for typing braille that can then be printed in standard print or braille (embosser). The brailler is similar to a typewriter or computer keyboard. Paper is inserted into the brailler, and multiple keys are pressed at once, creating braille dots with each press. | This accommodation is for students who are blind or have low vision who respond in braille. Student responses must be transcribed to the student's answer sheet. Return the braille pages with the transcribed answer sheet.<br>Use in conjunction with R04.   |
| R04  | <b>Scribe</b>  | Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified and must follow the test administration guidelines.  | Students who have documented significant motor or processing difficulties that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. The use of this accommodation may result in the student needing overall additional time. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. Students should be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe. |
| R05  | <b>Abacus</b>  | This tool may be used in place of scratch paper for students who typically use an abacus.   | Some students with visual impairments who typically use an abacus may use an abacus in place of using scratch paper.   |
| R11  | <b>Alternate response options</b>                      | Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.  | Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.  |

**Table B: Non-Embedded Accommodations with WVGSA Grades 3-8**

| Code | Non-Embedded Accommodations<br><i>WVGSA Grades 3-8</i>                      | Description  | Recommendations for Use   |
|------|---|--|---|
| R15  | <b>Bilingual word-to-word glossary</b>                                      | <p>Bilingual word-to-word glossary are a language support.</p> <p>For the <i>WVGSA Grades 3-8</i>, utilize the glossary the student is accustomed to accessing for instruction.</p>  | <p>Students who have limited English language skills can use the bilingual word-to-word glossary. The use of this support may result in the student needing additional overall time to complete the assessment. Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment. Refer to English Learners (<a href="#">Section V</a>) of this document.</p>  |
| R19  | <b>Calculator</b><br><i>(for calculator allowed items only, Grades 6-8)</i> | <p>A non-embedded calculator for students needing a special calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform.</p>  | <p>Students with visual impairments who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a tactile calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator items.</p>   |
| R20  | <b>Multiplication table</b><br><i>(Grades 4-8 mathematics items)</i>        | <p>A paper-based single digit (1-9) multiplication table will be available for reference.</p>  | <p>For students with a documented and persistent calculation disability (i.e., dyscalculia).</p>  |
| R21  | <b>Speech-to-text</b>   | <p>Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices.</p> | <p>Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software and have had many opportunities to use it prior to testing. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer</p> |

**Table B: Non-Embedded Accommodations with WVGSA Grades 3-8**

| Code | Non-Embedded Accommodations<br>WVGSA Grades 3-8 | Description   | Recommendations for Use   |
|------|---|---|---|
|      |   |   | keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.   |
| R23  | <b>100s Number table</b>                        | A paper-based table listing numbers from 1–100 for Grades 4-8 mathematics items.  | The 100s number table is to be used for students with visual processing or spatial perception needs as documented in their IEP or 504 plan. The table can be printed for students requiring this accommodation. Use of other 100s number tables is prohibited.  |
| T03  | <b>Extra breaks</b>                             | Students are allowed to break halfway through longer sections and a break after every section.  | <p>Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.</p> <p>Students are not allowed to study for tests and must be monitored during breaks.</p>   |
| T07  | <b>Flexible scheduling (late start)</b>         | Students are scheduled to allow for the best conditions for their performance, and/or may be allowed to take the test during more than one sitting. | Students who have a schedule that allows for selecting the most appropriate time for concentration.   |
| T09  | <b>Separate setting (small group)</b>           | Test location is altered so that the student is tested in a setting different from that made available for most students.                           | Special seating arrangements for students who are easily distractible are provided within the classroom to improve focus.   |
| T10  | <b>Separate setting (one-to-one)</b>            | Student will complete tests on an individualized basis while monitored entire testing session by qualified test personnel.                          | <p>Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows them to work on an individual basis.</p> <p>Changes in location are required for students who receive some accommodations (e.g. reader, scribe, or frequent breaks).</p> |



**Table B: Non-Embedded Accommodations with WVGSA Grades 3-8**

| Code | Non-Embedded Accommodations<br><i>WVGSA Grades 3-8</i> | Description  | Recommendations for Use   |
|------|--|--|---|
| T11  | <b>Testing environment modifications</b>               | Changes in lighting, furniture, etc are allowed to provide required environment.   | <p>When the student benefits from modification to settings such as use of accommodated seating, special lighting, or furniture. Other modifications may include permission to move, stand or pace during assessment in a manner where others' work cannot be seen and is not distracting to others.</p> <p>Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.</p> |
| T12  | <b>Preferential seating</b>                            | Student is given special seating arrangements. Placement of student where he/she is most comfortable or placement of student near proctor. | For students who are easily distracted or may have a visual/auditory disability. The preferential seating may be in a specific location (for example, away from windows, doors, or pencil sharpeners, near the teacher's desk or in the front of a classroom).  |
| T13  | <b>Non-traditional setting (change in location)</b>    | Alternate testing locations outside of school building   | <p>In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or at home.</p> <p>Students with disabilities preventing them from attending school will be administered the test at a location other than school.</p>  |
| T14  | <b>Flexible scheduling (limited time testing)</b>      | Students can have later start in the day. Allow for the administration of the assessment at a time most beneficial to the student.         | Scheduling changes can be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day.   |
| T15  | <b>Extended breaks</b>                                 | Students take extended regularly scheduled breaks.   | Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.  |
| T16  | <b>Breaks as needed</b>                                | Students are allowed to take breaks during a test section.   | Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.  |

## Options to Standard Conditions

- Use of audio amplification equipment
- Use of a scribe for a student with a short-term medical condition that precludes the student from writing with the dominant hand to mark responses (e.g., a fractured arm in a cast). For this testing option, approval needs to be obtained from the district test coordinator or the district special education director on a case-by-case basis.
- Provision for adaptive furniture
- Provision for special lighting and/or acoustics

## Additional Accommodation(s) Requests

IEP teams, Section 504 committees, and EL committees may request permission to use accommodations other than those included in this manual. Such requests should be received by the Office of Assessment no later than four (4) weeks prior to the testing window.

The request must come from the district test coordinator, district special education director, or Title III coordinator. The following information must be included in the request:

- Student's name, West Virginia Education Information System (WVEIS) number, school, and district
- Specific requested accommodation(s)
- Rationale for the request provided by the IEP team, Section 504 committee, or EL committee
- Verification that the student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment, and is familiar with the accommodation(s)
- Impact on student's assessment results if the student is not permitted to use the requested accommodation(s)
- Send written requests at least 4 weeks prior to the assessment to:

Office of Assessment  
West Virginia Department of Education  
Building 6, Suite 652  
1900 Kanawha Boulevard East  
Charleston, WV 25305-0330

Upon completion of the review of the request, the district test coordinator and/or the district Title III coordinator (EL students only) will be notified of the review committee's decision.

# English Language Arts (ELA) Allowable Accommodations for the WVGSA Grades 3-8

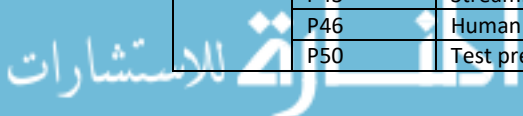
## Accommodations

Accommodations are changes in procedures or materials that increase equitable access during the WVGSA Grades 3-8. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations have been identified as either digitally-embedded or non-embedded (locally provided) for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP), 504, or EL accommodations plan. One exception to the IEP or 504 requirements is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may request the use of a scribe or the speech-to-text accommodation (if they have had sufficient experience with the use of these).

Table C lists the allowable embedded and non-embedded accommodations for English Language Arts. For detailed descriptions of accommodations, see Section II Guidelines for Supporting and Accommodating Students with Disabilities.

**Table C: ELA Accommodations for the WVGSA Grades 3-8**

| ELA Accommodations (Embedded)<br>WVGSA Grades 3-8                        |  |   |
|--|--|---|
| Type of Code   | Code   | Accommodation   |
| Presentation   | P01  | Text-to-Speech – without Reading passages (computer presented)  |
|  | P03  | Braille test booklet  |
|  | P13  | Text-to-Speech – with reading passages (computer presented)   |
|  | P17  | Braille - CAT -Embedded-refreshable and embosser  |
|  | P28  | Color Contrast  |
|  | P33  | Turn off Any Universal Tools  |
|  | P34  | American Sign Language (for ELA listening items)  |
|  | P36  | Closed captioning   |
|  | P43  | Streamline  |
| ELA Accommodations (Non-embedded – locally provided)<br>WVGSA Grades 3-8 |  |   |
| Type of Code   | Code   | Accommodation   |
| Presentation   | P02  | Human read aloud – without reading passage  |
|  | P03  | Braille   |
|  | P06  | Test presented through sign language, locally provided; excluding ELA passages  |
|  | P14  | Read aloud (human presented) (for ELA reading passages, Grades 6-11; blind or low vision students in Grades 3-11 who do not yet have adequate braille skills) |
|  | P15  | Item specific directions read aloud by human reader   |
|  | P18  | Simplified test directions  |
|  | P19  | Large print paper test  |
|  | P21  | Screen reading software (e.g. JAWS)   |
|  | P22  | Enlarge text (Zoom is a Universal Tool)   |
|  | P23  | Magnification   |
|  | P27  | Approved bilingual word-to-word dictionary  |
|  | P30  | Translated test directions – translated by bilingual adult  |
|  | P38  | Color contrast  |
|  | P39  | Color overlay   |
|  | P40  | Print on demand   |
|  | P42  | Noise buffers   |
|  | P43  | Streamlining  |
| P46  | Human Read aloud in Spanish  |   |
| P50  | Test presented through sign language, locally provided; including ELA reading passages |   |



|  |             |   |
|--|-------------|---|
| Response   | R03         | Braille or tactile  |
|  | R04         | Scribe  |
|  | R11         | Alternate response options  |
|  | R15         | Bilingual word-to-word Glossary (utilize the glossary the student is accustomed to accessing for instruction) |
|  | R21         | Speech-to-text  |
| <b>ELA Accommodations (Non-embedded – locally provided)</b><br><b>WVGSA Grades 3-8</b> |             |   |
| <b>Type of Code</b>  | <b>Code</b> | <b>Accommodation</b>  |
| Timing   | T03         | Extra breaks  |
|  | T07         | Flexible scheduling – late start  |
|  | T09         | Separate setting (small group)  |
|  | T10         | Separate setting (one-to-one)   |
|  | T11         | Testing environment modifications   |
|  | T12         | Preferential seating  |
|  | T13         | Non-traditional setting (change in location)  |
|  | T14         | Flexible scheduling – limited time testing  |
|  | T15         | Extended breaks   |
|  | T16         | Breaks as needed  |

## Mathematics Allowable Accommodations for the WVGSA Grades 3-8

### Accommodations

Accommodations are changes in procedures or materials that increase equitable access during the statewide *WVGSA Grades 3-8*. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations have been identified as either digitally-embedded or non-embedded for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP), 504, or EL accommodations plan. One exception to the IEP or 504 requirements is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text or the scribe accommodations (if they have had sufficient experience with the use of these). For detailed descriptions of accommodations (indicated by an asterisk), see Section II. Guidelines for Supporting and Accommodating Students with Disabilities.

Table D reflects the allowable embedded accommodations and whether embedded within the assessment or non-embedded, and thus provided locally.

**Table D: Math Accommodations for the WVGSA Grades 3-8**

|   |             |  |
|---|-------------|--|
| <b>Mathematics Accommodations (Embedded)</b><br><b>WVGSA Grades 3-8</b> |             |  |
| <b>Type of Code</b>   | <b>Code</b> | <b>Accommodation</b>   |
| Presentation  | P01         | Text-to-speech – without reading passages                            |
|   | P17         | Embedded braille-contracted or non-contracted versions for embossers |
|   | P28         | Color contrast   |
|   | P32         | Translations (stacked)   |
|   | P33         | Turn off any Universal Tools   |
|   | P34         | American Sign Language   |
|   | P35         | Braille mathematics online fixed form                                |
|   | P36         | Closed captioning  |
|   | P37         | Masking  |
|   | P43         | Streamlining   |

| Mathematics Accommodations - Non-Embedded, locally provided<br>WVGSA Grades 3-8 |      |  |
|---|------|--|
| Type of Code  | Code | Accommodation  |
| Presentation  | P02  | Human read aloud without reading passages  |
|   | P03  | Braille  |
|   | P06  | Test presented through sign language, locally provided; excluding ELA passages                                       |
|   | P18  | Simplified test directions   |
|   | P19  | Paper version  |
|   | P21  | Screen reading software  |
|   | P22  | Enlarge text (Zoom is a Universal Tool)  |
|   | P23  | Magnification  |
|   | P30  | Translated test directions (by trained bilingual human reader)   |
|   | P38  | Color contrast   |
|   | P39  | Color overlay  |
|   | P40  | Print on demand  |
|   | P41  | Translation (Glossary)   |
|   | P42  | Noise buffers  |
|   | P50  | Test presented through sign language, locally provided; including ELA reading passages                               |
| Response  | R03  | Braille or tactile   |
|   | R04  | Scribe   |
|   | R05  | Abacus   |
|   | R11  | Alternate response options   |
|   | R19  | Calculator (Special Calculator – tactile/talking; for students in Grades 6-11 and for calculator allowed items only) |
|   | R20  | Use multiplication table (For students in Grades 4-8 only)   |
|   | R21  | Speech-to-text   |
|   | R23  | 100's number table (For students in Grades 4-8 only)   |
| Timing  | T03  | Extra breaks   |
|   | T07  | Flexible scheduling – late start   |
|   | T09  | Separate setting (small group)   |
|   | T10  | Separate setting (one-to-one)  |
|   | T11  | Testing environment modifications  |
|   | T12  | Preferential seating   |
|   | T13  | Non-traditional setting (change in location)   |
|   | T14  | Flexible scheduling – limited time testing   |
|   | T15  | Extended breaks  |
|   | T16  | Breaks as needed   |

## Science Allowable Accommodations for the WVGSA Grades 3-8

The following accommodations should be provided to students who have these as part of their IEP or 504 plan. Please note also that the accommodations are to be provided to students in their instructional settings throughout the school year. Additional accommodations allowable for science are available for those subtests only for students with disabilities (IEP or 504) and ELs or ELs with disabilities). For detailed descriptions of accommodations, see Section II. Guidelines for Supporting and Accommodating Students with Disabilities.

**Table E: Science Allowed Accommodations (Embedded in bold)**

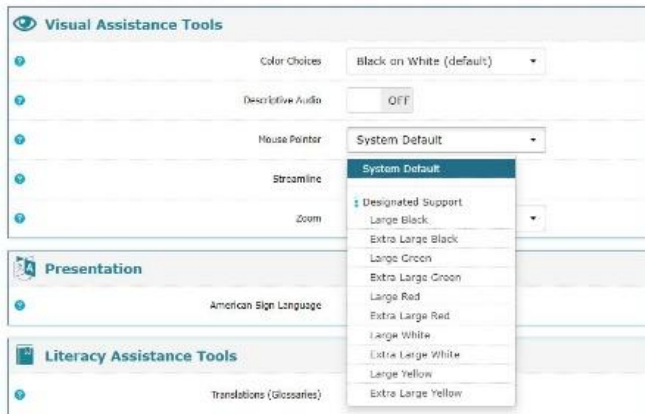
| Science Accommodations (Embedded) WVGSA Grades 3-8                        |  |  |
|---|--|--|
| Type of Code  | Code   | Accommodation  |
| Presenta-<br>tion   | P01  | Text-to-speech – without ELA reading passages (computer presented)   |
|   | P22  | Enlarge test (zoom)  |
|   | P28  | Color contrast   |
|   | P33  | Turn off any Universal Tools   |
|   | P37  | Masking  |
| Science Accommodations (Non-embedded – locally provided) WVGSA Grades 3-8 |  |  |
| Type of Code  | Code   | Accommodation  |
| Presentation  | P02  | Human read aloud – without reading passages  |
|   | P03  | Braille  |
|   | P06  | Have test presented through sign language; excluding ELA passages  |
|   | P15  | Item specific directions read aloud by human reader  |
|   | P16  | Directions presented through sign language, locally provided   |
|   | P17  | Braille computer test  |
|   | P18  | Simplified test directions   |
|   | P19  | Paper version of test  |
|   | P21  | Screen reading software  |
|   | P23  | Magnification  |
|   | P24  | Translator (Human) to present test   |
|   | P27  | Approved bilingual word-to-word dictionary   |
|   | P30  | Translated test directions (by trained bilingual human reader)   |
|   | P35  | Braille computer-based fixed form with paper booklet for tactile graphics  |
|   | P38  | Color contrast   |
|   | P39  | Color overlay  |
|   | P42  | Noise buffers  |
|   | P43  | Streamlining   |
| P46   | Human read aloud in Spanish  |  |
| P50   | Test presented through sign language, locally provided; including ELA reading passages |  |
| Response  | R03  | Braille or tactile   |
|   | R04  | Scribe   |
|   | R11  | Assistive technology - alternate response options  |
|   | R15  | Bilingual word-to-word glossary (utilize the glossary the student is accustomed to accessing for instruction)          |
|   | R19  | Calculator (Special calculator - tactile/talking; Grades 6-8 only, math for calculator allowed items and science only) |
|   | R21  | Speech-to-text   |
| Timing  | T03  | Extra breaks   |
|   | T07  | Flexible scheduling – late start   |
|   | T09  | Separate Setting (small group)   |
|   | T10  | Separate Setting (one-to-one)  |
|   | T11  | Testing environment modifications  |
|   | T12  | Preferential seating   |
|   | T13  | Non-traditional setting (change in location)   |
|   | T14  | Flexible scheduling – limited time testing   |
|   | T15  | Extended breaks  |
| T16   | Breaks as needed   |  |

## Practice sessions for WVGSA Grades 3-8

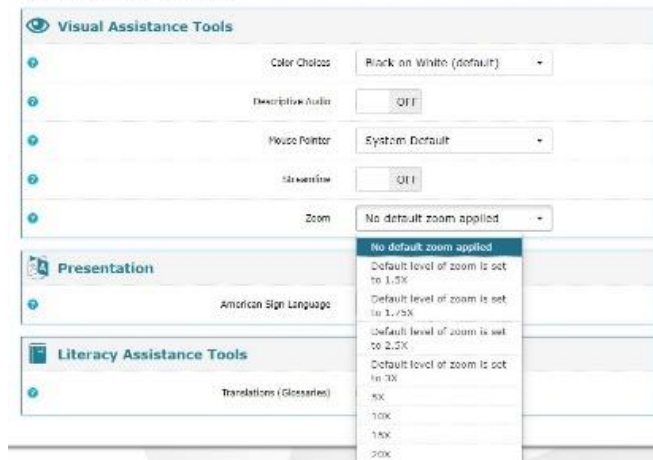
Students with accessibility requirements should have the opportunity to interact with the settings on the platform which they will utilize for testing. The following screenshots show various configurations teachers can set up for practice sessions. This information should be relayed to the student's educational plan committee (IEP or 504) to indicate their preferences and needs so the specifics will be reflected in their plan.

The practice tests can be located at: <https://wv.portal.airast.org/>

### G3 ELA Practice Test



### G3 ELA Practice Test



## Resources for WVGSA Grades 3-8

Please use the link below to access information and resources that will assist teachers and schools.

- WV Assessment Portal at <http://wv.portal.airast.org>.
- Interims at <http://wv.portal.airast.org> and [www.tinyurl.com/slmurrell](http://www.tinyurl.com/slmurrell).

### WVGSA Grades 3-8 Summary Crosswalk of Codes

(See [Section III](#) for further details, explanations, and limitations of each code.)

|              | Universal Tools   | Accommodations   |
|--------------|---|--|
| Embedded     | Breaks<br>Calculator<br>Digital notepad<br>English dictionary<br>English glossary<br>Expandable passages<br>Notes highlighter<br>Keyboard navigation<br>Mark for review (Math) tools<br>Spell check<br>Strikethrough<br>Writing tools<br>Zoom | <b>P01</b> - Text-to-speech – without reading passages<br><b>P13</b> - Text-to-speech-- with reading passages<br><b>P17</b> - Braille<br><b>P22</b> – Zoom<br><b>P28</b> - Color contrast<br><b>P32</b> - Translations (Stacked – math and science only)<br><b>P33</b> - Turn off any Universal Tools<br><b>P34</b> - American Sign Language<br><b>P35</b> - Braille online fixed form (mathematics)<br><b>P36</b> - Closed captioning<br><b>P37</b> – Masking<br><b>P43</b> - Streamline  |
| Non-embedded | Breaks<br>English Dictionary<br>Scratch Paper<br>Thesaurus  | <b>P02</b> - Human read aloud<br><b>P03</b> - Braille (paper)<br><b>P06</b> - Have test presented through sign language; excluding ELA passages<br><b>P14</b> - Read aloud<br><b>P18</b> - Simplified test directions<br><b>P23</b> - Magnification<br><b>P30</b> -Translated test directions (by trained bilingual human reader)<br><b>P38</b> - Color contrast<br><b>P39</b> - Color overlay<br><b>P40</b> - Print on demand<br><b>P41</b> - Translations (Glossary)<br><b>P42</b> - Noise buffers<br><b>P46</b> - Read aloud in Spanish<br><b>P50</b> - Test presented through sign language, locally provided; including ELA reading passages<br><b>R03</b> – Braille writer or tactile to respond<br><b>R04</b> - Scribe<br><b>R05</b> – Abacus<br><b>R11</b> - Alternate response options<br><b>R15</b> - Bilingual word-to-word glossary (utilize the glossary the student is accustomed to accessing for instruction for <i>WVGSA Grades 3-8</i> )<br><b>R19</b> - Calculator – tactile/talking<br><b>R20</b> – Multiplication table<br><b>R21</b> - Speech-to-text<br><b>R23</b> - 100s Number table<br><b>T03</b> – Extra Breaks<br><b>T07</b> – Flexible scheduling (late start)<br><b>T09</b> – Separate setting (small group)<br><b>T10</b> – Separate setting (one-to-one)<br><b>T11</b> – Testing environment modifications<br><b>T12</b> – Preferential seating<br><b>T13</b> – Non-traditional setting (change in location)<br><b>T14</b> – Flexible scheduling (limited time testing)<br><b>T15</b> – Extended breaks<br><b>T16</b> – Breaks as needed |

**(WVGSA Grades 3-8 Accommodation codes for WVEIS System entry)**



## Section VII. West Virginia General Summative Assessment - SAT School Day

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### Overview

The *SAT School Day* is the College Board’s flagship college and career readiness assessment. This test is used to measure Grade 11 student’s levels of achievement on the West Virginia College- and Career-Readiness Standards (WVCCRS). The *SAT School Day* provides scores for Reading, Writing and Language, Mathematics, Analysis in History/Social Studies, and Analysis in Science. Additionally, the *SAT School Day* Essay provides scores for Reading, Analysis, and Writing. The *SAT School Day* is a paper-based, fixed-form test used for accountability purposes. Students requiring accessibility accommodations (e.g. text-to-speech, Braille, enlarge test on computer screen, high color contrast, alternate response formats, etc.) will receive these accommodations via a thumb drive loaded with the appropriate files. Text-to-speech is provided as an mp3 audio file download as well as a thumb drive for schools with slower internet access.

The *SAT School Day* assessment is delivered in five sections: Reading, Writing and Language, Math (no calculator), Math (with calculator), and Essay. The assessment includes multiple choice, written response, and gridded response items.

The assessment results provide information about a student’s academic strengths, as well as areas that need improvement. The parent/guardian will receive a student report that indicates levels of performance in each of the content areas. Results of the tests will be used by educators to improve student learning and performance.

Students enrolled in Grade 11 shall participate in the WV GSA *SAT School Day* unless they have been found eligible for the WVASA (See Section IV).

**Universal tools** are available to all students based on student preference and selection. **Accommodations** are changes in procedures or materials that increase equitable access during the assessments by generating valid assessment results for students who need them and allowing these students the opportunity to show what they know and can do.

### Who Makes Decisions About Accommodations for students with an IEP or a 504 Plan?

IEP teams and educators for 504 plans make decisions about accommodations. These decision makers provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plan. Decision makers are responsible for entering information on accessibility tools and accommodations for the *SAT School Day* assessment from the IEP/504 plan into the SSD Online so that all needed tools and accommodations can be activated/accounted for prior to testing. This can be accomplished by identifying one person (for example, a team member or a test coordinator who will follow the state’s security guidelines) to enter information into the SSD Online prior to testing.

Review [Ensuring Accommodations](#) for directions on accessing in WVEIS a student’s accommodation list and how to verify and troubleshoot if necessary.

| SAT School Day Accommodations |  |  |   |
|-------------------------------|--|--|---|
| Code                          | Accommodation  | Description  | Recommendations for Use   |
| P03                           | Braille Test Booklet   | Braille is a raised-dot code that individuals read with the fingertips. Graphic material (e.g. maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper, thermoform or refreshable braille display when available). The student uses contracted braille (a system that reduces the number of cells by abbreviating words or parts of words), and Nemeth code braille (a system used to convey technical expressions that occur in mathematics and science). | <p>For students who are blind or who have low vision and read braille fluently or choose braille as their primary mode of reading. Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in <b>accessing</b> content through touch. The use of this accommodation may result in the student needing additional overall time to complete the assessment.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>○ <b>One-day test administration</b></li> <li>○ Students needing extended time should consider accommodation codes T17 through T22</li> <li>○ Braille test editions are ordered <b>prior</b> to the assessment.</li> <li>○ UEB with Nemeth Math test book.</li> <li>○ Student will receive a Braille Figure Supplement</li> <li>○ Typically approved with another accommodation such as scribe or braillewriter to record answers.</li> </ul> |
| P50                           | Test presented through sign language, locally provided; including ELA reading passages | <b>Signed test:</b> Test can be signed only by certified interpreters using Signed Exact English (SEE).  | <p>While the directions may be interpreted/signed in either ASL or SEE, the assessment itself may be interpreted but only in SEE.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>○ <b>Two-day test administration</b></li> <li>○ Presentation must be in Signed Exact English.</li> <li>○ Interpreters must meet testing staff requirements.</li> <li>○ Educational sign language interpreters must not clarify, elaborate, paraphrase, or help with the meaning of words, intent of test questions, or responses to test items.</li> <li>○ A student’s teacher should not serve as the interpreter in a testing situation unless a second person is present to monitor for quality and fairness.</li> </ul>  |
| P13                           | Text-to-speech (for ELA reading passages)  | <b>MP3:</b> Text is read aloud to the student via an MP3 file. The student is able to control the volume of the voice via a volume control.  | <p>Recommended for a student who is blind or has low vision, is a beginning braille reader, whose disability severely impacts his/her ability to read passages independently. <a href="#">Read P13 for further guidance.</a> (con’t next page)</p>  |

## SAT School Day Accommodations

| Code | Accommodation   | Description  | Recommendations for Use  |
|------|---|--|--|
|      |   |  | <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• <b>Two-day test administration</b></li> <li>• Students who use text-to-speech will need headphones unless tested individually in a separate setting.</li> <li>• Audio version of the test in English is provided via a secure download link</li> <li>• Students will be tested via a computer using MP3 files.</li> <li>• Students will be given 100% extended time on the entire assessment (T20, T21, and T22) and an additional 45 minutes for the <i>Writing and Language</i> section of the <i>SAT School Day</i>.</li> <li>• Student <b>MUST</b> use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.</li> </ul>  |
| P14  | <b>Human read aloud, including ELA reading passages</b>             | Text is read aloud to the student by a trained and qualified human reader. The trained examiner must follow administration guidelines. | <p>Recommended for a student who is blind or has low vision, is a beginning braille reader, whose disability severely impacts his/her ability to read passages independently. <a href="#">Read P14 for further guidance</a></p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• <b>Two-day test administration</b></li> <li>• Student will be read the <i>SAT School Day</i> aloud by an adult.</li> <li>• Student must be in a one-to-one setting with an adult.</li> <li>• Readers must meet testing staff requirements.</li> <li>• Student automatically receives 50% extended time and extra breaks on all sections.</li> <li>• Student <b>MUST</b> use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even though they are the only student testing.</li> </ul> |
| P16  | <b>Directions presented through sign language, locally provided</b> | A qualified examiner presents test directions in sign language.  | <p>For students who are have hearing loss who receive this support from an interpreter.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• Student will receive test directions (only listening portion of the <i>SAT School Day</i>) in ASL or SEE by a trained examiner.</li> <li>• Test examiners must meet testing staff requirements.</li> <li>• <b>One-day test administration</b> (con't next page)</li> </ul>  |

## SAT School Day Accommodations

| Code | Accommodation          | Description   | Recommendations for Use   |
|------|------------------------|---|---|
|      |                        |   | <ul style="list-style-type: none"> <li>Educational sign language interpreters must not clarify, elaborate, paraphrase, or help with the meaning of words, intent of test questions, or responses to test items.</li> <li>A student's teacher should not serve as the interpreter/translator in a testing situation unless a second person is present to monitor for quality and fairness. This accommodation can be provided in the regular session in the back of the room (or wherever it is typically provided to the student for classes).</li> </ul>   |
| P17  | Braille computer test  | <p><b>ATC:</b> The test is presented on a computer using assistive technology.</p> <p>This is for students who will use the computer for braille testing including options for refreshable braille displays for ELA and/or use of embossers to print the ELA and mathematics sections. P35- tactile graphics, may help with embossing needs for mathematics sections.</p> | <p>For students who are blind or have low vision, and when it is the typical learning medium is braille.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li><b>One-day test administration</b></li> <li>Request ATC, test file on a jump drive, and use refreshable braille display.</li> <li>Student is automatically given 100% extended time on the Writing and Language section only (Section 2 of SAT School Day). If additional time is required on other sections, it must be requested separately.</li> <li>Student <b>MUST</b> use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.</li> <li>It is recommended the student test their refreshable braille display, using an ATC practice test, to ensure compatibility. <a href="https://www.collegeboard.org/students-with-disabilities/after-approval">https://www.collegeboard.org/students-with-disabilities/after-approval</a></li> </ul> |
| P19  | Large print paper test | The student uses a large print paper version of the assessment.   | <p>For a student who needs a large print paper pencil version of the assessment because of a visual impairment.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li><b>One-day test administration</b></li> <li>For <i>SAT School Day</i>, font sizes available are 14, 20, and 24. Contact College Board SSD office if a larger size is required.</li> </ul>  |

## SAT School Day Accommodations

| Code | Accommodation                              | Description   | Recommendations for Use  |
|------|--|---|--|
| P21  | Screen-reading software used with computer | <p><b>ATC:</b> The test is presented on a computer using assistive technology.</p>  | <p>Recommended for a student who is blind or has low vision, is a beginning braille reader, and whose disability severely impacts his/her ability to read passages independently. <a href="#">Read P13 for further explanation.</a></p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• <b>One-day test administration</b></li> <li>• Students who use text-to-speech will need headphones unless tested individually in a separate setting.</li> <li>• Students will be tested via a computer using assistive technology compatible (ATC) files from a jump drive.</li> <li>• Student would then use JAWS or similar programs for TTS.</li> <li>• Students will have standard time on the test (unless Extended Time is listed as an accommodation on a plan) with the exception of Writing and Language Section of the <i>SAT School Day</i>, where the students receive 100% extended time (T21 +100% for essay).</li> </ul> <p>Student <b>MUST</b> use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.</p> |
| P22  | Enlarge test on computer screen            | <p><b>ATC:</b> The test is presented on a computer using assistive technology.</p> <p>The size of font and or specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student. Screen-enlarging software may involve the use of enlarged computer monitors or computers with screen-enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.</p> | <p>For students with visual impairments and for whom computer screen adjustment is the typical mode of navigating and accessing onscreen written material.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• <b>One-day test administration</b></li> <li>• Assistive Technology Compatible Format (ATC) and Assistive Technology</li> <li>• Digital version of the test delivered on a flash drive</li> <li>• Student is automatically given 100% extended time on the Writing and Language section only (Section 2 of SAT School Day).</li> <li>• Student <b>MUST</b> use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.</li> </ul>  |
| P23  | Magnifying device to enlarge               | <p>Magnification devices include eyeglass-mounted magnifiers, free-standing or hand-held magnifiers,</p>  | <p>This is for students who are visually impaired and for whom the use of magnifying equipment is the typical mode of accessing</p>  |

## SAT School Day Accommodations

| Code | Accommodation   | Description  | Recommendations for Use   |
|------|---|--|---|
|      | <b>assessment material</b>                                | <p>or a lens placed over the computer monitor. The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device.</p> <p>If using a lens over the computer monitor request an <b>ATC</b> format test. <b>ATC:</b> The test is presented on a computer using assistive technology.</p> | <p>written material. Students used to viewing enlarged text or graphics, or navigation buttons may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• <b>One-day test administration</b></li> <li>• Use the magnifier the student uses during instruction. Use visual magnifying equipment (standard option). The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device. Magnification allows increasing the size to a level not provided for by the Zoom universal tool.</li> <li>• The magnifying device must not be connected to the internet or have the ability to record images.</li> <li>• The use of this accommodation may result in the student needing additional overall time to complete the assessment.</li> <li>• Use of visual aids (e.g., closed circuit television, magnification devices)</li> </ul> |
| P28  | <b>High color contrast for computer-based assessments</b> | <p><b>ATC:</b> The test is presented on a computer using assistive technology.</p> <p>Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background.</p>   | <p>For students who have vision or perception difficulties and use this accommodation instructionally. Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities).</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• <b>One-day test administration</b></li> <li>• Assistive Technology Compatible Format (ATC) and Assistive Technology</li> <li>• Digital version of the test delivered on a flash drive</li> <li>• Student is automatically given 100% extended time on the Writing and Language section only (Section 2 of SAT School Day).</li> <li>• Student <b>MUST</b> use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.</li> </ul>  |

## SAT School Day Accommodations

| Code | Accommodation   | Description   | Recommendations for Use  |
|------|---|---|--|
| P30  | Translated test directions  | Translation of test directions is a language support available. Printed test directions in Albanian, Arabic, Bengali, Chinese/Mandarin, Gujarti, Haitian-Creole, Hindi, Polish, Portuguese, Russian, Spanish, Urdu, and Vietnamese. (PDF available for download)  | Students who have limited English language skills can use the translated directions support. This support should only be used for students who are proficient readers in the other language and not proficient in English.<br><b>Notes</b> <ul style="list-style-type: none"> <li>For English Learners – request in SSD Online not required.</li> <li>Translated test directions may be offered via a biliterate adult trained in the test administration manual.</li> </ul>   |
| P35  | Braille computer-based fixed form with paper booklet for tactile graphics | <b>ATC:</b> The test is presented on a computer using assistive technology.<br><br>Used in conjunction with P17, tactile graphics are provided (e.g., maps, charts, graphs, diagrams, and illustrations) in the braille paper booklet. This eliminates the need for embossing numerous mathematics items that are displayed in Nemeth code. Nemeth code is a familiar braille code for mathematics. The use of tactile graphics makes visual content available to a student who is blind or has low vision. | Students with visual impairments who read braille and use tactile graphics.<br><b>Notes</b> <ul style="list-style-type: none"> <li><b>One-day test administration</b></li> <li>Student is automatically given 100% extended time on the Writing and Language section only (Section 2 of SAT School Day). If additional time is required on other sections, it must be requested separately.</li> <li>Student <b>MUST</b> use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.</li> <li>Request both ATC (refreshable braille display) and Braille graphs and figures.</li> </ul> |
| P37  | Masking   | Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.   | Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus.<br><b>Notes</b> <ul style="list-style-type: none"> <li><b>One-day test administration</b></li> </ul>   |
| P39  | Color overlays  | Color transparencies are placed over a paper-based assessment.  | Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs.<br><b>Notes</b> <ul style="list-style-type: none"> <li><b>One-day test administration</b></li> </ul>  |

## SAT School Day Accommodations

| Code | Accommodation                        | Description   | Recommendations for Use   |
|------|--------------------------------------|---|---|
| P41  | Provide translation glossary         | Translated glossaries are a language support. Translation glossaries must be word-to-word translations.   | <p>Students who have limited English language skills can use the translation glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment. Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment. Refer to English Learners Section V of this document.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>See the list of approved glossaries on the College Board website: <a href="https://collegereadiness.collegeboard.org/pdf/sat-sd-college-board-approved-glossaries.pdf">https://collegereadiness.collegeboard.org/pdf/sat-sd-college-board-approved-glossaries.pdf</a></li> <li>In SSD Online, no advance request required.</li> </ul> |
| P42  | Noise Buffers                        | Ear mufflers, white noise, and/or other equipment used to block external sounds.  | <p>Student (not groups of students) wears equipment to reduce environmental noises. Students who use noise buffers will need headphones unless tested individually in a separate setting.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li><b>One-day test administration</b></li> </ul>  |
| P49  | Use audio amplification equipment    | Students use amplification equipment in addition to hearing aids to increase clarity, useful in environments with a great deal of ambient noise.                        | <p><b>For students who have a documented disability</b> requiring auditory amplification on their IEP or Section 504 plan.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li><b>One-day test administration</b></li> <li>Use of audio amplification equipment</li> <li><b>Description:</b> Students use amplification equipment in addition to hearing aids to increase clarity, useful in environments with a great deal of ambient noise.</li> <li><b>Notes for implementation:</b> When arranging for testing, take into consideration the distractions of this accommodation to other students.</li> </ul>   |
| R03  | Braille writer or tactile to respond | Student uses a braille, which is a braille keyboard used for typing braille that can then be printed in standard print or braille (embosser). The braille is similar to | <p>This accommodation is for students who are blind or have low vision who respond in braille. Use in conjunction with R04.</p> <p style="text-align: right;">(con't next page)</p>   |



## SAT School Day Accommodations

| Code | Accommodation | Description  | Recommendations for Use  |
|------|---------------|--|--|
|      |               | <p>a typewriter or computer keyboard. Paper is inserted into the braille, and multiple keys are pressed at once, creating braille dots with each press.</p>                        | <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• A manual braille writer may be used for all sections.</li> <li>• Electronic braille writers must be connected to a monitor, so a proctor can observe what the student is entering.</li> <li>• Student responses must be transcribed to the student’s answer sheet. Return the braille pages with the transcribed answer sheet.</li> <li>• Use of braille writer or electronic braille writer for reading and writing with the following tools disabled: spell check, thesaurus, grammar check.</li> </ul>   |
| R04  | Scribe        | <p>Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified and must follow the administration guidelines.</p> | <p>Students who have documented significant motor or processing difficulties that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students’ responses verbatim. The use of this accommodation may result in the student needing overall additional time. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. Students should be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• Student responds in test book. <ul style="list-style-type: none"> <li>• <b>One-day test administration</b></li> <li>• Scribe must enter the student’s responses on the answer sheet. Return student’s test book with the transcribed answer sheet.</li> </ul> </li> <li>• Student responds orally. <ul style="list-style-type: none"> <li>• <b>Two-day test administration</b></li> <li>• Student will have an adult transcribe answers onto the answer sheet.</li> <li>• Student automatically receives 50% extended time and extra breaks on all sections.</li> <li>• Student <b>MUST</b> use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.</li> </ul> </li> </ul> <p style="text-align: right;">(con’t next page)</p> |

## SAT School Day Accommodations

| Code | Accommodation                                     | Description  | Recommendations for Use  |
|------|---|--|--|
|      |   |  | <ul style="list-style-type: none"> <li>• <a href="#">Appendix M. Guidelines for Scribing and Transcribing Student Responses</a> should be read carefully to gain an understanding of how scribing can and cannot be used. The WVDE scribing protocol does apply.</li> <li>• A student using this accommodation should be tested in a quiet room apart from other students to avoid interruption while testing and to avoid examinees being able to hear or see other students' responses.</li> <li>• Scribes for students without an IEP or Section 504 who have a short-term medical condition (e.g., a fractured arm in a cast) will be requested in advance using the Temporary Medical Condition Form. (PDF available for download)</li> </ul>   |
| R05  | Abacus  | This tool may be used in place of scratch paper for students who typically use an abacus.  | <p>Some students with visual impairments who typically use an abacus may use an abacus in place of using scratch paper.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• <b>One-day test administration</b></li> </ul>   |
| R11  | Assistive technology – alternate response options | <p><b>ATC:</b> The test is presented on a computer using assistive technology.</p> <p>Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.</p> | <p>Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• Refer to test administration manuals for additional guidance.</li> <li>• <b>One-day test administration</b></li> <li>• Assistive Technology Compatible Format (ATC) and Assistive Technology <ul style="list-style-type: none"> <li>○ Use of assistive technology (e.g., screen reader/text-to-speech, ...)</li> <li>○ Digital version of the test delivered on a flash drive</li> <li>○ Student is automatically given 100% extended time on the Writing and Language section only (Section 2 of SAT School Day assessment through the SSD Online platform). (con't next page)</li> </ul> </li> </ul> |

## SAT School Day Accommodations

| Code | Accommodation                          | Description   | Recommendations for Use  |
|------|--|---|--|
|      |  |   | <ul style="list-style-type: none"> <li>○ Student <b>MUST</b> use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.</li> <li>○ Use of augmentative/alternate communication devices (e.g., Speech-to-Text, ...)</li> <li>○ Use of computers with alternative access for an alternative response mode (e.g., switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointed, specialized trackballs, or mice)</li> <li>○ Use of speech to text word processor for responses to reading and writing</li> </ul>   |
| R15  | <b>Bilingual word-to-word glossary</b> | Bilingual word-to-word glossaries are a language support.                     | <p>Students who have limited English language skills can use the bilingual word-to-word glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment. Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment. Refer to English Learners Section V of this document.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>● See the list of approved glossaries on the College Board website:<br/><a href="https://collegereadiness.collegeboard.org/pdf/sat-sd-college-board-approved-glossaries.pdf">https://collegereadiness.collegeboard.org/pdf/sat-sd-college-board-approved-glossaries.pdf</a></li> <li>● In SSD Online, no advance request required.</li> </ul> |
| R16  | <b>Large Block Answer Sheet</b>        | Response booklet with large blocks available for students to enter responses. | <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>● <b>One or two-day test administration</b> depending on amount of extra time student requires. <span style="float: right;">(con't next page)</span></li> </ul>   |

## SAT School Day Accommodations

| Code | Accommodation                       | Description   | Recommendations for Use   |
|------|-------------------------------------|---|---|
| R19  | <b>Calculator (talking/tactile)</b> | A special calculator available during the <i>calculator portion</i> of the test, such as a braille calculator or a talking calculator.  | <p>Students with visual impairments who are unable to use a standard calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a tactile calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator items. Talking calculators for calculator-permitted section can be requested in SSD Online under Assistive Technology.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• <b>One-day test administration</b></li> </ul>  |
| R20  | <b>Multiplication Table</b>         | A paper-based single digit (1-9) multiplication table will be available for reference.  | <p>For students with a documented and persistent calculation disability (i.e., dyscalculia).</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• <b>One-day test administration</b></li> </ul>   |
| R21  | <b>Speech-to-text</b>               | Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices. | <p>Students who have motor or processing disabilities (such as dysgraphia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software and have had many opportunities to use it prior to testing. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential.</p> <p>If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. For many of these students, using voice recognition software is the only way to demonstrate their composition skills.</p> <p>Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.</p> <p style="text-align: right;">(con't next page)</p> |

## SAT School Day Accommodations

| Code | Accommodation | Description | Recommendations for Use  |
|------|---------------|-------------|--|
|      |               |             | <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• Students need to be proficient in using the software instructionally.</li> <li>• <b>Notes</b> <ul style="list-style-type: none"> <li>○ <b>One-day test administration</b></li> <li>○ Assistive Technology Compatible Format (ATC) and Assistive Technology</li> <li>○ Use of assistive technology (e.g., screen reader/text-to-speech, ...)</li> <li>○ Digital version of the test delivered on a flash drive</li> <li>○ Students using this accommodation with the Assistive Technology Compatible format will have standard time on the test (unless any of the “Extended Time” codes is/are also an accommodation for the student) except for Writing and Language Section, where the student automatically receives 100% extended time.</li> <li>○ Student <b>MUST</b> use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.</li> <li>○ If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.</li> <li>○ For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text,</li> </ul> </li> </ul> <p style="text-align: right;">(con't next page)</p> |

## SAT School Day Accommodations

| Code | Accommodation                | Description  | Recommendations for Use  |
|------|------------------------------|--|--|
|      |                              |  | <p>and to view what they produce while composing via speech-to-text.</p> <ul style="list-style-type: none"> <li>○ Speech-to-text software requires the student to go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential.</li> </ul>   |
| R23  | <b>100s number table</b>     | A paper-based table listing numbers from 1–100.  | <p>The 100s number table is to be used for students with visual processing or spatial perception needs as documented in their IEP or 504 plan. The table can be printed for students requiring this accommodation. Use of other 100s number tables is prohibited.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• <b>One-day test administration</b></li> </ul>                       |
| R24  | <b>4-function Calculator</b> | A four-function calculator available during the <i>non-calculator portion</i> of the mathematics test for students with a mathematical disability. | <p>The only calculator approved for use during the non-calculator portion of the mathematics test is a four-function calculator (percentage key and square root key are acceptable).</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• <b>One-day test administration</b></li> </ul>  |
| R25  | <b>Word Processor Use</b>    | Students needing supports for answering essay and writing prompts due to physical constraints or dysgraphia.                                       | <p>Test administrators should ensure the word processing program and computer have disabled any special word processing features, applications, or software (spell checker, dictionary, etc).</p> <p>Must be paired with either T18 (+50% time for essay) or T21 (+100% time for essay)</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• <b>One-day test administration</b></li> </ul> |

## SAT School Day Accommodations

| Code | Accommodation                    | Description  | Recommendations for Use   |
|------|----------------------------------|--|---|
| T03  | Extra breaks                     | <b>Extra breaks:</b> Students are allowed to break halfway through longer sections and a break after every section.  | <p>Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• <b>One-day test administration</b></li> <li>• These students may need to be assigned to a different room or location to prevent distractions.</li> <li>• Students are provided with a break between each test section, and a break in the middle of longer sections of the test.</li> <li>• Students are not allowed to study for tests and must be monitored during breaks.</li> </ul>  |
| T07  | Flexible scheduling (late start) | <b>Flexible scheduling – late start:</b> Students can have later start in the day. Allow for the administration of the assessment at a time most beneficial to the student.  | <p>Scheduling changes can be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• <b>One-day or two-day test administration</b></li> <li>• These students will need to be assigned to a separate room or location to prevent distractions.</li> <li>• Decisions about how to schedule must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the disability involved.</li> </ul> <p>Students must complete the <i>SAT School Day</i> following the standard timing sequence (assuming they do not have extended time accommodations) but begin later than the general population of students.</p> |
| T09  | Separate Setting (small group)   | <b>Separate setting (small group):</b> Test location is altered so that the student is tested in a setting different from that made available for most students. The assessment may be administered in alternate education setting with appropriate supervision. | <p><b>When to select:</b></p> <ul style="list-style-type: none"> <li>• Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows them to work among a smaller group.</li> <li>• Students who may benefit from being in an environment that allows for movement, such as being able to walk around, may need an alternate location to</li> </ul> <p>(con't next page)</p>  |

## SAT School Day Accommodations

| Code | Accommodation                                | Description  | Recommendations for Use  |
|------|--|--|--|
|      |  |  | <p>be able to take the assessment. The separate setting may be in a different room.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• <b>One-day test administration</b></li> <li>• Changes in location are required for students who receive some accommodations (e.g. reader, scribe, or frequent breaks).</li> <li>• Each student tested in a separate setting within the school must be under the supervision of a trained examiner.</li> <li>• Students must be monitored during the entire testing period.</li> </ul>   |
| T11  | Testing Environment Modifications            | <p><b>Testing Environment Modifications:</b> Changes in lighting, furniture, etc. are allowed to provide required environment.</p>   | <p>When the student benefits from modification to settings such as use of accommodated seating, special lighting, or furniture. Other modifications may include permission to move, stand or pace during assessment in a manner where others' work cannot be seen and is not distracting to others.</p> <p>Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.</p>  |
| T12  | Preferential Seating                         | <p><b>Preferential seating:</b> Student is given special seating arrangements. Placement of student where he/she is most comfortable or placement of student near proctor.</p> | <p>For students who are easily distracted or may have a visual/auditory disability. The preferential seating may be in a specific location (for example, away from windows, doors, or pencil sharpeners, near the teacher's desk or in the front of a classroom).</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• <b>One-day test administration</b></li> <li>• Changes in instructional and assessment locations can benefit students who are easily distracted.</li> <li>• Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment which must be requested separately.</li> </ul> |
| T13  | Non-traditional Setting (change in location) | <p><b>Non-traditional setting (change in location):</b> College Board must be made aware of and approve of alternate testing locations.</p>                                    | <p>In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or at home.</p> <p>Students with disabilities preventing them from attending school will be administered the test at a location other than school.</p>   |



## SAT School Day Accommodations

| Code | Accommodation                               | Description   | Recommendations for Use  |
|------|---|---|--|
| T14  | Flexible Scheduling (limited timed testing) | <b>Flexible scheduling – limited timed testing:</b> Students are allowed to take the test broken into shorter timeframes taken over two days. | <p>Scheduling changes can be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day. For example, for students who have difficulty concentrating or staying on task as the day progresses, it may help to schedule tests that require the greatest concentration in the morning.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• <b>Two-day test administration</b></li> <li>• Students must complete each section of the test once it is started.</li> <li>• Students will need to be assigned to a separate room or location to prevent distractions.</li> <li>• Decisions about how to schedule must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the disability involved.</li> </ul> |
| T15  | Extended breaks                             | <b>Extended breaks:</b> Students take extended regularly scheduled breaks.  | <p>Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• <b>One-day test administration</b></li> <li>• These students may need to be assigned to a different room or location to prevent distractions.</li> <li>• Students are provided with double the time allotted for regularly scheduled breaks</li> <li>• Some students who request extended breaks may need additional accommodations such as permission to eat, take medication, or permission to test blood sugar. These must be requested specifically.</li> <li>• Students are not allowed to study for tests and must be monitored during breaks.</li> </ul>                                       |
| T16  | Breaks as needed                            | <b>Breaks as needed:</b> Students are allowed to take breaks during a test section. Timing of the test is paused during the break.            | <p>Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• <b>One-day test administration</b><br/>These students may need to be assigned to a different room or location to prevent distractions.</li> </ul> <p style="text-align: right;"><small>(con't next page)</small></p>  |

## SAT School Day Accommodations

| Code | Accommodation                          | Description   | Recommendations for Use   |
|------|--|---|---|
|      |  |   | <ul style="list-style-type: none"> <li>Typically given to students with physical or medical conditions</li> <li>Breaks are granted as requested by the student during the exam. Timing of the test is paused during the break.</li> <li>Some students who request extended breaks may need additional accommodations such as permission to eat, take medication, or permission to test blood sugar. These must be requested specifically.</li> <li>Students are provided with breaks as requested. Most students' needs are met with a 10-minute break. However, if a student requests additional time, grant the request within reason.</li> <li>Students are not allowed to study for tests and must be monitored during breaks.</li> </ul>   |
| T17  | Extra time +50% reading (all sections) | <p><b>Extended time – 50% reading (all test sections):</b> Each section of the test is administered using 50% extra time. This accommodation is time and one half – for example, an extension from 1 hour to 1 hour and 30 minutes.</p> | <p>Students who need additional testing time on timed assignments and tests.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li><b>Two-day test administration</b></li> <li>Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.</li> <li>When students receive extended time for the reading section of the test, they automatically receive the <u>same amount of extended time for all other sections of the test.</u></li> <li>Students <b>MUST</b> be given and <b>USE</b> the entire amount of time for each section of the test (regular time and extended time) and <b>CANNOT</b> move to the next section of the test until time is called. Tests must be completed following the schedule in the <i>SAT School Day Accommodations Manual</i>.</li> </ul> |
| T18  | Extended time – 50% essay only         | <p><b>Extended time – 50% essay only:</b> The essay section of the test is administered using 50% extra time. This accommodation is time and one half – for example, an extension from 50 minutes to 75 minutes.</p>                    | <p>Students who need additional testing time on timed assignments and tests.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li><b>One-day test administration</b>, if extended time is only 50% for essay.</li> </ul>  |

## SAT School Day Accommodations

| Code | Accommodation                               | Description   | Recommendations for Use  |
|------|---|---|--|
| T19  | Extended time – 50% math only               | <b>Extended time – 50% math only:</b><br>The mathematics sections (Math without calculator and Math with calculator) are administered using 50% extra time. This accommodation is time and one half – for example, an extension from 1 hour 20 minutes to 2 hours 1 minute (additional minute due to rounding). | Students who need additional testing time on timed assignments and tests.<br><b>Notes</b> <ul style="list-style-type: none"> <li>• <b>One-day test administration</b>, if extended time is only 50% for math.</li> </ul>   |
| T20  | Extended time – 100% reading (all sections) | <b>Extended time – 100% reading (all sections):</b> Each section of the test is administered using 100% extra time. This accommodation is double time – for example, an extension from 1 hour to 2 hours.   | Students who need additional testing time on timed assignments and tests.<br><b>Notes</b> <ul style="list-style-type: none"> <li>• <b>Two-day test administration</b></li> <li>• Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.</li> <li>• When students receive extended time for the reading section of the test, they automatically receive the same amount of extended time for all other sections of the test.</li> <li>• Students <b>MUST</b> be given and <b>USE</b> the entire amount of time for each section of the test (regular time and extended time) and <b>CANNOT</b> move to the next section of the test until time is called.</li> <li>• Tests must be completed following the schedule in the <i>SAT School Day Accommodations Manual</i>.</li> </ul> |
| T21  | Extended time – 100% essay only             | <b>Extended time – 100% essay only:</b><br>The essay is administered using 100% extra time. This accommodation is double time – for example, an extension from 50 minutes to 1 hour 40 minutes.   | Students who need additional testing time on timed assignments and tests.<br><b>Notes</b> <ul style="list-style-type: none"> <li>• <b>Two-day test administration</b></li> <li>• Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.</li> <li>• Students <b>MUST</b> be given and <b>USE</b> the entire amount of time for each section of the test (regular time and extended time)</li> </ul>  |

(con't next page)

## SAT School Day Accommodations

| Code | Accommodation                         | Description   | Recommendations for Use   |
|------|---------------------------------------|---|---|
|      |                                       |   | and CANNOT move to the next section of the test until time is called. Tests must be completed following the schedule in the <i>SAT School Day Accommodations Manual</i> .   |
| T22  | <b>Extended time – 100% math only</b> | <b>Extended time – 100% math only:</b><br>The mathematics are administered using 100% extra time. This accommodation is double time – for example, an extension from 1 hour 20 minutes to 2 hours 40 minutes. | <p>Students who need additional testing time on timed assignments and tests.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• <b>One-day test administration</b></li> <li>• Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.</li> <li>• Students MUST be given and USE the entire amount of time for each section of the test (regular time and extended time) and CANNOT move to the next section of the test until time is called. Tests must be completed following the schedule in the <i>SAT School Day Accommodations Manual</i>.</li> </ul> |

| SAT School Day<br>Testing with Accommodations Date, Room, Manual, and Test Book Guidance |   |                         |   |                         |  |                         |
|--|---|-------------------------|---|-------------------------|--|-------------------------|
| Testing Days   |   |                         |   |                         |  |                         |
| Primary Test Day   |   |                         |   |                         | Accommodated Test Window   |                         |
| One-Day Testing in Standard Testing Room   |   |                         | One-Day Testing in Accommodated Testing Room  |                         | One- or Two-Day Testing in Accommodated Testing Room   |                         |
| SAT School Day Standard Testing Manual   |   |                         | SAT School Day Accommodated Testing Manual, Scripts 1-3                                 |                         | SAT School Day Accommodated Testing Manual, Scripts 1-6  |                         |
| Purple Test Book   |   |                         | Purple Test Book  |                         | Blue Test Book   |                         |
| No Accommodations  | SSD Online Accommodation<br><b>Script 1</b>   | WVDE Accommodation Code | SSD Online Accommodation<br><b>Script 1</b>   | WVDE Accommodation Code | SSD Online Accommodation<br><b>Script 1</b>  | WVDE Accommodation Code |
|  | <b>14-pt large print test book</b><br>(Standard Time and Breaks)<br><b>Script 1</b> | P19                     | <b>Extended breaks;</b><br>double time of standard breaks<br><b>Script 1</b>            | T15                     | <b>20-pt (or larger) large print</b><br>(Standard Time and Breaks); 1 day testing<br><b>Script 1</b>   | P19                     |
|  | <b>Large print test/block answer sheet</b><br><b>Script 1</b>                       | P19                     | <b>Extra breaks</b><br><b>Script 2</b><br>(Standard Time)                               | T03                     | <b>Magnifying machine;</b> 1 day testing<br><b>Script 1</b>  | P23                     |
|  | <b>Masking</b><br><b>Script 1</b>   | P37                     | <b>Four-function calculator on Math Test - No Calculator section</b><br><b>Script 1</b> | R24                     | <b>Braille;</b> will receive braille kit; UEB w/Nemeth Code for math; 1-day testing; additional braille directions for test day in Accommodated Testing Manual (Standard Time and Breaks)<br><b>Script 1</b> | P03, P35                |

| SAT School Day<br>Testing with Accommodations Date, Room, Manual, and Test Book Guidance |   |  |  |     |  |     |
|--|---|--|--|-----|--|-----|
| Testing Days   |   |  |  |     |  |     |
| Primary Test Day   |   |  |  |     | Accommodated Test Window   |     |
| One-Day Testing in Standard Testing Room   |   |  | One-Day Testing in Accommodated Testing Room                     |     | One- or Two-Day Testing in Accommodated Testing Room   |     |
| SAT School Day Standard Testing Manual   |   |  | SAT School Day Accommodated Testing Manual, Scripts 1-3          |     | SAT School Day Accommodated Testing Manual, Scripts 1-6  |     |
| Purple Test Book   |   |  | Purple Test Book   |     | Blue Test Book   |     |
|  | Written copy of oral instructions<br>Script 1 |  | Tactile calculator on Math Test - Calculator Section<br>Script 1 | R19 | Braille writer; 1 day testing; answers must be transcribed to answer document; see Supervisor Manual for additional information<br>Script 1  | R03 |
|  | Permission for food/medication<br>Script 1    |  | Permission to test blood sugar<br>Script 1                       |     | Human Reader; 2 day testing (Day 1 testing stops after Section 3); must be in 1:1 setting; additional reader directions for test day in Accommodated Testing Manual (Automatically receives 50% extended time)<br>Script 5 | P14 |

| SAT School Day<br>Testing with Accommodations Date, Room, Manual, and Test Book Guidance |                                      |  |   |                          |   |     |
|--|--------------------------------------|--|---|--------------------------|---|-----|
| Testing Days   |                                      |  |   |                          |   |     |
| Primary Test Day   |                                      |  |   | Accommodated Test Window |   |     |
| One-Day Testing in Standard Testing Room   |                                      |  | One-Day Testing in Accommodated Testing Room            |                          | One- or Two-Day Testing in Accommodated Testing Room  |     |
| SAT School Day Standard Testing Manual   |                                      |  | SAT School Day Accommodated Testing Manual, Scripts 1-3 |                          | SAT School Day Accommodated Testing Manual, Scripts 1-6   |     |
| Purple Test Book   |                                      |  | Purple Test Book  |                          | Blue Test Book  |     |
|  | Wheelchair accessibility<br>Script 1 |  | Small group setting<br>Script 1                         | T09                      | MP3 audio test format; 2 day testing (Day 1 testing stops after Section 2); needs headphones; see Supervisor Manual for additional information (Automatically receives 100% extended time plus an additional 45 minutes on Section 2)<br>Script 6 | P13 |

| SAT School Day   |                                  |     |  |                          |  |     |
|--|----------------------------------|-----|--|--------------------------|--|-----|
| Testing with Accommodations Date, Room, Manual, and Test Book Guidance |                                  |     |  |                          |  |     |
| Testing Days   |                                  |     |  |                          |  |     |
| Primary Test Day   |                                  |     |  | Accommodated Test Window |  |     |
| One-Day Testing in Standard Testing Room                               |                                  |     | One-Day Testing in Accommodated Testing Room   |                          | One- or Two-Day Testing in Accommodated Testing Room   |     |
| SAT School Day Standard Testing Manual                                 |                                  |     | SAT School Day Accommodated Testing Manual, Scripts 1-3  |                          | SAT School Day Accommodated Testing Manual, Scripts 1-6  |     |
| Purple Test Book   |                                  |     | Purple Test Book   |                          | Blue Test Book   |     |
|  | Preferential seating<br>Script 1 | T12 | 50% Math extended time (math only)<br>Script 1 and Script 3 - will switch scripts during administration. | T19                      | Writer/scribe to record student responses; 2 day testing (Day 1 testing stops after Section 3); additional scribe directions for test day in Accommodated Testing Manual; answers must be transcribed to answer document (Automatically receives 50% extended time and extra breaks)<br>Script 5 | R04 |



| SAT School Day<br>Testing with Accommodations Date, Room, Manual, and Test Book Guidance |   |     |  |     |   |                         |
|--|---|-----|--|-----|---|-------------------------|
| Testing Days   |   |     |  |     |   |                         |
| Primary Test Day   |   |     |  |     | Accommodated Test Window  |                         |
| One-Day Testing in Standard Testing Room   |   |     | One-Day Testing in Accommodated Testing Room   |     | One- or Two-Day Testing in Accommodated Testing Room  |                         |
| SAT School Day Standard Testing Manual   |   |     | SAT School Day Accommodated Testing Manual, Scripts 1-3  |     | SAT School Day Accommodated Testing Manual, Scripts 1-6   |                         |
| Purple Test Book   |   |     | Purple Test Book   |     | Blue Test Book  |                         |
|  | <p><b>Record answers in test book;</b> answers must be transcribed to answer document<br/><b>Script 1</b></p> | R04 | <p><b>50% Essay extended time (essay only)</b><br/><b>Script 1 and Script 3 - will switch scripts during administration.</b></p> | T18 | <p><b>Assistive Technology Compatible (ATC) format;</b> 1-day testing; additional ATC directions for test day in Accommodated Testing Manual and in Supervisor Manual; may need headphones (Automatically receives 100% extended time on Section 2)<br/><b>Script 1 and Script 4 - will switch scripts during administration.</b></p> | P17, P21, P22, P23, P28 |
|  | <p><b>Use of colored overlay</b><br/><b>Script 1</b></p>  | P39 | <p><b>100s Table</b><br/><b>Script 1</b></p>   | R23 | <p><b>Computer for essay;</b> 1 day testing (See pp.13-14, 24 in Accommodated Testing Manual and p. 21 in Supervisor Manual for limitations)</p>  | R11                     |

| SAT School Day<br>Testing with Accommodations Date, Room, Manual, and Test Book Guidance |   |   |  |   |   |     |
|--|---|---|--|---|---|-----|
| Testing Days   |   |   |  |   |   |     |
| Primary Test Day   |   |   |  | Accommodated Test Window                                |   |     |
| One-Day Testing in Standard Testing Room   |   | One-Day Testing in Accommodated Testing Room            |  | One- or Two-Day Testing in Accommodated Testing Room    |   |     |
| SAT School Day Standard Testing Manual   |   | SAT School Day Accommodated Testing Manual, Scripts 1-3 |  | SAT School Day Accommodated Testing Manual, Scripts 1-6 |   |     |
| Purple Test Book   |   | Purple Test Book  |  | Blue Test Book  |   |     |
|  |   |   |  |   | <b>Script 1</b>   |     |
|  | <b>Auditory amplification system</b><br><b>Script 1</b>                 | P49   | <b>Abacus</b><br><b>Script 1</b>               | R05   | <b>Breaks as needed;</b><br>1 day testing<br><b>Script 1</b>  | T16 |
|  | <b>Sign language interpreter for test directions</b><br><b>Script 1</b> | P16   | <b>Multiplication Table</b><br><b>Script 1</b> | R20   | <b>One-to-one testing;</b><br>1 day testing<br><b>Script 1</b>  | T10 |
|  | <b>Noise buffer</b><br><b>Script 1</b>                                  | P42   |  |   | <b>Late start time</b><br><b>Script 1</b>   | T07 |
|  |   |   |  |   | <b>Home/hospital setting;</b><br>1 day testing<br><b>Script 1</b>   | T09 |
|  |   |   |  |   | <b>Limited testing time</b><br><b>Script 1</b>  | T14 |
|  |   |   |  |   | <b>100% Reading extended time (entire test);</b><br>2 day testing<br>(Day 1 testing stops after Section 3)<br><b>Script 4</b> | T20 |

| SAT School Day<br>Testing with Accommodations Date, Room, Manual, and Test Book Guidance |  |   |                          |   |
|--|--|---|--------------------------|---|
| Testing Days   |  |   |                          |   |
| Primary Test Day   |  |   | Accommodated Test Window |   |
| One-Day Testing in Standard Testing Room   |  | One-Day Testing in Accommodated Testing Room            |                          | One- or Two-Day Testing in Accommodated Testing Room  |
| SAT School Day Standard Testing Manual   |  | SAT School Day Accommodated Testing Manual, Scripts 1-3 |                          | SAT School Day Accommodated Testing Manual, Scripts 1-6   |
| Purple Test Book   |  | Purple Test Book  |                          | Blue Test Book  |
|  |  |   |                          | <p><b>100% Essay extended time (essay only);</b><br/>1 day testing (2 day if combined with 100% extended time on Math; Day 1 testing stops after Section 3)<br/><b>Script 1 and Script 4 - will switch scripts during administration.</b></p> <p style="text-align: center;">T21</p>  |
|  |  |   |                          | <p><b>100% Math extended time (math only);</b><br/>1 day testing (2 day if combined with 100% extended time on Writing; Day 1 testing stops after Section 3)<br/><b>Script 1 and Script 4 - will switch scripts during administration.</b></p> <p style="text-align: center;">T22</p> |

| SAT School Day<br>Testing with Accommodations Date, Room, Manual, and Test Book Guidance |  |   |                          |   |     |
|--|--|---|--------------------------|---|-----|
| Testing Days   |  |   |                          |   |     |
| Primary Test Day   |  |   | Accommodated Test Window |   |     |
| One-Day Testing in Standard Testing Room   |  | One-Day Testing in Accommodated Testing Room            |                          | One- or Two-Day Testing in Accommodated Testing Room  |     |
| SAT School Day Standard Testing Manual   |  | SAT School Day Accommodated Testing Manual, Scripts 1-3 |                          | SAT School Day Accommodated Testing Manual, Scripts 1-6   |     |
| Purple Test Book   |  | Purple Test Book  |                          | Blue Test Book  |     |
|  |  |   |                          | <b>50% Reading extended time (entire test);</b><br>2 day testing (Day 1 testing stops after Section 3)<br><b>Script 5</b> | T17 |
|  |  |   |                          | <b>Present entire test in Signed Exact English;</b><br>1 day testing<br><b>Script 1</b>                                   | P06 |
|  |  |   |                          | <b>Large Block Answer Sheet</b><br>1 or 2 day depending on amount extra time required by student<br><b>Script 4 or 5</b>  | R16 |

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## Section VIII. Accommodations Guidelines for the National Assessment of Educational Progress (NAEP)

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The NAEP Long-Term Trend (LTT) assessment is a national representative sample of age 9, age 13 and age 17 students conducted by the National Center for Education Statistics (NCES). NAEP LTT was designed to measure students' knowledge in mathematics and reading. NAEP LTT is reported at the national level only. No state, district, or school results are reported.

Main National Assessment of Educational Progress (NAEP) is a national assessment of a representative sampling of America's students in Grades 4, 8, and 12 conducted by the National Center for Education Statistics (NCES). NAEP measures what America's students know and can do in various subject areas. Assessments are conducted periodically in various subjects, such as reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. As defined in the Elementary and Secondary Education Act, NAEP reading and mathematics assessments are required to be administered to fourth and eighth graders. As defined by West Virginia Code §18-2E-2, NAEP shall be administered in academic areas at various grades designated by NAEP officials. As indicated in West Virginia Board of Education (WVBE) Policy 2340, NAEP is part of the West Virginia Measures of Academic Progress (WV-MAP). Students' participation on NAEP is required by Policy 2340. Only students who take the *WVASA* or who have assessment accommodations for the statewide *WVGSA Grades 3-8* or *SAT School Day* that are not allowed on NAEP, may be considered for exclusion on NAEP.

NAEP assessments are administered uniformly using the same sets of test books across the nation. Its results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This consistency permits NAEP to provide a clear picture of the academic progress of the nation's students over time. Some NAEP assessments also produce state-level results.

The allowed accommodations and requirements for administration of NAEP are determined by NCES and the National Assessment Governing Board (NAGB) and information about them is provided to the schools through the MyNAEP secure website for NAEP sampled schools.<sup>19</sup> NAEP accommodations for each assessment year are typically finalized in late fall prior to the assessment year. Sampled schools should check the MyNAEP site when indicated by State NAEP Coordinator for the current accommodations. The accommodations listed in this document were used for NAEP in the most recent assessment at the time of publication.

On March 6, 2010, NABG adopted a new Policy Statement on *NAEP Testing and Reporting on Students with Disabilities and English Language Learners*.<sup>20</sup> This policy statement provides the following guidance for inclusion of students with disabilities and English learners:

- The proportion of all students excluded from any NAEP sample should not exceed 5%. Samples exceeding this goal shall be prominently designated in reports as not attaining the desired inclusion rate of 95% of the total sample.
- Among students classified as being either English learners (i.e., having limited English proficiency) or students with disabilities, a goal of 85% inclusion shall be established. National, state, and district samples falling below this goal shall be identified in NAEP reporting. This inclusion rate is in the calculation of the Individuals with Disabilities Act (IDEA) Part B Results-Driven Accountability.

NAEP assesses a representative sample of all students across the state, including those with special needs. NAEP strives to obtain as complete a picture as possible of the educational progress of all students. Thus, the NAEP sample includes students who have been identified as having physical, emotional, or developmental disabilities; or who have had limited exposure to the English language. NAEP's goal is to include as many students with disabilities and/or limited English proficiency as

possible; therefore, NAEP's advice to schools is, when in doubt, include the student.

NAEP is administered by a federally contracted assessment team that receives extensive training to ensure consistent administration across the nation. School personnel may be asked to assist with some accommodations, such as signing questions for students.

Questions regarding accommodations on NAEP should be directed to your school's NAEP coordinator. Determination of accommodations should be made by the school prior to the NAEP Preassessment Review Call conducted prior to the assessment administration and updated as necessary.

WVBE Policy 2340 states:

All public-school students enrolled at Grades 4, 8 and 12 who are part of the NAEP state sample shall participate in the NAEP. Students participating in the *WVASA* and students with IEPs, Section 504 Plans, or ELPA21 Assessment Participation Forms whose accommodation is not allowed by NAEP may be excluded from participation or assessed and not scored after having been randomly selected.

School personnel with the best knowledge of the student's accommodation needs should use the guidance provided on the MyNAEP site to decide if the student should be included in the NAEP assessment and the accommodations needed. In general, students should receive the same accommodations on NAEP that are provided for the *WVGSA*. Please review the student's plan accommodations prior to the assessment.

Since NAEP is a low-stakes assessment for students, students should not be excluded on NAEP solely because an accommodation allowed on the *WVGSA* is not allowed on NAEP. Each student's participation or exclusion should be considered carefully. **Every student who can participate should.**

### **Procedures for Monitoring NAEP Exclusions and Accommodations**

As with all state assessments, NAEP accommodations and exclusions must be monitored. NAEP exclusions are monitored by the NAEP state coordinator. Accommodations on NAEP are monitored by the assessment administration contractor and NAEP state coordinator. Since accommodations on NAEP and exclusions from NAEP are monitored using these two procedures, schools are not required to complete the *WVS.326* process.

In compliance with federal regulations, the NAEP state coordinator must monitor exclusions on NAEP. For each student excluded from the NAEP assessment, the NAEP school coordinator or principal should email the following information to the NAEP state coordinator as instructed on the MyNAEP site:

- NAEP Session #
- Line #
- Subject Assigned to Student
- Reason for Exclusion (Student takes the *WVASA* or specify the accommodation required for student but not available on NAEP)

**Student names should not be emailed.**

Remember students should take NAEP using the same accommodations used *WVGSA*. Any exclusion that appears to violate WVBE Policy 2340 may be reviewed further.

**If a student needs an accommodation not listed on MyNAEP, the school coordinator should contact the NAEP state coordinator at the West Virginia Department of Education prior to submitting the request on the MyNAEP system.**

## NAEP Accommodations for Students with IEPs and Section 504 Plans

The accommodation information listed in this document reflects the most current known accommodations. The accommodation information and administration practices for NAEP testing for any given assessment year are provided to schools through the MyNAEP site and/or discussed with school personnel during the Preassessment Review Call in January.

Each accommodation is described below. If a student needs an accommodation not listed, the NAEP school coordinator should discuss the specific accommodation with the NAEP state coordinator at the West Virginia Department of Education prior to enter the request in the MyNAEP system.

### **Zooming**

Universal Design tool for digitally-based assessment available to all students  
Not available for paper-pencil assessments

Description: Tool to enlarge content onscreen up to 2 times the default text/image size.

NOTE: This only enlarges the items, NOT the tool icons, menus, calculator, equation editor, etc. If a student needs additional magnification, use the magnification equipment accommodations.

### **Individual Testing Experience/One-on-One**

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Individual Testing Experience

Description: For digitally-based assessments, this accommodation is considered unnecessary due to the mode of test administration. All students are interacting on a one-on-one basis with the tablet and will have earbuds to reduce distractions. Read Aloud and other accommodations will be provided through the tablet and will not distract other students in the room. If the student's use of earbuds is not sufficient separation from the other students, the Separate Location accommodation should be added.

One-on-One

For paper-pencil assessments, this accommodation requires that a student is assessed individually in an area free of distractions.

### **Separate Location/Small Group**

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: For digitally-based assessments, this accommodation is considered unnecessary due to the mode of test administration. All students are interacting on a one-on-one basis with the tablet and will have earbuds to reduce distractions. Read Aloud and other accommodations will be provided through the tablet and will not distract other students in the room. However, if the school determines this setting is still too distracting, the student can be assessed in a separate testing area.

For paper-pencil assessments, a small group session generally includes no more than five students. A student can be assigned to a small group session because he/she requires one, or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session.

NOTE: In digitally-based assessments, students will be tested in the regular session with up to 25 other students. If students need to be assessed in a smaller group, please select the accommodation “Separate Session”.

### **Directions Only Read Aloud/Text-to-Speech (English)**

Universal Design tool for digitally-based assessment available to all students  
Allowed for all NAEP assessments

Description: For digitally-based assessments, general directions are read aloud to all students. Directions within the assessment can be selected and read aloud by the system using text-to-speech.

For paper-pencil assessment, all students may have the directions read aloud, repeated or reworded so that they understand what to do and where to record answers. The student should raise his/her hand to be asked for the directions read. This is not considered an accommodation.

Some students’ IEPs or 504 Plans stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement, but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising his or her hand during the session, and it will not be recorded as an accommodation.

### **Directions Explained/Clarified**

Universal Design tool available for all students  
Allowed for all NAEP assessments

Description: Students can raise their hand at any time to ask the test administrator to clarify or explain directions.

Note: This accommodation should be chosen if the student requires directions to be simplified.

### **Read Aloud/Text-to-Speech (English) – Occasional or Most or All**

Universal Design tool for digitally-based assessment available to all students (**not allowed on Reading for passages or items**)  
Allowed for all NAEP paper-pencil assessments except Reading

Description: For digitally-based assessment, students select some or all text to be read aloud by the system using text-to-speech. The tutorial explains how to use the text-to-speech tool and has full audio. **Read Aloud/Text-to-Speech (English) – Occasional or Most or All is not allowed for reading passages or reading items.**

For paper-pencil assessments, there are two options. Students may request to have an occasional words, phrases, or sentences read aloud to them in English. **Read Aloud in English – Occasional is not allowed for reading.** Some students may need to have most or all of the assessment booklet read aloud to them in English. **Read Aloud in English – Most or All is not allowed for reading.**

NOTE: Students taking the paper-pencil assessment who require most or all of the assessment to be read aloud should be tested in a separate session and be given extended time.



### **Use a Computer/Tablet to Respond**

Universal Design tool for digitally-based assessment available to all students

Description: For digitally-based assessments, all students respond on NAEP-provided tablets.

For paper-pencil assessments, student record answers using a computer or tablet **provided by the school**.

### **Color Theming**

Universal Design tool for digitally-based assessment available to all students

Not available for paper-pencil assessments

Description: Students have a choice of three color contrast options, including one high-contrast option. The default is black text on white background and the two other options are white text on black background and black text on beige background. The tutorial explains how to use the color theming tool and has full audio.

*NOTE: This tool is not available for the tutorial and some items. If students need all content in high contrast, please select the accommodation High Contrast for Visually Impaired Students.*

### **Scratchwork/Highlighter Capability**

Universal Design tool for digitally-based assessment available to all students

Description: A scratchwork/highlighter tool allows freehand drawing and highlighting on the screen. The scratchwork/highlighter tool is available for most content. The tutorial explains how to use the scratchwork/highlighter tool and has full audio.

NOTE: This tool is not available for the scenario-based tasks.

### **Eliminating Capability**

Universal Design tool for digitally-based assessment available to all students

Description: This accommodation allows students to gray out answer choices for multiple choice items. The tutorial explains how to use the elimination tool and has full audio.

NOTE: This tool is not available for the scenario-based tasks or writing assessment.

### **Volume Adjustment**

Universal Design tool for digitally-based assessment available to all students

Description: Some portions of the assessment tool audio, such as text-to-speech or multimedia item content. Students may raise or lower the volume using a control on the tablet. The tutorial explains how to use the volume adjustment and has full audio.

### **Closed Captioning**

Universal Design tool for digitally-based assessment available to all students

Description: All voice-over narration is closed captioned.

### **Scratch Paper**

Universal Design tool for all students

Description: For digitally-based assessments, administrators will inform students that scratch paper and pencil is available upon request. Students can raise their hands to request scratch paper and pencil.

For paper-pencil assessments, administrators inform student that they can use the white space in the test booklet as scratch paper.

### **Electronic Spellcheck and Thesaurus**

Universal Design tool for digitally-based writing assessment available to all students

This universal design element is incorporated into the interface with automatic and user-prompted activation options.

### **Extended Time**

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: This accommodation requires that students be given extra time to complete the assessment. The students will be given 3 times the amount of time for the cognitive blocks. For digitally-based assessments, extended time is incorporated in the timed session. Students with extended time should be included in the first session to ensure enough time is available.

NOTE: NAEP is a timed, but not a “speeded” test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students are able to complete the NAEP cognitive sections in the time allowed (15 minutes per section). Students should answer the questions in order. Any question remaining (not answered at the end of booklet) will not be scored.

### **Marks/Writes Directly In Test Booklet**

Universal Design tool for all NAEP assessments

For paper-pencil assessments, all students write directly in the test book. NAEP does not have Scantron™ or bubble sheets.

For digitally-based assessments, except the technology engineering literacy assessment, students write on the screen with a stylus. For technology engineering literacy, students use the mouse and keyboard to input responses.

### **Large Print Version of the Test**

Allowed for NAEP paper-pencil

Description: NAEP provides large-print booklets to students who are visually impaired. These are assessment booklets that have been enlarged to 129 percent.

### **Magnification Equipment**

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics

Description: For digitally-based assessments, this accommodation is for students requiring magnification of all assessment content, including tools, menus, and scenario-based tasks. Screen magnification software allows students to scroll over a portion of the screen to magnify the image on the screen.

For paper-pencil assessments, this is a lens or system **provided by the school** that enhances visual function. Magnification devices include eyeglass-mounted magnifiers, freestanding or handheld magnifiers, enlarged computer monitors, or computers with screen-enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen. Some magnification devices may introduce security issues since, in most cases, the NAEP booklet will need to be scanned before the assessment in order to make use of the equipment. School coordinators should contact the NAEP representative for details on how to arrange for the appropriate non-disclosure forms to be completed, if advanced scanning is necessary.

NOTE: See “Zooming” to determine if students need the additional magnification on digitally-based assessments provided with this accommodation.

### **Low Mobility Version of the Test**

Allowed for digitally-based assessments

Description: This accommodation provides a test form with items that are keyboard navigable and do not require the use of the mouse or touch pad.

### **Calculator Version of the Test**

Allowed for mathematics

Description: This accommodation provides a mathematics test form that permits the use of a calculator. The calculator version of the assessment contains items that assess problem-solving, not calculations. The onscreen calculator provided as part of the assessment system for Grade 4 is a TI-108. For Grades 8 and 12, it is a TI-30XS. For the paper-pencil assessment, a scientific calculator will be provided, or students may bring their own to the assessment. **Calculator version of the test is not allowed for Reading or Science.**

### **Difficulties in Hearing Version of the Test**

Allowed for NAEP subjects with audio content

Description: This accommodation provides a test form that has all auditory content closed captioned.

### **High Contrast for Visually-Impaired Students**

Allowed for all digitally-based assessments

Description: For visually impaired students that require high contrast of all content a special form is provided without any image/video content and has white text on black background.

NOTE: This tool is not available for the tutorial, the scenario-based tasks, or any image/video content.

### **Breaks during Test**

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day.

Some students may need to have breaks in the assessment to deal with medical issues, such as diabetic needs.

Use Computer/Tablet to Respond

Allowed for paper-pencil assessments

Description: Student record answers using a computer or tablet **provided by the school.**

### **Familiar Person Present or Administer the Test**

Allowed for mathematics, reading, science, writing, U. S. history, civics, geography, economics, technology and engineering literacy

Description: This accommodation requires that a **school staff member the student regularly works with be present in the testing room** while the assessment is being conducted. The NAEP assessment team will administer the assessment.

For paper-pencil assessments, this accommodation could allow a **school staff member** familiar to the student to administer or be present during the session.

NOTE: Only trained NAEP staff may conduct the digitally-based testing session.

### **Uses Template**

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: Templates are **provided by the school** and may include masking, color overlays, line reader, and place marker. For questions about allowed templates, the NAEP school coordinator should contact the Office of Assessment.

For digitally-based assessments, this is a cutout or overlay **provided by the school** that is used to focus a student's attention on one part of a screen by obscuring the other parts of the screen.

For paper-pencil assessments, this is a cutout or overlay **provided by the school** that is used to focus a student's attention on one part of a page by obscuring other parts of the page.

### **Special Equipment**

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: Special equipment is **provided by the school** and may include the following:

FM system, amplification equipment, auditory amplification device, noise buffer, study carrel, blinder, special lighting, adaptive furniture, stress ball, sensory fidget item. It may also include special light and furniture used by the student.

For questions about allowed templates, the NAEP school coordinator should contact the Office of Assessment.

### **Preferential Seating**

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: This accommodation requires that the student sit in a designated area for the assessment, such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so the student can see or hear more easily.

### **Cueing to Stay on Task**

Allowed for all NAEP assessments

Description: Cueing to stay on task must be **provided by a school staff member**. This includes monitor for understanding, monitor placement of responses, redirect to stay on task, reminders to stay on task, prompt to stay on task, verbal encouragement, reinforcement, refocus, track test items. School staff member should discuss this accommodation with the NAEP administrator prior to the start of the assessment. Cueing to stay on task CANNOT provide assistance with answering the questions.

### **Scribe**

Allowed for mathematics, reading, science, U.S. history, civics, geography, economics, technology and engineering literacy (not allowed in writing)

Description: This accommodation requires that the student respond orally to a scribe **provided by the school** or respond by pointing to his/her answers. The scribe then records the student's responses in the assessment booklet for paper-pencil or on the tablet for digitally based.

NOTE: Students taking the paper-pencil assessment who require a scribe to respond to the assessment should be tested in a separate session and be given extended time.

This accommodation should be conducted in a separate session.

### **Directions Only Presented in Sign Language**

Allowed for reading, mathematics, science, U. S. history, geography, civics

Description: A qualified sign language interpreter **at the school** signs the instructions included in the session script. The interpreter should be someone who typically works with the student.

Note: The school determines who is a qualified sign language interpreter.

### **Presentation in Sign Language/Response in Sign Language**

Allowed for mathematics, science, U. S. history, geography, civics

Description: This accommodation requires that a qualified sign language interpreter **at the school** sign the instructions included in the session script and some or all of the test questions or answer choices for the student. The interpreter should be someone who typically works with the student.

**Presentation in Sign Language is not allowed in Reading for reading passages or test questions.**

**Response in Sign Language** requires the scribe accommodation.

Note: The school determines who is a qualified sign language interpreter.

Students taking the paper-pencil assessment who require presentation or response in sign language should be tested in a separate session and be given extended time. Include scribe accommodation for response in sign language.

### **Braille Version of the Test**

Allowed for reading, mathematics, science, U.S. history, civics, and geography

Description: The Braille version of the test is a paper-pencil embossed Braille form of the test. NAEP uses contracted Unified English Braille (UEB) for all subjects. For the mathematics and science assessments, NAEP uses UEB plus Nemeth. Student can use a scribe to records his or her answers (select Scribe accommodation). Scribe is **provided by the school** and records the student responses directly on the tablet. Student can use a Braille output device provided by the school.

NOTE: This accommodation requires a separate session and scribe.

## NAEP Accommodations for English Learners

The information listed in this document reflects the most current known accommodations. The accommodation information and administration practices for NAEP testing for any given assessment year will be provided to schools through the MyNAEP site in early December and/or discussed with school personnel during the Preassessment Review Call in January.

Each accommodation is described below. Please note some of the accommodations allowable on NAEP are not allowed on other West Virginia assessments. Careful consideration needs to be given to each decision regarding these accommodations. If the student has not had the opportunity to practice with the accommodation during instructions, it may adversely affect student performance on the NAEP assessment. If a student needs an accommodation not listed, the NAEP school coordinator should discuss the specific accommodation need with the NAEP state coordinator at the West Virginia Department of Education prior to enter the request in the MyNAEP system.

### **Zooming**

Universal Design tool for digitally-based assessment available to all students  
Not available for paper-pencil assessments

Description: Tool to enlarge content onscreen up to 2 times the default text/image size.

NOTE: This only enlarges the items, NOT the tool icons, menus, calculator, equation editor, etc. If a student needs additional magnification, use the magnification equipment accommodations.

### **Individual Testing Experience/One-on-One**

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Individual Testing Experience

Description: For digitally-based assessments, this accommodation is considered unnecessary due to the mode of test administration. All students are interacting on a one-on-one basis with the tablet and will have earbuds to reduce distractions. Read Aloud and other accommodations will be provided through the tablet and will not distract other students in the room.

One-on-One

For paper-pencil assessments, this accommodation requires that a student is assessed individually in an area free of distractions.

NOTE: Students will be tested in the regular session with up to 25 other students. If students need to be assessed in a smaller group, please select the accommodation "Separate Location".

### **Separate Location/Small Group**

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: For digitally-based assessments, this accommodation is considered unnecessary due to the mode of test administration. All students are interacting on a one-on-one basis with the tablet and will have earbuds to reduce distractions. Read Aloud and other accommodations will be provided through

the tablet and will not distract other students in the room. However, if the school determines this setting is still too distracting, the student can be assessed in a separate testing area.

For paper-pencil assessments, a small group session generally includes no more than five students. A student can be assigned to a small group session because he/she requires one, or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session.

### **Directions Only Read Aloud/Text-to-Speech (English)**

Universal Design tool for digitally-based assessment available to all students  
Allowed for all NAEP assessments

Description: For digitally-based assessments, general directions are read aloud to all students. Directions within the assessment can be selected and read aloud by the system using text-to-speech.

NOTE: Some students' IEPs or 504 Plans stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement, but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising his or her hand during the session, and it will not be recorded as an accommodation.

### **Directions Explained/Clarified**

Universal Design tool available for all students  
Allowed for all NAEP assessments

Description: Students can raise their hand at any time to ask the test administrator to clarify or explain directions.

Note: This universal design element includes Simplified Test Directions.

### **Read Aloud/Text-to-Speech (English) – Occasional or Most or All**

Universal Design tool for digitally-based assessment available to all students (**not allowed on Reading for passages or items**)  
Allowed for all NAEP paper-pencil assessments except Reading

Description: For digitally-based assessment, students select some or all text to be read aloud by the system using text-to-speech. The tutorial explains how to use the text-to-speech tool and has full audio. **Read Aloud/Text-to-Speech (English) – Occasional or Most or All is not allowed for reading passages or reading items.**

For paper-pencil assessments, there are two options. Students may request to have an occasional words, phrases, or sentences read aloud to them in English. **Read Aloud in English – Occasional is not allowed for reading.** Some students may need to have most, or all the assessment booklet read aloud to them in English. **Read Aloud in English – Most or All is not allowed for reading.**

NOTE: Students taking the paper-pencil assessment who require most or all the assessment to be read aloud should be tested in a separate session and be given extended time.



### **Use a Computer/Tablet to Respond**

Universal Design tool for digitally-based assessment available to all students

Description: For digitally-based assessments, all students respond on NAEP-provided tablets.

Note: For paper-pencil assessments, student records answers using a computer or tablet **provided by the school**.

### **Color Theming**

Universal Design tool for digitally-based assessment available to all students

Not available for paper-pencil assessments

Description: Students have a choice of three color contrast options, including one high-contrast option. The default is black text on white background and the two other options are white text on black background and black text on beige background. The tutorial explains how to use the color theming tool and has full audio.

*NOTE: This tool is not available for the tutorial and some items. If students need all content in high contrast, please select the accommodation High Contrast for Visually Impaired Students.*

### **Scratchwork/Highlighter Capability**

Universal Design tool for digitally-based assessment available to all students

Description: A scratchwork/highlighter tool allows freehand drawing and highlighting on the screen. The scratchwork/highlighter tool is available for most content. The tutorial explains how to use the scratchwork/highlighter tool and has full audio.

NOTE: This tool is not available for the scenario-based tasks.

### **Eliminating Capability**

Universal Design tool for digitally-based assessment available to all students

Description: This accommodation allows students to gray out answer choices for multiple choice items. The tutorial explains how to use the elimination tool and has full audio.

NOTE: This tool is not available for the scenario-based tasks or writing assessment.

### **Volume Adjustment**

Universal Design tool for digitally-based assessment available to all students

Description: Some portions of the assessment tool audio, such as text-to-speech or multimedia item content. Students may raise or lower the volume using a control on the tablet. The tutorial explains how to use the volume adjustment and has full audio.

### **Closed Captioning**

Universal Design tool for digitally-based assessment available to all students

Description: All voice-over narration is closed captioned.

### **Scratch Paper**

Universal Design tool for all students

Description: For digitally-based assessments, administrators will inform students that scratch paper and pencil is available upon request. Students can raise their hands to request scratch paper and pencil.

For paper-pencil assessments, administrators inform student that they can use the white space in the test booklet as scratch paper.

### **Electronic Spellcheck and Thesaurus**

Universal Design tool for digitally-based writing assessment available to all students

This universal design element is incorporated into the interface with automatic and user-prompted activation options.

### **Extended Time**

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: This accommodation requires that students be given extra time to complete the assessment. The students will be given 3 times the amount of time for the cognitive blocks. Extended time is incorporated in the timed session. Students with extended time should be included in the first session to ensure enough time is available.

NOTE: NAEP is a timed, but not a “speeded” test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students can complete the NAEP cognitive sections in the time allowed (25-30 minutes per section). Students should answer the questions in order. Any question remaining (not answered at the end of booklet) will not be scored.

### **Marks/Writes Directly in Test Booklet**

Universal Design tool for all NAEP assessments

For paper-pencil assessments, all students write directly in the test book. NAEP does not have Scantron™ or bubble sheets.

For digitally-based assessments, except the technology engineering literacy assessment, students write on the screen with a stylus. For technology engineering literacy, students use the mouse and keyboard to input responses.

### **Directions Translated to Spanish**

Allowed in Grades 4 and 8 for mathematics, reading, science, writing, U. S. history, civics, geography, as well as all paper-pencil assessments

All directions are provided in Spanish and English including the tutorial. A toggle button is available on the screens to go back and forth between Spanish and English. **Spanish translation is not available for Grade 12.**

For paper-pencil assessments, the bilingual session script includes the general directions in Spanish.

### **Directions Only Read Aloud/Text-to-Speech (Spanish)**

Allowed for mathematics, reading, science, writing, U. S. history, civics, geography (Grades 4 and 8)

Description: Must be paired with Directions Translated to Spanish. All Spanish translated content is text-to-speech enabled. The tutorial is also available in Spanish. **Spanish translation is not available for age 17.**

NOTE: Students taking the paper-pencil assessment who require directions only read aloud in Spanish should be tested in a separate session and be given extended time.

### **Spanish/English Version of the Test**

Allowed for mathematics, science, U. S. history, civics, geography (Grades 4 & 8)

Not Allowed for Reading (any grade) or Grade 12

Description: For the Spanish/English version of the test, all content is provided in Spanish and English. A toggle button is available on the screen to go back and forth between Spanish and English. When a paper Spanish/English booklet is open, one page has the directions and questions in Spanish, and the facing page will have the same directions and questions in English. Because of the size, the booklets are printed in a set of two. Students may mark their answers on either page and in either language.

**Spanish/English version of the test is not allowed for Reading or age 17.**

NOTE: Students taking the paper-pencil assessment who require Spanish/English version of the test should be tested in a separate session and be given extended time.

### **Read Aloud/Text-to-Speech (Spanish) – Occasional or Most or All**

Allowed for Mathematics, U. S. history, civics, geography (NOT age 17 or Grade 12)

(Not Allowed for Reading, Writing, age 17 (any subject), Grade 12 (any subject))

Description: This accommodation must be paired with the Spanish/English Version of the Test. All Spanish translated content is text-to-speech enabled. **Read Aloud/Text-to-Speech (Spanish) – Occasional or Most or All is not available for reading or writing or any age 17 assessment.**

NOTE: Students taking the paper-pencil assessment who require test items read aloud in Spanish should be tested in a separate session and be given extended time.

### **Breaks during Test**

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student can take the assessment in more than one sitting during a single day.

Note: Student may need breaks to deal with medical issues, such as diabetes.

### **Separate Location**

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: This accommodation requires that the student be tested away from other students in a separate testing area.

Note: This could be a small group or one-on-one.

### **Familiar Person Present or Administer the Test**

Allowed for mathematics, reading, science, writing, U. S. history, civics, geography, economics, technology and engineering literacy

Description: This accommodation requires that a **school staff member the student regularly works with be present in the testing room** while the assessment is being conducted. The NAEP assessment team will administer the assessment.

For paper-pencil assessments, this accommodation could allow a **school staff member** familiar to the student to administer or be present during the session.

NOTE: Only trained NAEP staff may conduct the digitally-based testing session.

Students taking the paper-pencil assessment who require a familiar person present or administer the test should be tested in a separate session and be given extended time.

### **Uses Template**

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: Templates are **provided by the school** and may include masking, color overlays, line reader, and place marker. For questions about allowed templates, the NAEP school coordinator should contact the Office of Assessment.

For digitally-based assessments, this is a cutout or overlay **provided by the school** that is used to focus a student's attention on one part of a screen by obscuring the other parts of the screen.

For paper-pencil assessments, this is a cutout or overlay **provided by the school** that is used to focus a student's attention on one part of a page by obscuring other parts of the page.

### **Special Equipment**

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: Special equipment is **provided by the school** and may include the following:

FM system, amplification equipment, auditory amplification device, noise buffer, study carrel, blinder, special lighting, adaptive furniture, stress ball, sensory fidget item. It may also include special light and furniture used by the student.

For questions about allowed templates, the NAEP school coordinator should contact the Office of Assessment.

### **Preferential Seating**

Allowed for mathematics, reading, science, writing, U.S. history, civics, geography, economics, technology and engineering literacy

Description: **Preferential Seating must be provided the school.** This accommodation requires that the student sit in a designated area for the assessment, such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so the student can see or hear more easily.

### **Cueing to Stay on Task**

Allowed for all NAEP assessments

Description: Cueing to stay on task must be **provided by a school staff member**. This includes monitor for understanding, monitor placement of responses, redirect to stay on task, reminders to stay on task, prompt to stay on task, verbal encouragement, reinforcement, refocus, track test items. School staff member should discuss this accommodation with the NAEP administrator prior to the start of the assessment. **Cueing to stay on task CANNOT provide assistance with answering the questions.**

### **Bilingual Dictionary (in Any Language)**

Allowed for all NAEP assessments except reading

Description: This is a hand-held electronic or hard copy bilingual dictionary **provided by the school** in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a “word-for-word” dictionary, “word-to-word translation dictionary,” or a “bilingual word list.” **Bilingual dictionary is not allowed for Reading.**

NOTE: Students taking the paper-pencil assessment who require bilingual dictionary should be given extended time.

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## Section X. Appendices

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### Appendix A. Ethical Testing Practices

The *WVBE Testing Code of Ethics* addresses special concerns regarding appropriate professional practices within the West Virginia Measures of Academic Progress (WV-MAP), as well as appropriate professional conduct. The *WVBE Testing Code of Ethics* supplements the practices and procedures set forth by W. Va.126CSR14, WVBE Policy 2340.

#### ETHICAL TESTING PRACTICES

##### Test Security

1. District school personnel shall establish and implement procedures to ensure maximum test security and limit access of secure materials to applicable district/school personnel.
2. Apart from the scheduled test administration to students, secure test materials shall be stored in a locked and secured location by the district test coordinator in accordance with the test administration guidelines of each assessment.
3. The district test coordinator shall be responsible for the test booklets/answer sheets received by the district and shall maintain a record of the booklets sent to each school in accordance to the test administration guidelines of each assessment.
4. Before each test administration, materials must be distributed and stored according to instructions provided with the test. Tests must be secured at all times during test administration, including all breaks in the testing sequence. All test booklets (used and unused) and answer sheets, if applicable, must be counted, reconciled, and returned to a locked and secured area immediately upon the completion of each daily testing session.
5. Secure test materials in a school must be stored in a locked and secured location(s) prior to and following each daily testing session. Secure test materials are to be stored in the building prior to and after testing in accordance to the test administration guidelines of each assessment. Testing, including makeups, must occur during the testing window. Access to test booklets and answer sheets shall be restricted to the scheduled dates of test administration.
6. Any allegations of cheating, security breach, testing administration breach, copyright infringement, loss of materials, or other deviation from acceptable and ethical security procedures shall be reported immediately to the principal, district test coordinator, district superintendent, and the WVDE Office of Assessment. The WVDE Office of Assessment, in conjunction with the WVDE Office of Legal Services, shall report allegations to the State Superintendent of Schools according to the protocol set forth in this policy.
7. No secure test materials, test questions or student responses/answer sheets shall be reviewed, retained, reproduced, paraphrased, or discussed in any manner. Additionally, teachers and/or students may not alert examinees to the correct answer choice by pointing to the correct answer, eliminating answer choices, or mouthing the correct answer.
8. Personnel responsible for the testing program shall be properly instructed and participate in the training for each assessment's appropriate test administration procedures as set forth in Appendices B-H in this policy.

9. Each district test coordinator shall complete each required WVDE's assessment training and sign a *WVBE District Test Coordinator's Secure Materials and Test Procedures Agreement*. The agreements shall be filed at the WVDE before access to secure test materials is provided.
10. Each district technology coordinator shall complete each required WVDE assessment training and sign a *WVBE District/School Technology Personnel Security Agreement*. The agreement shall be on file with the district test coordinator before access to secure test materials is provided.
11. Principals shall complete each required district test coordinator's assessment training and sign a *WVBE Principal's/Secure Materials and Test Procedures Agreement*. The agreement shall be on file with the district test coordinator before access to secure test materials is provided.
12. Building level coordinators shall complete each required district test coordinators training and sign *WVBE Building Level Coordinator's Security Agreement* to remain with the district test coordinator before access to secure test materials is provided.
13. Any individual who administers, handles, or has access to secure test materials at the district or school shall complete each required assessment's training and sign the appropriate training verification form to remain on file in the appropriate office each year.
14. No one shall compromise test security or the accuracy of the test data score results by manipulating the test administration, test equipment, demographic data, or the students' answers or data.
15. Student test scores or test performance shall not be disclosed to unauthorized persons as per the FERPA, the Student Data Accessibility, Transparency, and Accountability Act, Policy 4350, and the WVDE Data Access and Management Guidance and Policy 2340.

### **Test Administration**

1. Tests shall be administered only during the testing window established by the WVBE, except when requested, in writing, by the district superintendent and district test coordinator and subsequently approved by the WVDE Office of Assessment.
2. Examiners of standardized tests shall rigorously follow the appropriate administrative procedures as directed in the test's administration manual(s).
3. All examiners shall strive to create a positive testing environment.
4. Students shall not have access to secure test content and materials.
5. Examiners shall limit assistance to students to only those issues concerning the mechanical aspects of selecting answers, clarifying directions, and finding the right place on answer sheets or electronic display. Examiners shall not indicate answers, point out the rationale of an item, or prompt students in any manner.
6. Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed.
7. Specific information, as specified by the test manual, shall not be displayed in the room during test administration.
8. Only references or tools specifically designated in test manuals are provided to students.
9. Accommodations, as appropriate, for students with IEPs, Section 504 Plans, or *EL Assessment Participation Forms* shall be provided as established by their respective plans.

10. An examiner shall not administer tests to his/her family.

11. Appropriate test preparation is recommended and may include the use of interim assessments, classroom formative assessment, standards-focused instruction, and the development of study skills and test-taking strategies.

**Test Notification**

Students and parent(s)/guardian(s) shall be

1. given notification before testing;
2. provided information on the purposes and descriptions of the test and uses of the test results;  
and
3. encouraged to follow test preparation procedures.

## Appendix B. District Test Coordinator's Secure Materials and Test Procedures Agreement

State of West Virginia  
District of \_\_\_\_\_

West Virginia Board of Education  
West Virginia Measures of Academic Progress

West Virginia Constitution, Article XII, §2; W. Va. Code §18-2E-1a(4), requires that the West Virginia Board of Education “ensure that all statewide assessments of student performance are secure.”

### District Test Coordinator's Secure Materials and Test Procedures Agreement

I acknowledge that I will have access to secure assessments in the West Virginia Measures of Academic Progress. I also acknowledge that I have read, understand, and agree to adhere to West Virginia Board of Education Policy 2340, including the Testing Code of Ethics, Appendix A, for all assessments within the West Virginia Measures of Academic Progress. I understand that these materials are secure, and it is my professional responsibility to protect their security. I agree to complete each assessment's required training.

I therefore pledge:

1. I will not retain, copy, reproduce, paraphrase, distribute, or review/discuss secure test items or student responses.
2. I will implement procedures to ensure maximum test security. Access to secure materials, including methods of authentication, will be restricted to the test administration period designated by the state-mandated testing window.
3. I am responsible for the distribution of secure testing materials, including counting, reconciling, and returning all test booklets/answer sheets (used and unused) according to the instructions provided with the test, before and after each test administration. A record of the number of booklets and other identifying characteristics sent to and returned from each school shall be kept.
4. I am responsible for the shipment of the test booklets/answer sheets to the schools no earlier than five instructional days prior to the testing window and returned to me by the schools on the date determined by the district. I will ensure that test materials are securely stored in the buildings according to the instructions provided with the test and that all testing must occur during the testing window.
5. I will immediately report any loss of materials, cheating, security breach, testing administration breach, copyright infringement, or other deviation from acceptable security procedures to the district superintendent and to the Office of Assessment.
6. I will properly instruct the principals and building level coordinators in appropriate test security and test administration procedures, including the *WVBE Testing Code of Ethics*.
7. I will collect and retain the signed *WVBE Principal's Secure Materials and Test Procedures Agreement* and *WVBE Building Level Coordinator's Secure Materials and Test Procedures Agreement* if applicable, for each school in the district by the last of September.
8. I will not release secure test administration materials to a school without the signed *WVBE Principal's Secure Materials and Test Procedures Agreement* and verification of training of all other applicable school personnel.
9. I will not disclose individual student test scores or test performance data to unauthorized persons as set forth in FERPA, the Student Data Accessibility, Transparency, and Accountability Act, Policy 4350, the WVDE Data Access and Management Guidance and Policy 2340.
10. I will not violate test security or the accuracy of the test data score results by manipulating the test administration, demographic data, or the students' answers or data.
11. I will not share my method of authentication, including, but not limited to, my username and password to access any testing platform or student data/results.
12. I will not give students access to test questions or answer keys.
13. If serving as an examiner for an online assessment, I will not offer technical (accessing dictionary, grammar checks, formatting functions, etc.) assistance that might alter the accuracy of student responses in the web-based assessment before, during, or after the administration of the test.
14. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my license/certification may be suspended or revoked, or I may be suspended, terminated, or have other action taken.

Please print your name, sign, and return the *District Test Coordinator's Secure Materials and Test Procedures Agreement* to the WVDE, Office of Assessment before access to secure test materials is provided.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

*If this form is not on file, it will be considered a breach of security by the district and state boards of education. This agreement is valid for the academic year of signatory date and shall be signed prior to the administration of any tests.*

# Appendix C. District Technology Coordinator or Technology Vendor Secure Materials and Test Procedures Agreement

State of West Virginia  
District of \_\_\_\_\_

West Virginia Board of Education  
West Virginia Measures of Academic Progress

West Virginia Constitution, Article XII, §2; W. Va. Code §18-2E-1a(4), requires that the West Virginia Board of Education “ensure that all statewide assessments of student performance are secure.”

## District Technology Coordinator or Technology Vendor Secure Materials and Test Procedures Agreement

I acknowledge that I will have access to secure assessments in the West Virginia Measures of Academic Progress. I also acknowledge that I have read, understand, and agree to adhere to West Virginia Board of Education Policy 2340, including the Testing Code of Ethics, Appendix A, for all assessments within the West Virginia Measures of Academic Progress. I understand that these materials are secure, and it is my professional responsibility to protect their security.

I therefore pledge:

1. I will not retain, copy, reproduce, paraphrase, distribute, or review/discuss secure test items, testing materials or student responses.
2. I will implement or follow (as my position requires) procedures to ensure maximum test security. Access to secure materials, including methods of authentication, will be restricted to the test administration period designated by the state-mandated testing window.
3. I will immediately report any loss of materials, cheating, security breach, testing administration breach, copyright infringement, or other deviation from acceptable security procedures to the district superintendent and to the Office of Assessment.
4. I will not release or upload secure test administration materials, questions, answer keys or other testing materials to a school before having signed the *WVBE District Technology Coordinator or Technology Vendor Secure Materials and Test Procedures Agreement*.
5. I will not disclose individual student test scores or test performance data to unauthorized persons as set forth in FERPA, the Student Data Accessibility, Transparency, and Accountability Act, Policy 4350, the WVDE Data Access and Management Guidance and Policy 2340.
6. I will not violate test security or the accuracy of the test data score results by manipulating the test administration, demographic data, or the students’ answers or data.
7. I will not share my method of authentication, including, but not limited to, my username and password to access any testing platform or student data/results.
8. I will not provide access to test items or answer keys.
9. If serving as an examiner for an online assessment, I will not offer technical (accessing dictionary, grammar checks, formatting functions, etc.) assistance that might alter the accuracy of student responses in the web-based assessment before, during, or after the administration of the test.
10. I understand that, if I am a district employee, and if a breach of test security or copyright infringement occurs as a direct result of my actions, my license/certification may be suspended or revoked, or I may be suspended, terminated, or have other action taken.
11. I understand that, if I am a vendor or employed by a vendor, and if a breach of test security or copyright infringement occurs as a direct result of my actions the vendor contract may be revoked, and other action may be taken.

Please print your name, sign, and return the *District Technology Coordinator or Technology Vendor Secure Materials and Test Procedures Agreement* to the WVDE, Office of Assessment before access to secure test materials is provided.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

*If this form is not on file, it will be considered a breach of security by the district and state boards of education.  
This agreement is valid for the academic year of signatory date and shall be signed prior to  
the administration of any tests.*

## Appendix D. Principals Secure Materials and Test Procedures Agreement

State of West Virginia  
District of \_\_\_\_\_

West Virginia Board of Education  
West Virginia Measures of Academic Progress

West Virginia Constitution, Article XII, §2; W. Va. Code §18-2E-1a(4), requires that the West Virginia Board of Education “ensure that all statewide assessments of student performance are secure.”

### Principal's Secure Materials and Test Procedures Agreement

I acknowledge that I will have access to secure assessments in the West Virginia Measures of Academic Progress. I also acknowledge that I have read, understand, and agree to adhere to West Virginia Board of Education Policy 2340, including the Testing Code of Ethics, Appendix A, for all assessments within the West Virginia Measures of Academic Progress. I understand that these materials are secure, and it is my professional responsibility to protect their security. I agree to complete each assessment’s required training.

I therefore pledge:

1. I will not keep, copy, reproduce, paraphrase, distribute, or review/discuss secure test items or student responses.
2. I will implement procedures to ensure maximum test security. Access to secure materials, including methods of authentication, will be restricted to the test administration period designated by the state-mandated testing window.
3. I am responsible for the distribution of secure testing materials, including counting, reconciling, and returning all test booklets/answer sheets (used and unused) according to the instructions provided with the test, before and after each test administration. A record of the number of booklets and other identifying characteristics sent to and returned from my assigned school shall be kept.
4. I am responsible for the test booklets/answer sheets shipped to and returned from my school and will ensure that test materials are securely stored in locked and secure central location(s) prior to and immediately following each daily testing session.
5. I will immediately report any loss of materials, cheating, security breach, testing administration breach, copyright infringement, or other deviation from acceptable security procedures to the district test coordinator.
6. I will ensure all applicable personnel receive the proper instruction in appropriate test security and test administration procedures, including the *WVBE Testing Code of Ethics*.
7. I will collect and retain the signed *WVBE Examiner’s/Scribe’s Secure Materials and Test Agreement* and *WVBE District/School Personnel Secure Materials Agreement* for all applicable personnel in the building no later than five instructional days prior to the first day of testing. Verification of all trained school personnel with a signed *WVBE Examiner’s/Scribe’s Secure Materials and Test Procedures Agreement* and *WVBE District/School/Personnel Secure Materials Agreement* will be on file with the district test coordinator no later than five instructional days prior to the first day of testing.
8. I will not disclose individual student test scores or test performance data to unauthorized persons as set forth in FERPA, the Student Data Accessibility, Transparency, and Accountability Act, found in W. Va. Code §18-2-5h, Policy 4350, the WVDE Data Access and Management Guidance, and Policy 2340.
9. I will not violate test security or the accuracy of the test data score results by manipulating the test administration, demographic data, or the students’ answers or data.
10. I will not share my method of authentication, including, but not limited to, my username and password to access any testing platform or student data/results.
11. I will not give students access to test questions or answer keys.
12. I will monitor examiners and students to ensure that only references or tools specifically designated in test manuals or by accommodations are provided.
13. I will check testing rooms prior to the beginning of test administration to ensure that all specific information, as specified by the test manual, is not displayed in the room during the test administration.
14. I will ensure that examiners comply with the appropriate accommodations for students with IEPs, Section 504 Plans, and *EL Assessment Participation Forms* when so designated in the test manual.
15. I am responsible for monitoring and verifying that the building level coordinator(s), if applicable, has fulfilled his/her assigned duties.
16. If serving as an examiner for an online assessment, I will not offer technical (accessing dictionary, grammar checks, formatting functions, etc.) assistance that might alter the accuracy of student responses in the web-based assessment before, during, or after the administration of the test.
17. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my license/certification may be suspended or revoked, or I may be suspended, terminated, or have other action taken.

Please print your name, sign, and return the *Principal’s Secure Materials and Test Procedures Agreement* to the district test coordinator before access to secure test materials is provided.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

*If this form is not on file, it will be considered a breach of security by the district and state boards of education.  
This agreement is valid for the academic year of signatory date and shall be signed prior to the administration of any tests.*

## Appendix E. Building Level Coordinator’s Secure Materials and Test Procedures Agreement (Other than Principal)

State of West Virginia

District of \_\_\_\_\_

West Virginia Board of Education

West Virginia Measures of Academic Progress

West Virginia Constitution, Article XII, §2; W. Va. Code §18-2E-1a(4), requires that the West Virginia Board of Education “ensure that all statewide assessments of student performance are secure.”

### Building Level Coordinator's Secure Materials and Test Procedures Agreement (Other than Principal)

I acknowledge that I will have access to secure assessments in the West Virginia Measures of Academic Progress. I also acknowledge that I have read, understand, and agree to adhere to West Virginia Board of Education Policy 2340, including the Testing Code of Ethics, Appendix A, for all assessments within the West Virginia Measures of Academic Progress. I understand that these materials are secure, and it is my professional responsibility to protect their security. I agree to complete each assessment’s required training.

I therefore pledge:

1. I will not keep, copy, reproduce, paraphrase, distribute, or review/discuss secure test materials and/or test items or student responses.
2. I will implement procedures to ensure maximum test security. Access to secure materials, including methods of authentication, will be restricted to the test administration period designated by the state-mandated testing window.
3. I will distribute the secure testing materials, including counting, reconciling, and returning all test booklets/answer sheets (used and unused) according to the instructions provided with the test, before and after each test administration. A record of the number of booklets and other identifying characteristics sent to and returned to my school shall be given to and kept by the principal.
4. I am responsible, to the principal, for the test booklets/answer sheets shipped to and returned from my school and will ensure that test materials are securely stored in locked and secure location(s) prior to and immediately following each daily testing session.
5. I will immediately report any loss of materials, cheating, security breach, testing administration breach, copyright infringement, or other deviation from acceptable security procedures to the principal.
6. I will ensure all applicable personnel receive the proper instruction in appropriate test security and test administration procedures, including the *WVBE Testing Code of Ethics*, if assigned by the principal to do so.
7. I will collect, if assigned to do so, and give to the principal, the signed *WVBE Examiner’s/Scribe’s Secure Materials and Test Procedures Agreement* and *WVBE District/Building Level Personnel Secure Materials Agreement* for all applicable personnel in the building no later than five instructional days prior to the first day of testing. Verification of all trained school personnel with a signed *WVBE Examiner’s/Scribe’s Secure Materials and Test Procedures Agreement* and *WVBE District/Building Level Personnel Secure Materials Agreement* will be given to the principal no later than five instructional days prior to the first day of testing.
8. I will not disclose individual student test scores or test performance data to unauthorized persons as set forth in FERPA, the Student Data Accessibility, Transparency, and Accountability Act, found in W. Va. Code §18-2-5h, Policy 4350 and Policy 2340.
9. I will not violate test security or the accuracy of the test data score results by manipulating the test administration, demographic data, or the students’ answers or data.
10. I will not share my method of authentication, including, but not limited to, my username and password to access any testing platform or student data/results.
11. I will not give students access to test questions or answer keys.
12. I will monitor examiners and students to ensure that only references or tools specifically designated in test manuals or by accommodations are provided.
13. I will check testing rooms prior to the beginning of test administration to ensure that all specific information, as specified by the test manual, is not displayed in the room during the test administration.
14. I will ensure that examiners comply with the appropriate accommodations for students with IEPs, Section 504 Plans, and *EL Assessment Participation Forms* when so designated in the test manual.
15. If serving as an examiner for online assessment, I will not offer technical (accessing dictionary, grammar checks, formatting functions, etc.) assistance that might alter the accuracy of student responses in the web-based assessment before, during, or after the administration of the test.
16. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my license/certification may be suspended or revoked, or I may be suspended, terminated, or have other action taken.

Please print your name, sign, and return the *Building Level Coordinator’s Secure Materials and Test Procedures Agreement* to the district test coordinator before access to secure test materials is provided.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

*If this form is not on file, it will be considered a breach of security by the district and state boards of education.  
This agreement is valid for the academic year of signatory date and shall be signed prior to the administration of any test*



## Appendix F. Examiner's/Scribe's Secure Materials and Test Procedures Agreement

State of West Virginia  
District of \_\_\_\_\_

West Virginia Board of Education  
West Virginia Measures of Academic Progress

West Virginia Constitution, Article XII, §2; W. Va. Code §18-2E-1a(4), requires that the West Virginia Board of Education "ensure that all statewide assessments of student performance are secure."

### Examiner's/Scribe's Secure Materials and Test Procedures Agreement

I acknowledge that I will have access to secure assessments in the West Virginia Measures of Academic Progress. I also acknowledge that I have read, understand, and agree to adhere to the West Virginia Board of Education Policy 2340, including the Testing Code of Ethics, [Appendix A](#), for all assessments within the West Virginia Measures of Academic Progress. I understand that these materials are secure, and it is my professional responsibility to protect their security. I agree to complete each assessment's required training.

I therefore pledge:

1. I will not keep, copy, reproduce, paraphrase, distribute, or review/discuss secure test materials and/or test items.
2. I will not use test items, test booklets/answer sheets, or any of the information contained in an assessment to review/prepare students for a test.
3. I will not allow access to the test materials or answer keys to any student or any other person not so authorized by the principal.
4. I will not alter students' responses in any manner (indicate answers, point out rationale, prompt, etc.).
5. I will not share my method of authentication, including, but not limited to, my username and password to access any testing platform or student data/results.
6. I will not disclose individual student test scores or test performance data to unauthorized persons as set forth in FERPA, the Student Data Accessibility, Transparency, and Accountability Act, found in W. Va. Code §18-2-5h, Policy 4350, the WVDE Data Access and Management Guidance, and Policy 2340.
7. If serving as an examiner for the alternate assessment, I will adhere to the prompting hierarchies and document all applicable assistive technology to ensure the accuracy of student responses.
8. If serving as an examiner for students with IEPs, Section 504 Plans, or *EL Assessment Participation Forms*, I will adhere to the accommodations listed therein and monitor using the appropriate process (WV.326).
9. If serving as an examiner for an online assessment, I will not offer technical (accessing dictionary, grammar checks, formatting functions, etc.) assistance that might alter the accuracy of student responses in the web-based assessment before, during, or after the administration of the test.
10. I have read Policy 2340.
11. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my license/certification may be suspended or revoked, or I may be suspended, terminated, or have other action taken.

Please print your name, sign, and return the *Examiner's/Scribe's Secure Materials and Test Procedures Agreement* to the appropriate test administrator five instructional days prior to administering any assessment.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Position: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

*If this form is not on file, it will be considered a breach of security by the district and state boards of education. This agreement is valid for the academic year of signatory date and shall be signed prior to the administration of any tests.*

## Appendix G. District/School Personnel Secure Materials Agreement

State of West Virginia

District of \_\_\_\_\_

West Virginia Board of Education

West Virginia Measures of Academic Progress

West Virginia Constitution, Article XII, §2; W. Va. Code §18-2E-1a(4), requires that the West Virginia Board of Education “ensure that all statewide assessments of student performance are secure.”

### District/School Personnel Secure Materials Agreement

(For all personnel with access to secure materials who will **not** administer or transcribe an assessment.)

I acknowledge that I will have access to secure assessments in the West Virginia Measures of Academic Progress. I also acknowledge that I have read, understand, and agree to adhere to West Virginia Board of Education Policy 2340, including the Testing Code of Ethics, [Appendix A](#), for all assessments within the West Virginia Measures of Academic Progress. I understand that these materials are secure, and it is my professional responsibility to protect their security.

I therefore pledge:

1. I will not keep, copy, reproduce, paraphrase, distribute, or review/discuss secure test materials and/or test items.
2. I will not allow access to the test materials or answer keys to any person, unless authorized to do so by the district test coordinator or principal.
3. I will not alter students’ responses in any manner.
4. I will not share my method of authentication, including, but not limited to, my username and password to access any testing platform or student data/results.
5. I will immediately report any loss of materials, damages, or other deviations from acceptable security procedures to either district test coordinator or principal.
6. I will not offer technical (accessing dictionary, grammar checks, formatting functions, etc.) assistance that might alter the accuracy of student responses in the web-based assessment, before, during, or after the administration of the test.
7. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my license/certification, if applicable, may be suspended or revoked, or I may be suspended, terminated, or have other action taken.

Please print your name, sign, and return the *District/School Personnel Secure Materials Agreement* to the district test coordinator or principal before access to secure test materials is provided.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Position: \_\_\_\_\_

School/Department: \_\_\_\_\_ Date: \_\_\_\_\_

*If this form is not on file, it will be considered a breach of security by the district and state boards of education. This agreement is valid for the academic year of signatory date and shall be signed prior to the administration of any tests.*

## Appendix H. WVDE District/School Technology Personnel Secure Materials and Test Procedures Agreement

State of West Virginia  
District of \_\_\_\_\_

West Virginia Board of Education  
West Virginia Measures of Academic Progress

West Virginia Constitution, Article XII, §2; W. Va. Code §18-2E-1a(4), requires that the West Virginia Board of Education “ensure that all statewide assessments of student performance are secure.”

### WVDE District/School Technology Personnel Secure Materials and Test Procedures Agreement

(For all technology personnel with access to online testing systems.)

I acknowledge that I will have access to secure assessments in the West Virginia Measures of Academic Progress. I also acknowledge that I have read, understand, and agree to adhere to West Virginia Board of Education Policy 2340, including the Testing Code of Ethics, [Appendix A](#), for all assessments within the West Virginia Measures of Academic Progress, including pilot tests and field tests sanctioned by WVDE. I understand that these materials are secure, and it is my professional responsibility to protect their security.

I therefore pledge:

1. I will implement procedures to ensure maximum test security. Access to secure materials, including methods of authentication, will be restricted to the test administration period designated by the state-mandated testing window.
2. I will ensure that all secure content and security tools have been installed and/or updated on all devices to be used for administering statewide assessments and shall ensure the school’s wireless connections are secure for testing.
3. I will not access operational test materials or answer keys.
4. I will not provide access to test items or answer keys.
5. I will not keep, copy, reproduce, paraphrase, distribute, or review/discuss secure test materials and/or test items.
6. I will not answer any items on the operational test as a student or with a fictitious name.
7. I will not share my method of authentication, including, but not limited to, my username and password to access any testing platform or student data/results.
8. I will immediately report any loss of materials, damages, or other deviations from acceptable security procedures to either district test coordinator or principal.
9. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my license/certification, if applicable, may be suspended or revoked, or I may be suspended, terminated, or have other action taken.

Please print your name, sign, and return the *WVDE District/School Technology Secure Materials Agreement* to the district test coordinator or principal before access to secure test materials is provided.

1. I will implement procedures to ensure maximum test security. Access to secure materials, including methods of authentication, will be restricted to the test administration period designated by the state-mandated testing window.
2. I will ensure that all secure content and security features have been installed and/or updated on all devices to be used for administering statewide assessments and shall ensure the school’s wireless connections are secure for testing.
3. I will not access operational test materials or answer keys.
4. I will not provide access to test items or answer keys.
5. I will not keep, copy, reproduce, paraphrase, distribute, or review/discuss secure test materials and/or test items.
6. I will not answer any items on the operational test as a student or with a fictitious name.
7. I will not share my method of authentication, including, but not limited to, my username and password to access any testing platform or student data/results.
8. I will immediately report any loss of materials, damages, or other deviations from acceptable security procedures to either district test coordinator or principal.
9. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, my license/certification, if applicable, may be suspended or revoked, or I may be suspended, terminated, or have other action taken.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Position: \_\_\_\_\_

School/Department: \_\_\_\_\_ Date: \_\_\_\_\_

*If this form is not on file, it will be considered a breach of security by the district and state boards of education.  
This agreement is valid for the academic year of signatory date and shall be signed prior to the administration of any test*

# Appendix I. Verification of Training for Principals, Building Level Coordinators, District/School Personnel

(Examiners/Scribes/Translators/Interpreters - Other School Personnel)

Training Session \_\_\_\_\_ of \_\_\_\_\_

Page \_\_\_\_ of \_\_\_\_

State of West Virginia

County of \_\_\_\_\_

School \_\_\_\_\_

By signing my name below, I acknowledge that I have received training in secure materials, test procedures, test administration and Policy 2340 for the assessment indicated by a v.

|       |  |   |                                |   |
|-------|--|---|--------------------------------|---|
| Check | <input type="checkbox"/> Grade 11 College- and Career-Readiness Assessment | <input type="checkbox"/> WV ELPA21                | <input type="checkbox"/> WVASA | <input type="checkbox"/> Pilot/Field Test _____ |
|       | <input type="checkbox"/> Policy 2340                                       | <input type="checkbox"/> CTE Technical Assessment | <input type="checkbox"/> WVGSA |   |

| Date of Training | Printed Name | Signature | Position |
|------------------|--------------|-----------|----------|
|                  |              |           |          |
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|                  |              |           |          |

By signing below, I verify I have trained the above personnel in secure materials, test procedures, and test administration for the indicated assessment.

\_\_\_\_\_  
 Signature of Trainer    Printed Name of Trainer    Date  
*District administrator/principal/building level coordinator must have signed copies [Appendix I](#) on file five instructional days prior to each testing window*



# Appendix J. WVS.326 Accommodations Monitoring Form



West Virginia DEPARTMENT OF EDUCATION

| STUDENT NAME |            |    |  |
|--------------|------------|----|--|
| LAST NAME    | FIRST NAME | MI |  |
|              |            |    |  |

| GRADE                        | ASSESSMENT   |
|------------------------------|--|
| K 1 2 3 4 5 6 7 8 9 10 11 12 | <input type="radio"/> WVGSA <input type="radio"/> SAT School Day |

| SITE CODES    |               |
|---------------|---------------|
| COUNTY        | SCHOOL        |
| 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 |
| 1 1 1 1 1 1 1 | 1 1 1 1 1 1 1 |
| 2 2 2 2 2 2 2 | 2 2 2 2 2 2 2 |
| 3 3 3 3 3 3 3 | 3 3 3 3 3 3 3 |
| 4 4 4 4 4 4 4 | 4 4 4 4 4 4 4 |
| 5 5 5 5 5 5 5 | 5 5 5 5 5 5 5 |
| 6 6 6 6 6 6 6 | 6 6 6 6 6 6 6 |
| 7 7 7 7 7 7 7 | 7 7 7 7 7 7 7 |
| 8 8 8 8 8 8 8 | 8 8 8 8 8 8 8 |
| 9 9 9 9 9 9 9 | 9 9 9 9 9 9 9 |

| CONFIDENTIAL STUDENT RECORD |   |   |   |   |   |   |   |   |   |   |   |
|-----------------------------|---|---|---|---|---|---|---|---|---|---|---|
| STUDENT WVEIS ID            |   |   |   |   |   |   |   |   |   |   |   |
| 0                           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1                           | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2                           | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3                           | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4                           | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5                           | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6                           | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7                           | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8                           | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9                           | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |

| WVS.326 Accommodations Provision Monitoring |  | SAT      |       | MATH     |       | ELA      |       | ESSAY    |       | SCI      |       |
|---|--|----------|-------|----------|-------|----------|-------|----------|-------|----------|-------|
| Codes                                       | P-Presentation   | Provided | Code* | Provided | Code* | Provided | Code* | Provided | Code* | Provided | Code* |
|   |  | Y        | N     | 1        | 2     | Y        | N     | 1        | 2     | Y        | N     |
| P01   | <input type="radio"/> Text-to-speech (TTS), excluding ELA reading passages         |          |       |          |       |          |       |          |       |          |       |
| P02   | <input type="radio"/> Human read aloud, excluding ELA reading passages             |          |       |          |       |          |       |          |       |          |       |
| P03   | <input type="radio"/> Braille test booklet   |          |       |          |       |          |       |          |       |          |       |
| P06   | <input type="radio"/> Test presented through sign language, locally provided       |          |       |          |       |          |       |          |       |          |       |
| P13   | <input type="radio"/> Text-to-speech (TTS), including ELA reading passages         |          |       |          |       |          |       |          |       |          |       |
| P14   | <input type="radio"/> Human read aloud, including ELA reading passages             |          |       |          |       |          |       |          |       |          |       |
| P15   | <input type="radio"/> Item specific directions read aloud                          |          |       |          |       |          |       |          |       |          |       |
| P16   | <input type="radio"/> Directions presented through sign language, locally provided |          |       |          |       |          |       |          |       |          |       |
| P17   | <input type="radio"/> Braille computer test  |          |       |          |       |          |       |          |       |          |       |
| P18   | <input type="radio"/> Simplified test directions                                   |          |       |          |       |          |       |          |       |          |       |
| P19   | <input type="radio"/> Large Print paper test                                       |          |       |          |       |          |       |          |       |          |       |
| P21   | <input type="radio"/> Screen-reading software used with computer                   |          |       |          |       |          |       |          |       |          |       |
| P22   | <input type="radio"/> Enlarge text on computer screen                              |          |       |          |       |          |       |          |       |          |       |
| P23   | <input type="radio"/> Magnifying device to enlarge assessment                      |          |       |          |       |          |       |          |       |          |       |
| P27   | <input type="radio"/> Approved bilingual word to word glossary                     |          |       |          |       |          |       |          |       |          |       |
| P28   | <input type="radio"/> High contrast for computer screen                            |          |       |          |       |          |       |          |       |          |       |
| P30   | <input type="radio"/> Translated test directions                                   |          |       |          |       |          |       |          |       |          |       |
| P32   | <input type="radio"/> Stacked translations   |          |       |          |       |          |       |          |       |          |       |
| P33   | <input type="radio"/> Turn off any automatic scrolling                             |          |       |          |       |          |       |          |       |          |       |
| P34   | <input type="radio"/> Embedded American Sign Language                              |          |       |          |       |          |       |          |       |          |       |
| P37   | <input type="radio"/> Masking  |          |       |          |       |          |       |          |       |          |       |
| P38   | <input type="radio"/> Color contrast   |          |       |          |       |          |       |          |       |          |       |
| P39   | <input type="radio"/> Color overlays   |          |       |          |       |          |       |          |       |          |       |
| P40   | <input type="radio"/> Print-on-demand  |          |       |          |       |          |       |          |       |          |       |
| P41   | <input type="radio"/> Provide translation glossary (not for Pencil Tests)          |          |       |          |       |          |       |          |       |          |       |
| P42   | <input type="radio"/> Noise buffers  |          |       |          |       |          |       |          |       |          |       |
| P43   | <input type="radio"/> Streamlined mode for computer-based assessments              |          |       |          |       |          |       |          |       |          |       |
| P46   | <input type="radio"/> Human read aloud in Spanish                                  |          |       |          |       |          |       |          |       |          |       |
| R-Response                                  |  |          |       |          |       |          |       |          |       |          |       |
| R02   | <input type="radio"/> Scribe - excluding ELA essay                                 |          |       |          |       |          |       |          |       |          |       |
| R03   | <input type="radio"/> Braille writer or tactile to respond                         |          |       |          |       |          |       |          |       |          |       |
| R04   | <input type="radio"/> Scribe - including ELA essay                                 |          |       |          |       |          |       |          |       |          |       |
| R05   | <input type="radio"/> Abacus   |          |       |          |       |          |       |          |       |          |       |
| R11   | <input type="radio"/> Assistive technology - altered                               |          |       |          |       |          |       |          |       |          |       |
| R15   | <input type="radio"/> Bilingual word-to-word glossary                              |          |       |          |       |          |       |          |       |          |       |
| R19   | <input type="radio"/> Calculator   |          |       |          |       |          |       |          |       |          |       |
| R20   | <input type="radio"/> Multiplication table   |          |       |          |       |          |       |          |       |          |       |
| R21   | <input type="radio"/> Speech-to-text   |          |       |          |       |          |       |          |       |          |       |
| R23   | <input type="radio"/> 100's number table   |          |       |          |       |          |       |          |       |          |       |
| T-Timing                                    |  |          |       |          |       |          |       |          |       |          |       |
| T03   | <input type="radio"/> Additional breaks (no studying)                              |          |       |          |       |          |       |          |       |          |       |
| T04   | <input type="radio"/> Extra time   |          |       |          |       |          |       |          |       |          |       |
| T07   | <input type="radio"/> Flexible scheduling, same day (no substitute)                |          |       |          |       |          |       |          |       |          |       |
| T09   | <input type="radio"/> Provide separate setting                                     |          |       |          |       |          |       |          |       |          |       |

Use only #2 pencil to complete

SAMPLE

\*Code 1 = Refused 2 = Not Applicable

Examiner's Signature: \_\_\_\_\_

# Directions for WVS.326 – back of form

## Directions for WVS.326

1. The principal and/or building level coordinator (BLC) reviews the WVS.326 forms to verify accuracy of the student data information (student name, county and school codes, student WVEIS ID, date of birth, grade, and assessment). Review accuracy of plan data using the Accommodations 14 Application in WOW. Verify that all data errors are corrected in WVEIS WOW. Follow these options to correctly prepare the WVS.326 forms:
  - a. If a pre-slugged form has not been provided for a student, a blank WVS.326 form must be completed. A #2 pencil must be used to fill out the forms.
  - b. If the received pre-slugged form contains incorrect data (either in the student information or accommodations information), a new form must be filled out.
  - c. If an accommodation is missing but the remaining information is correct, the accommodation can be added with a #2 pencil to the pre-slugged form.
2. The teacher responsible for implementing a student’s plan may add a missing accommodation by filling in the bubble beside the accommodation on the pre-slugged form. However, if an accommodation is marked incorrectly, the teacher must fill out a new form for the student including all student information. This step includes a comparison of the WVS.326 forms to current IEP, 504, and EL plans.
3. Before test administration, the assigned examiner(s) review(s) each student’s listed testing accommodation(s) on the WVS.326 form.
4. During the test, the examiner reviews and implements the accommodations specified and complete the individual student’s WVS.326 accommodations form.
5. Verify that names and student IDs are correct.
6. Using a #2 pencil, complete the forms indicating whether highlighted accommodations were provided to the student by marking , Yes (Provided) or No (Not provided). When marking No, indicate Code 1 (Refused) or Code 2 (Not allowed or Not applicable for this assessment).
  - a. NOTE: Codes 1 and 2 represent the only acceptable reasons for not providing an accommodation pre-slugged on the WVS.326. Code 1 is used when students either refuse to accept an accommodation or finishes the test before extra time or breaks were needed. Code 2 is used when accommodations are not allowed or not applicable for the test being administered; for example, accommodation R19 (Calculator – Tactile/Talking Calculator) is not allowed for grades 3-5 of the *WVGSA Grades 3-8*.
  - b. If an accommodation was not provided for any other reason, do not mark Code 1 or Code 2.
7. The examiner prints and signs all WVS.326 forms with a legible signature and fills in the data of test administration at the bottom of each form. More than one examiner may sign the form, if appropriate.
8. The examiner returns all the WVS.326 accommodation forms to the school principal/BLC with the testing materials and notifies him or her if there were any accommodation administration errors.
9. The principal/BLC verifies the return of the WVS.326 accommodations forms.

Note: For more information go to the West Virginia Guidelines for Participation at the Office of Assessment website: <https://wvde.us/assessment/>

**Use only #2 pencil to complete and/or edit WVS.326 forms.**

Appendix K. Labels for Returning the WVS.326 Forms

School:

---

School:

BLANK FORMS  
(CAN BE REUSED)

---

School:

COMPLETED  
(VALID FORMS ONLY)

---

School:

NOT COMPLETED  
(PRESLUG ERROR, NOT TESTED)

---

School:

(Accommodation Administration Errors)



## Appendix L. Guidelines Read Aloud, Test Reader

### Guidelines for Read Aloud, Test Reader

When a student cannot access text-to-speech, an embedded resource, the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow the *Guidelines for Read Aloud, Test Reader* presented here. The guiding principle in reading aloud is to ensure that the student has access to test content.

#### Qualifications for Test Readers

- The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments.
- Test readers must be trained on the administration of the assessment in accordance with state policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must be trained in accordance with state administration and security policies and procedures as articulated in state test administration manuals, guidelines, and related documentation.

#### Preparation

- Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test.
- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and tools available on assessments.
- Test readers should be familiar with the Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional accommodations. This will ensure that there are plans in place for providing all needed accommodations.
- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the *Guidelines for Participation* document. Test readers should be familiar with any assistive technology or approved supports the student requires.
- Test readers should have extensive practice in providing read aloud support and must be familiar and comfortable with the process before working directly with a student.
- The reader should be knowledgeable of procedures for reading aloud text by content area (see Table 1 at the end of the Guidelines for Read Aloud, Test Reader).
- The test reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test reader script is included at the end of the Guidelines for Read Aloud, Test Reader.
- Unless otherwise specified by a student's IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. Test readers should be ready with appropriate script that reinforces the parameters during the test session.

## General Guidelines

- The test reader’s support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Read each question exactly as written as clearly as possible.
- Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student’s questions by repeating the item, words or instructions verbatim as needed.
- Do not paraphrase, interpret, define, or translate any items, words, or instructions as this would be a violation of test security.
- Spell any words requested by the student.
- Adjust your reading speed and volume if requested by the student.

## Post Administration

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance state policies and procedures.
- The test reader must not discuss any portion of the test with others.

## English Usage/Conventions

**Punctuation:** Read all text as punctuated.

- **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as ‘dot, dot, dot.’
- **Quotations:** Quotation marks should be verbalized as “quote” and “end quote” at the beginning and end of quoted material, respectively.
- **Emphasis:** When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- **Misspellings:** In some cases, a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances, the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.

## Images/Graphics

- Before describing a picture or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item.
- Describe the image/graphic as concisely as possible following a logical progression. Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic.
- Read the title or caption, if available.
- Any text that appears in the body of an image may be read to a student. Read text in images in the

order most suited for the student's needs. Often the reader moves top to bottom, left to right, or general to specific in accordance with teaching practices.

### Passages

- Read the passage in its entirety as punctuated (e.g., pauses at periods; raised intonation for questions). Do not verbalize punctuation marks other than ellipsis and quotation marks as noted above.
- If the student requires or asks for a specific section of the passage to be re-read with the punctuation indicated, the test reader should re-read those specific lines within the passage and indicate all punctuation found within those lines as many times as requested by the student.
- When test questions refer to lines of a passage, read the lines referenced as though they are part of the stem.

### Graphic Organizers

- Before reading a graphic organizer, the test reader should discern the most appropriate and logical way to present the information. In general, information should be presented from broad to specific as indicated by the visual components of the document. The test reader should read the terms exactly as indicated in the graphic organizer. No other information about should be articulated. For example, the test reader should not create sentences if information is bulleted or appears in a title or label.
- Use common grade-appropriate language throughout the item and the test when referring to graphic organizers and their attributes (labels, blank cells, stems, etc.).

### Mathematical Expressions

- Mathematical expressions must be read precisely and with care to avoid misrepresentation by a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Test readers read must mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common English usage for the student's grade level.
- Numbers greater than 99, however, should be read as individual numbers.
- Additional examples may be found in the attached appendix.
- Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as "ten centimeters." Some abbreviations may be read differently by different readers. For example,  $cm^3$  may be read as "cubic centimeters" or "centimeters cubed".

**Table 1. Test Reader Guidance for Mathematics**

**Numbers**

| Description   | Example(s)   | Read as:  |
|---|--|---|
| Large whole numbers   | 632, 407, 981  | “six three two comma four zero seven comma nine eight one”  |
|   | 45,000,689,112                                       | “four five comma zero zero zero comma six eight nine comma one one two”                                     |
| Decimal numbers   | 0.056  | “zero point zero five six”  |
|   | 4.37   | “four point three seven”  |
| Fractions - common  | $\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{4}{5}$ | “one half, one fourth, two thirds, four fifths”<br>Other common fractions include “sixths, eighths, tenths” |
| Fractions - not common - read as “numerator over denominator”     | $\frac{14}{25}$                                      | “fourteen over twenty-five”   |
|   | $\frac{487}{6972}$                                   | “four eight seven over six nine seven two”  |
| Mixed numbers - read with “and” between whole number and fraction | $3\frac{1}{2}$                                       | “three and one-half”  |
|   | $57\frac{3}{4}$                                      | “fifty-seven and three fourths”   |
| Percent   | 62%  | “sixty-two percent”   |
|   | 7.5%   | “seven point five percent”  |
|   | 0.23%  | “zero point two three percent”  |
| Money - if contains a decimal point, read as “dollars AND cents”  | \$4.98   | “four dollars and ninety-eight cents”   |
|   | \$0.33   | “thirty-three cents”  |
|   | \$5368.00  | “five three six eight dollars”  |
| Negative numbers - do NOT read negative sign as “minus”           | -3   | “negative three”  |
|   | $-\frac{5}{8}$                                       | “negative five eighths”   |
|   | -7.56  | “negative seven point five six”   |
| Dates (years)   | 1987   | “nineteen eighty-seven”   |
|   | 2005   | “two thousand five”   |
| Roman Numerals  | I  | “Roman Numeral one”   |
|   | II   | “Roman Numeral two”   |
|   | III  | “Roman Numeral three”   |
|   | IV   | “Roman Numeral four”  |
| Ratios  | x:   | “x to y”  |

## Equations

| Description                       | Example(s)  | Read as:   |
|-----------------------------------|---|--|
| Addition                          | $\begin{array}{r} 13 \\ + 27 \\ \hline \end{array}$ $13 + 27 =$<br><br>$13 + 27 = ?$                | "thirteen plus twenty-seven equals"<br><br>"thirteen plus twenty-seven equals question mark"                     |
| Subtraction                       | $\begin{array}{r} 487 \\ - 159 \\ \hline \end{array}$ $487 - 159 =$<br><br>$487 - 159 = ?$          | "four eight seven minus one five nine equals"<br><br>"four eight seven minus one five nine equals question mark" |
| Multiplication                    | $\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array}$ $63 \times 49 =$<br><br>$63 \times 49 = ?$ | "sixty-three times forty-nine equals"<br><br>"sixty-three times forty-nine equals question mark"                 |
| Division – Vertical or Horizontal | $120 \div 15 = 8$<br><br>$\begin{array}{r} 120 \\ 15 \overline{)8} \end{array}$                     | "one two zero divided by fifteen equals eight"   |
| Operations with boxes             | $3 + \square = 8$   | "three plus box equals fifteen"  |

## Expressions

| Description   | Example(s)                  | Read as:  |
|---|-----------------------------|---|
| Expressions containing variables (any letter may be used as a variable) | $N + 4$                     | "'N' plus four"   |
|   | $8x - 3$                    | "eight 'x' minus three"   |
|   | $4(y - 2) + 5 = 7$          | "four open parentheses 'y' minus two close parentheses plus five equals seven"  |
|   | $V = \frac{4}{3} \pi r^3$   | "'V' equals four-thirds pi 'r' cubed"   |
|   | $\frac{ t  - 2}{6} \leq 15$ | "the absolute value of 't' (pause) minus two (pause) over six is less than or equal to fifteen"   |
|   | $x^2 y^3 = -36$             | "'x' squared 'y' cubed equals negative thirty-six" or "'x' to the second power times 'y' to the third power equals negative thirty-six" |
|   | $156x \geq 4$               | "one hundred fifty-six 'x' is greater than or equal to four"  |

|  |  |   |
|--|--|---|
| Coordinate pairs<br><br>Answer choices<br>with no other text | the point $(-1, 2)$<br><br>the point A is at $(6, 3)$ .<br><br>A. $(-3, -4)$ | "the point (pause) negative one<br>comma two"<br><br>"The point 'A' is at (pause) six<br>comma three."<br><br>"'A' (pause) negative three comma negative<br>four" |
| Parallels  | $\overline{AB} \parallel \overline{CD}$                                      | "line AB is parallel to line CD"  |
| Perpendiculars   | $\overline{AB} \perp \overline{CD}$  | "line AB is perpendicular to line CD"   |

**Suggested Test Reader Script**  
**(to be used with student in advance of the day of testing)**

Hi \_\_\_\_\_,

I'm the person who will be reading your test to you when you take your assessment next week in [mathematics/ELA]. I wanted to let you know how we'll work together. When I'm reading a test to you, it's very different from when I'm reading to you during class time. I must follow certain rules.

- I cannot help you with any answers.
- I cannot click on anything in the screen.
- I will not be using different character voices or changes in my tone when I read. I will be using a very direct voice that does not change very much, no matter how exciting the story or test item gets.
- If there is a picture that has words in it, I will read those words. If you ask, I will re-read the words as well.
- I can still help you with your [\*\*list any assistive technology that the student may require that would need adult support -- if that support is provided by you].
- You can ask me to re-read parts of the test if you didn't hear me or need more time to think.
- You can ask me to pause my reading if you need to take a break.
- You can ask me to slow down or speed up my reading or read louder or softer if you are having trouble understanding what I read.
- I will only read certain types of punctuation, but if you need me to re-read a sentence and tell you how it was punctuated, I can do that.
- If you ask me a question about the test all I will say is: "do your best work. I cannot help you with that."
- Do you have any questions for me about how we'll work together during the test?

---

A reader may click on something on the screen only if this is an identified need in the student's IEP or 504 plan and the reader has received appropriate training on when and how to do so.

## Appendix M. Guidelines for Scribing and Transcribing Student Responses

### Definition and basic duties of scribes

A scribe is an adult who writes down what a student dictates via speech, American Sign Language, or an assistive communication device. The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content.

### Qualifications for Scribes

- The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.
- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.
- Scribes should have extensive practice and training in accordance with state administration and security policies and procedures as articulated state test administration manuals, guidelines, and related documentation.
- Scribes must be a currently employed educator and/or approved employee of the state or district, or a currently employed educator of a nonpublic school.
- Scribes must hold a valid West Virginia teaching license or certification granted by the Office of Certification and Professional Preparation
- Scribes must have been trained and must have on file a signed Examiner's/Scribe's Secure Materials and Test Procedures Agreement (See [Appendix F](#), page 166) for the purpose of administering or assisting with the administration of an assessment included in the WV-MAP

### Preparation

- Scribes should read and sign a test security/confidentiality agreement prior to test administration.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers.
- Scribes should be familiar with the Individualized Education Program (IEP) or 504 Plan if the student for whom they are scribing has a disability, so that there are plans in place for providing all needed accommodations.
- Scribes should also have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and tools available on assessments.
- Scribes should review the Scribing Protocol for Assessments with the student at least one to two days prior to the test event.
- Even if the scribe is familiar with the student, the scribe should practice the process with the student at least once prior to the scribing test session.

### General Guidelines

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test-takers, or inadvertently reveal the student's answers.
- If not in a separate setting, the scribe should be situated near enough to the student to prevent their conversations from reaching other students in the room.
- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the available embedded and non-embedded tools available for a given item and student.
- Scribes are expected to comply with student requests regarding use of all available tools within the test environment.
- Scribes may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.).
- Scribes may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in



formulating his or her response during or after the dictation to the scribe.

- Scribes may ask the student to restate words or parts as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.
- Scribes may not question or correct student choices, alert students to errors or mistakes, prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way and must record exactly what the student has dictated.
- Students must be allowed to review and edit what the scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.
- Demonstrate proficiency in signing (ASL and/or signed English) if serving as both the interpreter and scribe.
- Remain silent while students are dictating or signing.
- Record the interpreter's response.
- Produce legible text so that the written portion of the test can be scored.
- When transcribing from a handwritten or word-processed response, record punctuation, capitalization, and spelling as provided by the student.
- Request clarification from the students about the use of capitalization, punctuation, and the spelling of key words.
- Refrain from editing student work or completing a student's incomplete essay.
- Refrain from discussing the student's essay with the student or any other person.

#### **After the Assessment**

- Fill out the Scribe Verification Form ([Appendix M](#) in this book) at the end of the transcription.
- List the names and enrollment grades of the students whose responses were transcribed and send the form to the principal/building level coordinator upon completion.

The use of a scribe can be either an accommodation or a modification, depending on how the scribing is provided. *Modifications on WV-MAP are not allowed and result in invalidation of results.* Any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores is considered a modification.

Notes: An examiner may be a substitute teacher or an aide serving as an examiner for special needs students when instructionally assigned. *All aides and nonpublic school educators must be approved by WVDE.* Student teachers may not serve as examiners. Much skill is involved in being a scribe, a skill that requires extensive practice. Individuals who serve as scribes need to be carefully prepared to ensure that they know the vocabulary involved and understand the boundaries of the assistance to be provided.

### **English Language Arts Content - Specific Guidelines**

#### **Selected Response Items (Single and Multiple Answer)**

- The student must point to or otherwise indicate his/her selection(s) from the options provided
- Scribes are expected to comply with student directions regarding screen and test navigation and use of test platform tools available for a given item.
- The student will confirm the selected answer and indicate to the scribe when he/she is ready to move to the next item.

#### **Constructed Response Items (Short-Text)**

- The scribe will write verbatim student responses on paper or on screen in an area secluded from

another students' view.

- The scribe will correctly spell all words as dictated.
- The scribe will not capitalize words or punctuate text.
- The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., *than* and *then*; *to*, *two*, and *too*; *there*, *their*, and *they're*.
- The student will proofread to add punctuation, capitalization, spacing, and make other edits.
- The scribe will make student requested changes, even if incorrect.
- The student will confirm the fidelity of the response.
- The student will indicate to the scribe when he/she is ready to move to the next item.

### **Long Essay (Full-Write)**

- The scribe will write verbatim student responses on paper or on screen in an area secluded from another students' view.
- The scribe will spell all words as dictated.
- The scribe will not capitalize words or punctuate text.
- The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., *than* and *then*; *to*, *two*, and *too*; *there*, *their*, and *they're*.
- The student will proofread to add punctuation, capitalization, spacing, and other edits.
- The scribe will make student requested changes, even if incorrect.
- The student will confirm the fidelity of the response.
- The student will indicate to the scribe when he/she is ready to move to the next item.
- Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.

## **Mathematics Content - Specific Guidelines**

### **Selected Response Items (Single and Multiple Answer)**

- The student must point to or otherwise indicate his/her selection from the options provided.
- The scribe will comply with student directions, including requests regarding screen and test navigation and use of test platform tools available for the question.
- The student will confirm his/her selections and indicate to the scribe when he/she is ready to move to the next item.
- Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edits what the scribe has written.

### **Constructed/Equation Response Items**

- The student must point or otherwise direct the scribe in developing his/her response.
- The scribe will input student work directly onscreen and in view of the student.
- For responses requiring equations, the student must specify where to place figures and operands.
- For responses requiring text, the scribe will correctly spell all words as dictated and conform to standard writing conventions.
- For responses requiring text, the student will proofread to add punctuation, capitalization, spacing, and other edits.
- The scribe will make student requested changes, even if incorrect.
- The student will confirm the fidelity of the response.
- The student will indicate to the scribe when he/she is ready to move to the next item.

## Post - Administration

- The scribe will submit online or paper-based student responses and collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with state policies and procedures.

## Appendix N. Use of Human Translators Agreement

State of West Virginia  
District of \_\_\_\_\_

West Virginia Board of Education  
West Virginia Measures of Academic Progress

An allowance has been provided for the administration of the mathematics general assessment to include a non-embedded language support for the translation glossaries. The provision provides the opportunity for a student with an EL Plan to receive the language support of a human translator when the test does not provide translation glossaries in the native language of a student. It should be noted that the non-embedded language support of human translation is only allowed under the following conditions:

- The student must have an active EL Plan, **and at least one of the following**:
  - P24: *Translator (Human)* be assigned to the student for *WVASA*, **or**
  - P30: *Translated Test Directions* be assigned to the student for *WVGSA Grades 3-8*, and *SAT School Day*, **or**
  - P32: *Stacked translations for computer-based assessments (math and science only)* be assigned to the student for *WVGSA Grades 3-8*, **or**
  - P41: *Provide translation glossary (paper/pencil tests)* be assigned to the student for *SAT School Day*

A protocol has been established to ensure that human translators meet a quality of assurances and comply with existing state requirements. Districts electing to utilize human translators must ensure the following:

- A certified examiner, meeting the criteria established in WVBE Policy 2340, *West Virginia Measures of Academic Progress*, must be present during the entire testing session.
- The human translator must meet the following expectations:
  - The human translator must be proficient in both English and the native language for which the student is requesting human translation support.
  - The human translator complies with all the examiner criteria establish in Policy 2340, *West Virginia Measures of Academic Progress*.
  - The human translator provides services only in a school in which he/she does not currently have a child enrolled.

Human translators are required to sign the agreement below and WVBE Policy 2340, *West Virginia Measures of Academic Progress*, [Appendix F](#).

Please print your name, sign, and return the *Use of Human Translators Agreement* to the appropriate school coordinator five instructional days prior to administering any assessment.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Position: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

*If this form is not on file, it will be considered a breach of security by the district and state boards of education.*

*This agreement is valid for the academic year of signatory date.*

## Appendix O. Guidelines for Read Aloud in Spanish

### Guidelines for Spanish Read Aloud, Test Reader

#### Guidelines for Read Aloud in Spanish, Test Reader

When a student cannot access text-to-speech, the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow the *Guidelines for Read Aloud, Test Reader* presented here. The guiding principle in reading aloud is to ensure that the student has access to test content. Test readers in Spanish are allowable across all grades as a **language support** for mathematics.

#### Qualifications for Test Readers

- The test reader should be a biliterate adult who is familiar with the student, and who is typically responsible for providing a Read Aloud support in Spanish during educational instruction and assessments.
- Test readers must be trained on the administration of the assessment in accordance with state policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must be trained in accordance with state administration and security policies and procedures as articulated in state test administration manuals, guidelines, and related documentation.

#### Preparation

- Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test.
- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and tools available on assessments.
- Test readers should be familiar with the Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional accommodations. This will ensure that there are plans in place for providing all needed accommodations.
- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the *Guidelines for Participation* document. Test readers should be familiar with any assistive technology or approved supports the student requires.
- Test readers in Spanish should have extensive practice in providing read aloud support in Spanish and must be familiar and comfortable with the process before working directly with a student.
- The reader should be knowledgeable of procedures for reading aloud text by content area (see Table 1 at the end of the *Guidelines for Read Aloud, Test Reader*).
- The test reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test reader script is included at the end of the *Guidelines for Read Aloud, Test Reader*.

- Unless otherwise specified by a student’s IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. Test readers should be ready with appropriate script that reinforces the parameters during the test session.

### General Guidelines

- The test reader’s support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Read each question exactly as written as clearly as possible.
- Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student’s questions by repeating the item, words or instructions verbatim as needed.
- Do not paraphrase, interpret, or define any items, words, or instructions as this would be a violation of test security.
- Spell any words requested by the student.
- Adjust your reading speed and volume if requested by the student.

### Post-Administration

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with state policies and procedures.
- The test reader must not discuss any portion of the test with others.

### Spanish Usage/Conventions

- **Punctuation:** Read all text as punctuated.
- **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as ‘punto, punto, punto.’
- **Quotations:** Quotation marks should be verbalized as “comillas” and “fin de comillas” at the beginning and end of quoted material, respectively.
- **Emphasis:** When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- **Misspellings:** In some cases, a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances, the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.
- 

### Images/Graphics

- Before describing a picture or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item.
- Describe the image/graphic as concisely as possible following a logical progression.

Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic.

- Read the title or caption, if available.
- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student's needs. Often the reader moves top to bottom, left to right, or general to specific in accordance with teaching practices.

### Passages

- Read the passage in its entirety as punctuated (e.g., pauses at periods; raised intonation for questions). Do not verbalize punctuation marks other than ellipsis and quotation marks as noted above.
- If the student requires or asks for a specific section of the passage to be re-read with the punctuation indicated, the test reader should re-read those specific lines within the passage and indicate all punctuation found within those lines as many times as requested by the student.
- When test questions refer to specific lines of a passage, read the lines referenced as though they are part of the stem.

### Graphic Organizers

- Before reading a graphic organizer, the test reader should discern the most appropriate and logical way to present the information. In general, information should be presented from broad to specific as indicated by the visual components of the document. The test reader should read the terms exactly as indicated in the graphic organizer. No other information about should be articulated. For example, the test reader should not create sentences if information is bulleted or appears in a title or label.
- Use common grade-appropriate language throughout the item and the test when referring to graphic organizers and their attributes (labels, blank cells, stems, etc.).

### Mathematical Expressions

- Mathematical expressions must be read precisely and with care to avoid misrepresentation by a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Test readers read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common Spanish usage for the student's grade level.
- Numbers greater than 99, however, should be read as individual numbers.
- Additional examples may be found in the attached appendix.

Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as "diez centímetros." Some abbreviations may be read differently by different leaders. For example,  $cm^3$  may be read as "centímetros cúbicos" or "centímetros al cubo".

Table 1 Test Reader Guidance for Mathematics

| Numbers   |   |   |
|---|---|---|
| Description   | Example(s)  | Read as:  |
| Large whole numbers   | 632, 407, 981<br>45,000,689,112   | "seis tres dos coma cuatro cero siete coma nueve ocho uno"<br>"cuatro cinco coma cero cero cero coma seis ocho nueve coma uno uno dos"      |
| Decimal numbers   | 0.056<br>4.37   | "cero punto cero cinco seis"<br>"cuatro punto tres siete"   |
| Fractions - common<br><br>Fractions - not common - read as "numerator over denominator" | $\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{4}{5}$<br><br>$\frac{14}{25}$<br><br>$\frac{487}{6972}$ | "un medio, un cuarto, dos tercios, cuatro quintos"<br><br>"catorce sobre veinticinco"<br><br>"cuatro ocho siete sobre seis nueve siete dos" |
| Mixed numbers - read with "and" between whole number and fraction                       | $3\frac{1}{2}$<br><br>$57\frac{3}{4}$   | "tres y un medio"<br><br>"cincuenta y siete y tres cuartos"   |
| Percents  | 62%<br>7.5%<br>0.23%  | "sesenta y dos por ciento"<br>"siete punto cinco por ciento"<br>"cero punto dos tres por ciento"  |
| Money - if contains a decimal point, read as "dollars AND cents"                        | \$4.98<br>\$0.33<br>\$5368.00   | "cuatro dólares y noventa y ocho centavos"<br>"treinta y tres centavos"<br>"cinco tres seis ocho dólares"                                   |
| Negative numbers - do NOT read negative sign as "minus"                                 | -3<br><br>$-\frac{5}{8}$<br><br>-7.56   | "negativo tres"<br><br>"negativo cinco octavos"<br><br>"negativo siete punto cinco seis"  |
| Dates (years)   | 1987<br>2005  | "mil novecientos ochenta y siete"<br>"dos mil cinco"  |
| Roman Numerals  | I   | "número romano uno"   |



| Description | Example(s)      | Read as:  |
|-------------|-----------------|---|
|             | II<br>III<br>IV | "número romano dos"<br>"número romano tres"<br>"número romano cuatro" |
| Ratios      | $x:y$           | "x a y"   |

### Operations

| Description                       | Example(s)  | Read as:  |
|-----------------------------------|---|---|
| Addition                          | $\begin{array}{r} 13 \\ + 27 \\ \hline \end{array}$ $13 + 27 =$<br><br>$13 + 27 = ?$                | "trece más veintisiete es igual a"<br><br>"trece más veintisiete es igual a signo de interrogación"                                     |
| Subtraction                       | $\begin{array}{r} 487 \\ - 159 \\ \hline \end{array}$ $487 - 159 =$<br><br>$487 - 159 = ?$          | "cuatro ocho siete menos uno cinco nueve es igual a"<br><br>"cuatro ocho siete menos uno cinco nueve es igual a signo de interrogación" |
| Multiplication                    | $\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array}$ $63 \times 49 =$<br><br>$63 \times 49 = ?$ | "sesenta y tres por cuarenta y nueve es igual a"<br><br>"sesenta y tres por cuarenta y nueve es igual a signo de interrogación"         |
| Division - Vertical or Horizontal | $\begin{array}{r} 120 \\ 15 \overline{)8} \end{array}$ $120 \div 15 = 8$                            | "uno dos cero dividido entre quince es igual a ocho"  |
| Operations with boxes             | $3 + \square = 8$   | "tres más casilla es igual a ocho"  |

### Expressions

| Description   | Example(s)  | Read as:   |
|---|---|--|
| Expressions containing variables (any letter may be used as a variable) | $N + 4$<br>$8x - 3$<br>$4(y - 2) + 5 = 7$<br>$V = \frac{4}{3}\pi r^3$ | "N más cuatro"<br>"ocho 'x' menos tres"<br>"cuatro abre paréntesis 'y' menos dos cierra paréntesis más cinco es igual a siete"<br>"V es igual a cuatro tercios pi 'r' al cubo" |

| Description  | Example(s)  | Read as:   |
|--|---|--|
|  | $ t  - 2$<br>$\frac{t - 2}{t + 8}$<br>$x^2 y^3 = -36$<br>$156x \geq 4$  | <p>"el valor absoluto de 't' (pause) menos dos"</p> <p>"'t' menos dos (pause) sobre 't' más ocho"</p> <p>"'x' al cuadrado 'y' al cubo es igual a negativo treinta y seis" o "'x' a la segunda potencia por 'y' a la tercera potencia es igual a negativo treinta y seis"</p> <p>"uno cinco seis 'x' es mayor o igual a cuatro"</p> |
| Coordinate pairs<br>Answer choices<br>with no other text | <p>the point <math>(-1, 2)</math></p> <p>the point A is at <math>(6, 3)</math>.</p> <p>A. <math>(-3, -4)</math></p> | <p>"el punto (pause) negativo uno coma dos"</p> <p>"El punto A está en (pause) seis coma tres."</p> <p>"'A' (pause) negativo tres coma negativo cuatro"</p>  |
| Parallels  | $\overline{AB} \parallel \overline{CD}$   | "el segmento de línea AB es paralelo al segmento de línea CD"  |
| Perpendiculars   | $\overline{AB} \perp \overline{CD}$   | "el segmento de línea AB es perpendicular al segmento de línea CD"   |

**Suggested Test Reader Script**  
**(to be used with student in advance of the day of testing)**

Hola \_\_\_\_\_,

Soy la persona asignada para leerte el examen que tomarás la próxima semana durante la Evaluación de matemáticas. Me gustaría informarte cómo estaremos trabajando juntos. Cuando te esté leyendo la prueba, será de manera muy distinta a cuando te estoy leyendo durante la clase. Necesito seguir ciertas reglas.

- No te puedo ayudar con ninguna respuesta.
- No puedo hacer clic sobre nada en la pantalla.<sup>1</sup>
- No estaré usando diferentes voces de personajes o cambiando mi tono de voz cuando lea. Estaré usando una voz muy directa que no cambie mucho, no importa qué tan emocionante sea la historia o ítem de la prueba.
- Si hay una imagen con palabras, leeré esas palabras. Si lo pides, leeré nuevamente las palabras.
- Algunas veces puede haber algo sobre una palabra o frase que te puede dar una clave si lo leo en voz alta. En esos casos, no leeré esa la palabra, la señalaré en la pantalla [o en el cuadernillo de o impreso al momento] y continuaré leyendo.
- Todavía puedo ayudarte con tus [\*\*\*list any assistive technology that the student may require that would need adult support -- if that support is provided by you].
- Me puedes pedir que lea nuevamente partes de la prueba si no me escuchaste o necesitas más tiempo para pensar.
- Me puedes pedir que haga una pausa en la lectura si necesitas tomar un descanso.
- Me puedes pedir que lea más despacio o más rápido, o leer más alto o más bajo si tienes problema entendiendo lo que leo.
- Leeré ciertos signos de puntuación, pero si necesitas que lea nuevamente una oración y que te diga la puntuación, puedo hacerlo.
- Si me haces una pregunta sobre la prueba lo único que te voy a decir es: "Haz tu mejor trabajo. No te puedo ayudar en eso.
- ¿Tienes alguna pregunta sobre cómo vamos a trabajar juntos durante la prueba?

---

<sup>1</sup> A reader may click on something on the screen only if this is an identified need in the student's IEP or 504 plan and the reader has received appropriate training on when and how to do so.

## Appendix P. Accommodation Supports - Glossaries – English Learners only (ELPA21 Assessment)

Students who are English Learners may benefit from using a Translation Glossary for mathematics tests. These students should have the Translation Glossary option selected in TIDE for the appropriate language. See [Section V. Guidelines for Supporting and Accommodation English Learner Students](#), for information on how to determine if this support is appropriate for students.

The following steps are designed to help Test Administrators and students access the correct embedded Glossary designated support.

### Accessing Glossaries

The embedded Glossary designated support is available as a language support provided for selected construct-irrelevant terms for mathematics tests only.

Students can be assigned:

- 1) No Glossary at all
- 2) English glossary only (default)
- 3) One second-language glossary only
- 4) English and one second-language glossary

The following are the available options for the Glossary designated support:

- No Glossary - English Glossary (default)
  - Spanish Glossary
  - Arabic Glossary
  - Cantonese Glossary
  - Mandarin Glossary
  - Filipino Glossary (Ilokano & Tagalog)
  - Korean Glossary
  - Punjabi Glossary (Eastern & Western)
  - Russian Glossary
  - Ukrainian Glossary
  - Vietnamese Glossary
  - English & Spanish Glossary
  - English & Arabic Glossary
  - English & Cantonese Glossary
  - English & Mandarin Glossary
  - English & Filipino Glossary (Ilokano & Tagalog)
  - English & Korean Glossary
  - English & Punjabi Glossary (Eastern & Western)
  - English & Russian Glossary
  - English & Ukrainian Glossary
  - English & Vietnamese Glossary

Please note that, based on differences in complexity across languages, different language glossaries may provide support for different English language terms. Therefore, if a student has access to the English and one second-language glossary, some terms may have both glossaries present while other terms may have only one of the two glossaries present.

## Using Glossaries

When there is a term for which a glossary is available, there will be a faint gray dotted border around the term as shown inside the red box below.

4

Approximately  $7.5 \times 10^5$  gallons of water flow over a **waterfall** each second. There are  $8.6 \times 10^4$  seconds in 1 day. Select the approximate number of gallons of water that flow over the waterfall in 1 day.

- A  $6.45 \times 10^{21}$
- B  $6.45 \times 10^{20}$
- C  $6.45 \times 10^{10}$
- D  $6.45 \times 10^9$

When the student hovers the mouse over the term, it will highlight in blue.

4

Approximately  $7.5 \times 10^5$  gallons of water flow over a **waterfall** each second. There are  $8.6 \times 10^4$  seconds in 1 day. Select the approximate number of gallons of water that flow over the waterfall in 1 day.

- A  $6.45 \times 10^{21}$
- B  $6.45 \times 10^{20}$
- C  $6.45 \times 10^{10}$
- D  $6.45 \times 10^9$

If the student clicks on a highlighted term, a popup box will appear with the translation of the term. Students can also select the audio icon next to the glossary term and listen to the audio recording of the glossary. The audio glossary is available only for the Translation Glossaries.

4

waterfall

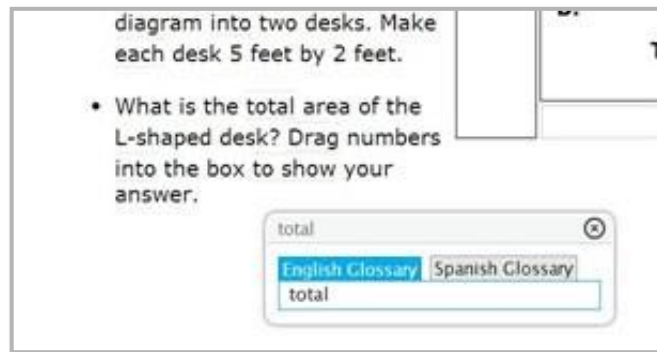
Spanish Glossary

cascada

Approximately  $7.5 \times 10^5$  gallons of water flow over a waterfall each second. There are  $8.6 \times 10^4$  seconds in 1 day. Select the approximate number of gallons of water that flow over the waterfall in 1 day.

- A  $6.45 \times 10^{21}$
- B  $6.45 \times 10^{20}$
- C  $6.45 \times 10^{10}$
- D  $6.45 \times 10^9$

If the student has dual language mode enabled, the glossary will appear with two tabs, one for each language, when appropriate.



When the student is done using this support, he or she can click the X at the top right-hand corner of the pop-up window to close the glossary.

## Appendix Q. Guidelines for Simplified Test Directions

Simplified test directions is an accommodation allowable on *WV-GSA Grades 3-8* – all grades. Students with difficulties in auditory processing, short-term memory, attention, or decoding may benefit from having test directions simplified for them. This accommodation may require testing in a separate setting to avoid distracting other test takers.

A test administrator who provides the simplified test directions accommodation is an adult who simplifies the script within the SAY boxes in the Online, Summative, Test Administration Manual (TAM). Test administrators should not deviate from the test directions found in the TAM in ways that impact the content being measured. The student depends on the test administrator to read the script in the TAM accurately, pronounce words correctly, and speak in a clear voice. When a student needs additional support understanding the test directions found in the TAM, the test administrator may simplify or paraphrase the language in the script and verify the student’s understanding. Simplifying test directions should be consistent with classroom instruction and includes repeating or rephrasing. This may include breaking TAM directions into parts or segments or using similar words or phrases, but it should exclude defining words or concepts. The test administrator must be trained in administering the assessment and must follow the *Simplified Test Directions* presented here. The test administrator must ensure that the student understands the directions in the TAM. Only the script in the TAM may be simplified. Test content, including test items, words from items, or instructions for individual items may **NOT** be simplified or paraphrased.

### Qualifications for Test Administrators Who Simplify Test Directions

- The test administrator who simplifies test directions should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments.
- Test administrators must be trained on the administration of the assessment in accordance with member policy and be familiar with the terminology and symbols specific to the directions and related conventions for standard oral communication.
- Test administrators must be trained in accordance with state policies and procedures.
- Test administrators must be familiar with the vocabulary used in the TAM directions and be able to speak clearly and at a normal pace with clear pronunciation.
- Test administrators must be willing to be patient and repeat test directions.

### Prior to Test Administration

In addition to the guidelines noted in the TAM, test administrators who simplify test directions should:

- Be trained in administering the assessment per the requirements noted in test specific Test Administrator Manuals.
- Familiarize themselves with the testing environment and format in advance of the testing session.
- Have a strong working knowledge of the embedded and non-embedded universal tools and accommodations available on assessments.
- Have extensive practice in simplifying test directions and must be familiar and comfortable with the process before working directly with the student.
- Be familiar with the student’s needs, including the Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional

accommodations. This will ensure that there are plans in place for providing all needed accommodations.

- Be familiar with any assistive technology or approved supports the student requires. In addition to the simplified test directions support, students may make use of any other approved accessibility resource during the test as appropriate and in accordance with the *Guidelines for Participation* document.
- It is recommended that the same test administrator be assigned to students for each day of testing.

### Day of Test Administration

In addition to the guidelines noted in the Test Administrators Manual, test administrators who simplify test directions should:

- Be prepared to restate the language in the script.
- Read the directions aloud in paraphrased, clarified, or simplified form, rather than reading the script verbatim.
- Follow the TAM guidelines for assisting the student with taking the test.
- Not prompt the student in any way that would result in a different response to a test item.
- Not influence the student’s response in any way.
- Spell any words in the script if requested by the student.
- Adjust their reading speed and volume if requested by the student.
- Not paraphrase, interpret, define, or translate any aspect beyond the script provided in the TAM. They should **NOT** read aloud any parts of the test content, including items, words, or instructions as this would be a violation of test security.
- **ONLY** if the student is registered for the read aloud accommodation in conjunction with the simplified test directions accommodation, the test reader should follow the *Guidelines for Read Aloud*.

### Following Test Administration

Test administrators who simplify test directions should follow any guidelines for “Following Test Administration”, in the test specific TAM.

#### Example of Simplified Test Directions

| Full Log-in Directions  | Simplified Log-in Directions   |
|---|--|
| <p>Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I’ll be checking that you have correctly entered the test session ID and other information.</p> <p>Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID.</p> <p>Raise your hand if you need help typing this information on your keyboard.</p> | <p>Now we are ready to log in. Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID.</p> |



|   |   |
|---|---|
| <p>Now click “Sign In.” Once you have successfully logged in, you will see a screen with your first name and other information about you. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.</p>  | <p>Now click “Sign In.” Make sure that your personal information on the next screen is correct and click YES to continue. If it is not correct, raise your hand.</p>  |
| <p>On the next screen, select the [INSERT NAME OF TEST]. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. Please wait quietly while I verify each of your tests.</p>   | <p>On the next screen, select the [INSERT NAME OF TEST]. Then wait.</p>   |
| <p>After I approve you to begin testing, you will see a screen asking you to check your test content area and settings. If all the information is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand. Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. Please read this carefully. You can also find this information during your test by clicking the HELP button in the top right corner.</p> | <p>After I approve you to begin testing, make sure that you have the right test and settings. If any of the test information is incorrect, please raise your hand. If the information is correct, click YES, START MY TEST.</p> |
| <p>When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.</p>   | <p>When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.</p>   |

## Appendix R. Accessibility Tools

### Accessibility Supports in the Classroom

Use this chart to track different aspects of how a student uses accessibility supports (universal tools and accommodations) in your classroom. This will help inform decision making on accessibility supports.

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

What accessibility supports does the student use in the classroom? List them in the chart. Then follow the questions in the chart.

| Questions   | List accessibility supports                     |  |  |  |  |
|---|---|--|--|--|--|
|   | Universal Tools (turned off) and Accommodations |  |  |  |  |
|   |   |  |  |  |  |
| 1. Is it noted in student's EL, IEP, or 504 plan?   |   |  |  |  |  |
| 2. For what task(s) is it used? (e.g., task type or standard).  |   |  |  |  |  |
| 3. Does the student use it for that task every time? Note how often.  |   |  |  |  |  |
| 4. Does the student use it alone or with assistance? (e.g., aide, peers?)   |   |  |  |  |  |
| 5. If more than one support is available, how do these supports interact? For example, does one accessibility support seem more effective when used with another on a task? |   |  |  |  |  |
| 6. If the accessibility support is presented differently on the test (e.g., an online calculator), how can you give the student opportunities to practice using it?         |   |  |  |  |  |
| 7. Does the student's individualized plan (e.g., EL, IEP, 504) need to be updated?  |   |  |  |  |  |

Shyyan, V., Thurlow, M., Christensen, L., Lazarus, S., Paul, J., and Touchette, B. (2016). *CCSSO accessibility manual: How to select, administer, and evaluate use of accessibility supports for instruction and assessment of all students*. Washington, DC: CCSSO. More Tools are available at <http://www.ccsso.org/sites/default/files/2017-10/CCSSO%20Accessibility%20Manual.docx>

## After-test Accessibility Questions

Use this form after a test to interview a student about the accessibility supports (universal tools and accommodations) provided, used, whether they were useful, and whether they should be used again. Also note any adjustments or difficulties experienced by the student in either how the accessibility support was administered or in using the accessibility support during the assessment. Students in higher grades may do this independently or filling out this form could be facilitated through a discussion between a teacher and a student.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Accessibility support used: \_\_\_\_\_

| Questions  | Supports Available (List) |          |          |          |
|--|---------------------------|----------|----------|----------|
|  |                           |          |          |          |
| Was the accessibility support used?<br><i>(Circle Yes or No and record optional comments.)</i>   | Yes / No                  | Yes / No | Yes / No | Yes / No |
| Was the accessibility support useful?<br><i>(Circle Yes or No and record optional comments.)</i>   | Yes / No                  | Yes / No | Yes / No | Yes / No |
| Were there any difficulties with the accessibility support? (Are adjustments needed?)<br><i>(Circle Yes or No and record optional comments.)</i> | Yes / No                  | Yes / No | Yes / No | Yes / No |
| Should the accessibility support be used again?<br><i>(Circle Yes or No and record optional comments.)</i>                                       | Yes / No                  | Yes / No | Yes / No | Yes / No |

Student signature: \_\_\_\_\_

Shyyan, V., Thurlow, M., Christensen, L., Lazarus, S., Paul, J., and Touchette, B. (2016). *CCSSO accessibility manual: How to select, administer, and evaluate use of accessibility supports for instruction and assessment of all students*. Washington, DC: CCSSO. More Tools are available at <http://www.ccsso.org/sites/default/files/2017-10/CCSSO%20Accessibility%20Manual.docx>

## Assessment Accessibility Plan

### Student Information

Name: \_\_\_\_\_

Date of Assessment: \_\_\_\_\_

Name of Assessment: \_\_\_\_\_

### Case Information

ESL/Bilingual Teacher: \_\_\_\_\_

Special Education Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Building/School: \_\_\_\_\_

General Education Teacher(s): \_\_\_\_\_

Accessibility supports that the student needs for this assessment and date arranged:

| Accessibility Supports | Date Arranged |
|------------------------|---------------|
| 1. _____               | _____         |
| 2. _____               | _____         |
| 3. _____               | _____         |
| 4. _____               | _____         |
| Comments: _____        | _____         |

Person responsible for arranging accessibility supports and due date:

| Person Responsible Due Date | Date Arranged |
|-----------------------------|---------------|
| 1. _____                    | _____         |
| 2. _____                    | _____         |
| 3. _____                    | _____         |
| 4. _____                    | _____         |
| Comments: _____             | _____         |

Room assignment for assessment: \_\_\_\_\_

Planners for this process (signatures): \_\_\_\_\_

Adapted from Scheiber, B., & Talpers, J. (1985). *Campus access for learning disabled students: A comprehensive guide*. Pittsburgh: Association for Children and Adults with Learning Disabilities.

Shyyan, V., Thurlow, M., Christensen, L., Lazarus, S., Paul, J., and Touchette, B. (2016). *CCSSO accessibility manual: How to select, administer, and evaluate use of accessibility supports for instruction and assessment of all students*. Washington, DC: CCSSO. More Tools are available at <http://www.ccsso.org/sites/default/files/2017-10/CCSSO%20Accessibility%20Manual.doc>

## Teacher Evaluation of Classroom Accessibility tools and Accommodations

Teacher Name: \_\_\_\_\_

Subject: \_\_\_\_\_

Student Name: \_\_\_\_\_

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

Date: \_\_\_\_\_

Please list each accessibility support (tool or accommodation), rate its effectiveness, and comment about what you think might improve effectiveness, if needed.

|    | Accessibility Support  | Not effective | Somewhat effective | Very effective |
|----|--|---------------|--------------------|----------------|
| 1. |  | 1             | 2                  | 3              |
|    | How could the effectiveness of this accessibility support be improved? |               |                    |                |
|    |  |               |                    |                |
| 2. |  | 1             | 2                  | 3              |
|    | How could the effectiveness of this accessibility support be improved? |               |                    |                |
|    |  |               |                    |                |
| 3. |  | 1             | 2                  | 3              |
|    | How could the effectiveness of this accessibility support be improved? |               |                    |                |
|    |  |               |                    |                |

Shyyan, V., Thurlow, M., Christensen, L., Lazarus, S., Paul, J., and Touchette, B. (2016). *CCSSO accessibility manual: How to select, administer, and evaluate use of accessibility supports for instruction and assessment of all students*. Washington, DC: CCSSO. More Tools are available at

<http://www.ccsso.org/sites/default/files/2017-10/CCSSO%20Accessibility%20Manual.docx>

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## Appendix S. Rubric for Determining Student Eligibility for the WVASA

### Rubric for Determining Student Eligibility for the WV Alternate Summative Assessment for Students with Significant Cognitive Disabilities

Student Full Name \_\_\_\_\_ Date \_\_\_\_\_  
School \_\_\_\_\_ Date of Birth \_\_\_\_\_  
Parent(s)/Guardian(s) \_\_\_\_\_ Grade \_\_\_\_\_  
Address \_\_\_\_\_ WVEIS # \_\_\_\_\_  
City/State/Zip \_\_\_\_\_ Telephone \_\_\_\_\_

This rubric is provided as a companion document assist Individualized Education Program (IEP) Teams in making appropriate decisions regarding student participation in West Virginia's Alternate Assessment for Students with Significant Cognitive Disabilities.

IEP Teams must use various data sets in review of a student's eligibility to take the Alternate Assessment which could include but is not limited to:

- Evaluation Team Reports
- Benchmark assessment data
- Diagnostic assessments
- Assistive Technology evaluation
- Speech and Language assessments that determine expressive/receptive language communication status.
- IEP goal/objectives progress data
- Both formative academic and transition assessment data
- Adaptive skills checklists/inventories
- Progress on functional, daily living and life skill standards
- Sensory and/or motor assessments describing access modes of communication, fine and gross motor tasks.

Evidence for the decision to participate in the Alternate Assessment is **NOT BASED** on:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social, cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education services
8. English Learner (EL) status
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of student scores on the accountability system
12. Administration decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/ Augmentative and Alternative Communication (AAC) to participate in the assessment process

**Note:** Intelligence quotient (IQ) scores are not a reliable measure to determining eligibility as many of the assessment tools used to determine IQ are not fully accessible for learners with significant motor, communication and sensory complexities. IQ scores should never be used in isolation to determine eligibility.

**Directions:** Review a student's IEP and related documents to answer each question. Mark the column that best answers the question. Responses do not all need to be in the far-right column, but **all or most** should be in the 3<sup>rd</sup> and 4<sup>th</sup> columns to the right. Only a small number of learners, approximately one (1) percent, should qualify as meeting the criteria for the WV Alternate Assessment which is designed for Students with Significant Cognitive Disabilities.

|   |   |  |   |
|---|---|--|---|
| <p>1. Does the student have a <b>current IEP</b>?<br/>(Skip question if this is for an Initial IEP. Questions regarding IEP content should be answered through supporting documentation.)</p>   |   |  |   |
| <p>No. <b>Stop here</b>, the student is not eligible for alternate assessment</p>   |   | <p>Yes. Continue to question #2.</p>   |   |
| <p>2. Does the data reviewed provide evidence of <b>significant cognitive disability</b> (3 or more standard deviations below the mean as determined by district administered ability assessment, plus significant impairments to a person's ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly, and learn from experience)?</p>  |   |  |   |
| <p>a) ___ Presence of disability but no documentation that a cognitive disability interferes with learning; goals and objectives that are designed to support learners in achieving general education grade-level skills/standards.</p> <p><b>Stop here</b>, the student is not eligible for alternate assessment.</p>  | <p>b) ___ Documentation/data shows a wide skill gap in reading and/or mathematics.</p> <p>Need for prescriptive, direct, and systematic instruction is present in the IEP/documentation.</p> <p>(Note: Complex reading and/or math difficulties does not qualify the learner as having a significant cognitive disability.)</p> | <p>c) ___ Evidence that a cognitive disability interferes with learning grade-level skills and concepts.</p> <p>Goals and objectives address grade-level academic skills/concepts through the alternate academic achievement standards and learning progressions or documentation is provided showing a need for significant curriculum modifications.</p> | <p>d) ___ Evidence that a cognitive disability <u>significantly</u> interferes with learning grade-level skills and concepts.</p> <p>Goals and objectives address grade-level academic skills/concepts through the alternate academic achievement standards and learning progressions or documentation is provided showing a need for significant curriculum modifications.</p> |
| <p>3. Do the student's PLAAFPs indicate adequate performance with WV CCRS?<br/>If yes, stop here.<br/>If no, choose descriptor that best matches student performance.</p>   |   |  |   |
| <p>a) ___ Present levels of Performance indicate that the learner's skills are closely aligned with grade-level standard concepts and skills</p>  | <p>b) ___ Student PLAAFPs indicate a level of performance still commensurate with grade-level concepts but indicating some need for supports and scaffolding.</p>   | <p>c) ___ Student PLAAFPs indicate ability to make adequate progress through the <u>most complex alternate standards</u>, with increasing levels of supports and scaffolding, and objectives that include alternate standard skills and concepts or learning progression steps that lead to grade-aligned performance target(s)</p>                        | <p>d) ___ Student PLAAFPs indicate ability to make progress through alternate standards with maximal supports and scaffolding in order to make progress on concepts and skill targets on the <u>least complex</u> side of the range.</p>  |
| <p>4. Does the learner data document a significant deficit across many domains of <b>adaptive behaviors</b>? Does the student require systematic, direct instruction of adaptive behavior (an individual's ability to apply social and practical skills in everyday life) skills to be embedded within standards-based instruction?</p> <ul style="list-style-type: none"> <li>• <b>Conceptual skills:</b> receptive and expressive language, reading and writing, money concepts, self-direction</li> <li>• <b>Social skills:</b> interpersonal, responsibility, self-esteem, follows rules, obeys laws, is not gullible, and avoids victimization.</li> <li>• <b>Practical skills:</b> personal activities of daily living such as eating, dressing, mobility and toileting; instrumental activities of daily living such as preparing meals, taking medication, using the telephone, managing money, using transportation and doing housekeeping activities, occupational skills; maintaining a safe environment.</li> </ul> |   |  |   |
| <p>a) ___ NO instruction needed in any of the adaptive skills.</p>  | <p>b) ___ General instruction needed in one or more domains of adaptive skill, which are covered in district PBIS and core instruction initiatives.</p>   | <p>c) ___ Systematic, direct instruction needed within two or more domains of adaptive skills.</p>   | <p>d) ___ Prescriptive, systematic, direct instruction needed across many or all adaptive skills within each domain.</p>  |

| 5. What level of support and instruction (“given” statements) do the students’ goals and objectives describe? What level of documentation is indicated in the evaluation portion of the goals and objectives?  |  |   |  |
|--|--|---|--|
| <p>a) ___ “Given” statements indicate <u>general levels of academic support</u> to make adequate progress through grade-level standard concepts and skills</p> <p>Documentation consists of project rubrics, work samples, and/or portfolios, etc. showing student <u>general independence</u> in academic progress.</p> | <p>b) ___ “Given” statements indicate <u>minimal to moderate levels of support</u> to make adequate progress through grade-level standard concepts and skills</p> <p>Documentation consists of project rubrics, work samples, and/or portfolios, etc. showing student’s need for <u>minimal, continual assistance</u> in making academic progress.</p> | <p>c) ___ “Given” statements indicate <u>increasing levels of support</u> to make adequate progress through grade-level standard concepts and skills</p> <p>Documentation consists of project rubrics, work samples, and/or portfolios, etc. showing student’s need for <u>increasing levels of continual assistance</u> in making academic progress.</p> | <p>d) ___ “Given” statements indicate <u>maximal levels of support</u> to make adequate progress through grade-level standard concepts and skills</p> <p>Documentation consists generally of checklists collected by teacher; documentation indicates <u>maximal levels of support</u> are needed to make academic progress.</p> |

**The IEP Committee used the above evaluation data analysis and discussion to determine:**

- The student **DOES** meet the criteria to participate in the WV Alternate Assessment for students with significant cognitive disabilities.
- The student **DOES NOT** meet the criteria to participate in the WV Alternate Assessment for students with significant cognitive disabilities.

\_\_\_\_\_ Parent/Guardian  
 \_\_\_\_\_ Parent/Guardian  
 \_\_\_\_\_ Administrator/Designee/Chairperson  
 \_\_\_\_\_ General Education Teacher  
 \_\_\_\_\_ Special Education Teacher  
 \_\_\_\_\_ Other

**NOTE:** *If this report does not represent an individual team member’s conclusion, that team member must submit a separate statement presenting the member’s conclusions.*



## Appendix T. Request to Utilize Other Personnel for WVGSA/WVASA/SAT School Day

West Virginia Assessment Administration, 2019- 2020 School year

You must circle the assessment that this request is for, if you do not circle one it will be **NOT** be processed.

CBA

WVGSA

WVASA

SAT School Day

Name of School: \_\_\_\_\_ District: \_\_\_\_\_ Principal: \_\_\_\_\_

Please complete the following for all long-term aides and teachers on permit for whom you are requesting permission. If necessary, you may attach additional documentation. All approved personnel will need to be trained and sign the appropriate security agreements prior to testing. **All information must be completed for each employee for whom you are requesting approval.**

| Employee's Name<br>(Last, First) | Employee's Job Title  | Student Name<br>(Must list each student individually.) | Does employee currently work with this student and for how long?  | Requesting Permission to:   | Justification of Request<br>(Give a specific reason why it is necessary to use this employee to administer West Virginia General Summative Assessment.) |
|----------------------------------|---|--|---|---|---|
|                                  | <input checked="" type="checkbox"/> Long-term Aide<br><input checked="" type="checkbox"/> Other (specify): _____<br>_____ |  | <input checked="" type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No<br><input checked="" type="checkbox"/> < 1 yr.<br><input checked="" type="checkbox"/> > 1 yr. | <input type="checkbox"/> Scribe<br><input type="checkbox"/> Administer WVGSA Grades 3-8 or SAT School Day w/out supervision<br><input type="checkbox"/> Other (specify) _____ |   |
|                                  | <input checked="" type="checkbox"/> Long-term Aide<br><input checked="" type="checkbox"/> Other (specify): _____<br>_____ |  | <input checked="" type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No<br><input checked="" type="checkbox"/> < 1 yr.<br><input checked="" type="checkbox"/> > 1 yr. | <input type="checkbox"/> Scribe<br><input type="checkbox"/> Administer WVGSA Grades 3-8 or SAT School Day w/out supervision<br><input type="checkbox"/> Other (specify) _____ |   |
|                                  | <input checked="" type="checkbox"/> Long-term Aide<br><input checked="" type="checkbox"/> Other (specify): _____<br>_____ |  | <input checked="" type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No<br><input checked="" type="checkbox"/> < 1 yr.<br><input checked="" type="checkbox"/> > 1 yr. | <input type="checkbox"/> Scribe<br><input type="checkbox"/> Administer WVGSA Grades 3-8 or SAT School Day w/out supervision<br><input type="checkbox"/> Other (specify) _____ |   |

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of District Test Coordinator

\_\_\_\_\_  
Date

Scan and email form to the Office of Assessment, [sonja.phillips@k12.wv.us](mailto:sonja.phillips@k12.wv.us) and [cchristy@k12.wv.us](mailto:cchristy@k12.wv.us)

## Appendix U. Request for Exclusion from Participation Rate due to Medical Emergency

| Request for Exclusion from Participation Rate due to Medical Emergency |  |
|--|--|
| County Name/Code   |  |
| School Name/Code   |  |
| Student<br>WVEIS Number  |  |
| Student Name   |  |
| Grade  |  |
| Assessment   | <input type="checkbox"/> General Summative Assessment - Spring (Grades 3-8)<br><input type="checkbox"/> SAT School Day (Grade 11)<br><input type="checkbox"/> Alternate Summative Assessment |
| Content Area<br>(check all that apply)                                 | <input type="checkbox"/> Math<br><input type="checkbox"/> ELA<br><input type="checkbox"/> Science (Only Grades 5, 8, and 11)   |
| Dates of Condition   | Start Date:<br><br>End Date:   |
| School Testing<br>Window   | Start Date:<br><br>End Date:   |
| Services student<br>receives<br>(check all that apply)                 | <input type="checkbox"/> IEP<br><input type="checkbox"/> 504 Plan<br><input type="checkbox"/> EL Plan  |
| Overview of Request  |  |

*My signature below certifies that the above information is true to the best of my knowledge and I will retain the appropriate signatures and other documentation in storage for a period of at least three years from the date of submission. I understand that during this time the documentation may be subject to an audit led by the Office of Research, Accountability and Data Governance.*

**District Required Signatures:**

**Principal:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**\*Special Education Director/504 Coordinator or Title III Director:** (for students with disabilities or English language learners)

\_\_\_\_\_ **Date:** \_\_\_\_\_

**District Test Coordinator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Date/Time of submission by fax:** \_\_\_\_\_

Scan and email form to the Office of Assessment [rsurface@k12.wv.us](mailto:rsurface@k12.wv.us) and [cchristy@k12.wv.us](mailto:cchristy@k12.wv.us)

## Appendix V. Request for Accommodations for Temporary Medical Conditions

### Process for Requesting Accommodations for Temporary Medical Conditions<sup>1</sup>

1. Acute situation
2. Student treated for acute situation
3. Student reports acute situation to school
4. Classroom accommodations in place
5. Principal completes and signs Temporary Medical Condition Form requesting accommodations (see next page)
6. Principal sends form to district test coordinator
7. District test coordinator reviews form and signs if appropriate
8. District test coordinator forwards form to WVDE Office of Assessment
9. Office of Assessment reviews request; approves or denies and signs form
10. Office of Assessment sends copy of form with decision to district test coordinator
11. District test coordinator informs school of decision regarding testing accommodation

<sup>1</sup>Temporary Medical Condition – an acute medical occurrence limiting student’s ability to access the assessment (i.e., a broken arm).

## Accommodations Request for Student with Temporary Medical Condition

Student Name: \_\_\_\_\_ WVEIS Number: \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Please indicate the test the student will take:

WVGSA Grades 3-8: \_\_\_\_\_ Classroom Benchmark Assessment: \_\_\_\_\_

SAT School Day: \_\_\_\_\_ WVASA: \_\_\_\_\_

Describe accommodation requested (retain any documentation received): \_\_\_\_\_

---

---

---

Describe the injury or medical condition, include the date of onset: \_\_\_\_\_

---

---

---

Principal Name: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

District Test Coordinator Name: \_\_\_\_\_

District Test Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*Temporary Medical Condition – an acute medical occurrence limiting student’s ability to access the assessment (i.e., a broken arm).

Scan and email form to the Office of Assessment, [sonja.phillips@k12.wv.us](mailto:sonja.phillips@k12.wv.us) and [cchristy@k12.wv.us](mailto:cchristy@k12.wv.us)

Request for Accommodations: \_\_\_\_\_ Approved \_\_\_\_\_ Denied \_\_\_\_\_

Processed by: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix W. West Virginia Assessment Scribe/Interpreter/Translator Verification Form

Student Name: \_\_\_\_\_

Student WVEIS ID Number: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_

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

This is to verify that the student's responses have been

- accurately scribed to Test Book Number \_\_\_\_\_.
- accurately scribed from Test Book Number \_\_\_\_\_ into the testing platform.
- directly entered to the testing platform.

In case of "unintelligible student responses," please list the content area and test item number(s) that are considered unintelligible. \_\_\_\_\_  
\_\_\_\_\_

Please check one of the following reasons for transcribing the student answers to the booklet/computer:

- IEP/504 – Scribe (including sign interpreter)
- EL – Scribe (including language translator)
- Short Term Medical Condition
- Damaged Booklet (Test Booklet Number \_\_\_\_\_)

Provide a brief explanation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The following signatures are needed:

Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

Scribe: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

**Keep a copy for school file and submit a copy to the District Test Coordinator.**

District Test Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Students participating in the WVASA are not required to have this form completed as their test platform requires the test administrator to frequently enter responses for the student. The only exception would be if the student is typically able to enter their own responses but is unable to do so due to injury (i.e., broken wrist, etc.).

## Appendix X. West Virginia Alternate Summative Assessment Security Checklist

State Operational Test Window: \_\_\_\_\_

Student: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

| Testlet | Date           | Start Time | Ending Time | ELA Test Form        | Math Test Form        | Science Test Form |
|---------|----------------|------------|-------------|----------------------|-----------------------|-------------------|
| Example | April 13, 2019 | 8:30       | 9:15        | SP ELA 4.1.B DP 1234 | SP Math 4.c.1 PP 5678 | SPEE.4-ESS1-2     |
| 1       |                |            |             |                      |                       |                   |
| 2       |                |            |             |                      |                       |                   |
| 3       |                |            |             |                      |                       |                   |
| 4       |                |            |             |                      |                       |                   |
| 5       |                |            |             |                      |                       |                   |
| 6       |                |            |             |                      |                       |                   |
| 7       |                |            |             |                      |                       |                   |
| 8       |                |            |             |                      |                       |                   |
| 9       |                |            |             |                      |                       |                   |
| 10      |                |            |             |                      |                       |                   |

\_\_\_\_\_  
Teacher/Examiner Signature

\_\_\_\_\_  
Principal/BLC Signature

\*\*\*Examiners must attach and return all printed tickets and TIPS to the Principal/BLC.

\*\*\*Principal/BLC will:

- Shred all test tickets and TIPS
- Keep a copy of the security checklists at the school.
- Submit the original security checklists to the *District Test Coordinator* no later than 5 days after the close of the test window.

## Appendix Y. EL Plan Participation Forms

| EL: ELPA21 Assessment Participation Form  |   |
|---|---|
| Date:   | District Name:  |
| School Name:  | Student's Name:   |
| ESL Teachers Name:  | Grade:  |
| Universal Tools   |   |
| These tools are available by default to all students.   |   |
| Embedded Universal Tools  | Non-embedded Universal Tools  |
| <input type="checkbox"/> Amplification<br><input type="checkbox"/> Answer choice eliminator<br><input type="checkbox"/> Audio support<br><input type="checkbox"/> Digital notepad<br><input type="checkbox"/> Expandable passages<br><input type="checkbox"/> Flag for review<br><input type="checkbox"/> Highlighter<br><input type="checkbox"/> Keyboard navigation<br><input type="checkbox"/> Writing Tools<br><input type="checkbox"/> Zoom (item-level) | <input type="checkbox"/> Scratch paper<br><input type="checkbox"/> Technological assistance with test navigation  |
| Accommodations for students with EL Plans   |   |
| These tools are identified in advance by an informed educator. These tools are not available unless selected in WVEIS. ( <i>EL Accommodations codes must use UPPER case in WVEIS – P02 is not the same as p02.</i> )<br>Check all that apply.   |   |
| Embedded Accommodations   | Non-embedded Accommodations   |
| <input type="checkbox"/> P22-Zoom (enlarge text on screen test-level)<br><input type="checkbox"/> P28-High color contrast<br><input type="checkbox"/> P33-Turn off Universal Features<br><input type="checkbox"/> P37-Masking<br><input type="checkbox"/> P44- Line reader  | <input type="checkbox"/> P02-Human read aloud, except reading passages<br><input type="checkbox"/> P23-Magnification device<br><input type="checkbox"/> P30-Native language translation of directions<br><input type="checkbox"/> P39-Color overlay<br><input type="checkbox"/> P42-Noise buffer<br><br><input type="checkbox"/> T03-Extra breaks (no studying)<br><input type="checkbox"/> T07-Flexible scheduling (delayed start; no studying)<br><input type="checkbox"/> T09-Separate setting (small group)<br><input type="checkbox"/> T10-Separate setting (1:1 – student can read aloud to self)<br><input type="checkbox"/> T12-Preferential seating<br><input type="checkbox"/> T13-Non-traditional setting<br><input type="checkbox"/> T14-Flexible scheduling-limited timed testing<br><input type="checkbox"/> T15-Extended breaks<br><input type="checkbox"/> T16-Breaks as needed |
| Accommodations from IEP or 504 Plan   |   |
| Please list any accommodation(s) the student has identified on either an IEP or 504 team.<br><b>ONLY</b> students found eligible for either an IEP or 504 will have anything listed in the box(es) below.   |   |
| <b>Accommodations from IEP:</b>   | <b>Accommodations from 504:</b>   |
|   |   |
| EL Committee Members' Signatures:   |   |
|   |   |



## EL: WVGSA Grades 3-8 Participation Form

|   |  |
|---|--|
| Date:   | District:  |
| School:   | Student's Name:  |
| Grade:  | ESL Teacher:   |
| <b>Universal Tools</b>  |  |
| Universal tools are available by default to all students based on student preference and selection.   |  |
| <b>Embedded Universal Tools</b>   | <b>Non-Embedded Universal Tools</b>  |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Breaks</li> <li><input type="checkbox"/> Calculator (<b>only</b> Grades 6-8)</li> <li><input type="checkbox"/> Digital Notepad</li> <li><input type="checkbox"/> English Dictionary (ELA writing assessment)</li> <li><input type="checkbox"/> Expandable Passages</li> <li><input type="checkbox"/> Global Notes (for ELA writing assessment)</li> <li><input type="checkbox"/> Highlighter</li> <li><input type="checkbox"/> Keyboard Navigation</li> <li><input type="checkbox"/> Mark for review</li> <li><input type="checkbox"/> Math tools (embedded ruler/protractor)</li> <li><input type="checkbox"/> Spell check</li> <li><input type="checkbox"/> Strikethrough</li> <li><input type="checkbox"/> Writing tools</li> <li><input type="checkbox"/> Zoom (1.5 X to 3.0X)</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Breaks</li> <li><input type="checkbox"/> English Dictionary</li> <li><input type="checkbox"/> Scratch Paper</li> <li><input type="checkbox"/> Thesaurus</li> </ul>   |
| <b>Accommodations for Students with EL Plans</b>  |  |
| <p>These tools are identified in advance by an informed educator. These tools are not available unless selected in WVEIS. (<u><i>EL Accommodations codes must use UPPER case in WVEIS – P02 is not the same as p02.</i></u>)</p> <p>Check all that apply.</p>   |  |
| <b>Embedded Accommodations</b>  | <b>Non- Embedded Accommodations</b>  |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> P01- Text-to-speech (excluding ELA passages)</li> <li><input type="checkbox"/> P28- Color contrast</li> <li><input type="checkbox"/> P32- Stacked translations for computer-based assessment (Spanish only, math and science only)</li> <li><input type="checkbox"/> P33- Turn off any universal tools</li> <li><input type="checkbox"/> P37- Masking</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> P02-Human Read Aloud (excluding ELA passages)</li> <li><input type="checkbox"/> P18-Simplified test directions</li> <li><input type="checkbox"/> P23-Magnification</li> <li><input type="checkbox"/> P24-Translator (science only)</li> <li><input type="checkbox"/> P27-Bilingual dictionary (ELA writing assessment)</li> <li><input type="checkbox"/> P30-Translated test directions</li> <li><input type="checkbox"/> P38-Color contrast</li> <li><input type="checkbox"/> P39-Color overlays</li> <li><input type="checkbox"/> P42-Noise buffers</li> <li><input type="checkbox"/> P46-Read aloud in Spanish (math and science)</li> <br/> <li><input type="checkbox"/> R15-Bilingual word-to-word glossary (utilize the glossary the student is accustomed to accessing for instruction)</li> <br/> <li><input type="checkbox"/> T03-Extra breaks (no studying)</li> <li><input type="checkbox"/> T07-Flexible scheduling (delayed start; no studying)</li> <li><input type="checkbox"/> T09-Separate setting (small group)</li> <li><input type="checkbox"/> T10-Separate setting (one-to-one)</li> <li><input type="checkbox"/> T12-Preferential seating</li> <li><input type="checkbox"/> T13-Non-traditional setting (change in location; home/hospital)</li> <li><input type="checkbox"/> T14-Flexible scheduling-limited timed testing</li> <li><input type="checkbox"/> T15-Extended breaks</li> <li><input type="checkbox"/> T16-Breaks as needed</li> </ul> |
| <b>Accommodations from IEP or 504 Plan</b>  |  |
| <p>Please list any accommodation(s) the student has identified on either an IEP or 504 team.<br/> <b>ONLY</b> students found eligible for either an IEP or 504 will have anything listed in the box(es) below.</p>  |  |
| <b>Accommodations from IEP:</b>   | <b>Accommodations from 504:</b>  |
|   |  |
| <b>EL Committee Members' Signatures</b>   |  |
|   |  |

## EL: SAT School Day Participation Form

|  |   |
|--|---|
| Date:  | District:   |
| School:  | Student's Name:   |
| Grade:   | ESL Teacher:  |
| <b>Universal Tools</b>   |   |
| Universal tools are available by default to all students based on student preference and selection.  |   |
| <b>Embedded Universal Tools</b>  | <b>Non-Embedded Universal Tools</b>   |
| <i>None available</i>  | <input type="checkbox"/> Breaks<br><input type="checkbox"/> Scratch Paper   |
| <b>Accommodations for Students with EL Plans</b>   |   |
| These tools are identified in advance by an informed educator. These tools are not available unless selected in WVEIS.<br>( <i>EL Accommodations codes must use UPPER case in WVEIS – P02 is not the same as p02.</i> )<br>Check all that apply. |   |
| <b>Embedded Accommodations</b>   | <b>Non- Embedded Accommodations</b>   |
| <i>None available</i>  | <input type="checkbox"/> P23-Magnification<br><input type="checkbox"/> P30-Translated test directions***<br><input type="checkbox"/> P38-Color contrast<br><input type="checkbox"/> P39-Color overlays<br><input type="checkbox"/> P41-Provide translation glossary (only approved glossaries)**<br><input type="checkbox"/> P42-Noise buffers<br><br><input type="checkbox"/> R15-Bilingual word-to-word glossary (only approved glossaries)**<br><br><input type="checkbox"/> T03-Extra breaks (no studying)<br><input type="checkbox"/> T07-Flexible scheduling (delayed start; no studying)<br><input type="checkbox"/> T09-Separate setting (small group)<br><input type="checkbox"/> T10-Separate setting (one-to-one)<br><input type="checkbox"/> T12-Preferential seating<br><input type="checkbox"/> T13-Non-traditional setting (change in location; home/hospital)<br><input type="checkbox"/> T14-Flexible scheduling-limited timed testing<br><input type="checkbox"/> T15-Extended breaks<br><input type="checkbox"/> T16-Breaks as needed<br><input type="checkbox"/> T17-50% extra time – Reading*<br><input type="checkbox"/> T18-50% extra time - Essay<br><input type="checkbox"/> T19-50% extra time - Math |
| <b>Accommodations from IEP or 504 Plan</b>   |   |
| Please list any accommodation(s) the student has identified on either an IEP or 504 team.<br><b>ONLY</b> students found eligible for either an IEP or 504 will have anything listed in the box(es) below.  |   |
| <b>Accommodations from IEP:</b>  | <b>Accommodations from 504:</b>   |
|  |   |
| <b>EL Committee Members' Signatures</b>  |   |
|  |   |

\*If 50% extra time for the reading section is chosen in SSD Online dashboard, it will automatically apply to all other sections on the SAT School Day.

\*\* <https://collegereadiness.collegeboard.org/pdf/sat-sd-college-board-approved-glossaries.pdf>

\*\*\* <https://collegereadiness.collegeboard.org/sat/k12-educators/sat-school-day/downloads>

## Appendix Z. Guidelines for NOCTI Career Technical Education Assessments

Students completing a state-approved career technical education (CTE) program of study participate in a technical assessment through the National Occupational Competency Testing Institute (NOCTI). NOCTI provides standardized assessments for Career and Technical Education Centers that are aligned with industry standards and created by industry experts in conjunction with educators across the country. Schools utilizing CTE programs have access to a variety of resources throughout the assessment process. Each member of the school community has a designated role in the implementation process.

### NOCTI Roles and Access

#### Directors/Principals

Directors and principals have access to NOCTI's growth and comparison reports.

#### Site Coordinators

Individuals who are administrators, or an administrator's designee, responsible for implementing the NOCTI Technical Review and inputting school-related data

#### Instructors

Individuals who have capabilities to view reports, assign accommodations, and implement practice questions

#### Proctors

Individuals administering the NOCTI questions (cannot be the teacher of record or teacher of a related field)

#### Students

Individual who has access to student data reports highlighting their technical progress in comparison to the workforce entry levels, technical standards, and state and national averages.

### Resources

#### Blueprints

Blueprints provide an overview of the specific skills measured on the NOCTI Audit and are aligned with a state-approved program of study. Each blueprint outlines the standards and competencies that are measured on the assessment.

#### Study Guides and Practice Audits

NOCTI provides study guides for each of their Audits (post-test). Each study guide contains 30 practice questions and is accompanied by a teacher companion guide. These 30 questions can also be accessed online utilizing the Practice Audits (post-test).

### Assessments

#### Accommodations

Accommodations are available for students through the West Virginia Education Information System (WVEIS) and can be assigned by site coordinators or instructors. Two accommodations are automatically implemented through the system: text-to-speech and extended time.

### Benchmark Survey (pre-test)

Commonly referred to as a pre-test, this is an online questionnaire taken at the beginning of a CTE completer's final year of a program to provide a baseline measurement. This is not required by the West Virginia Department of Education (WVDE)

### Audits (post-test)

Commonly referred to as a post-test, the Audit is an online technical review to demonstrate student proficiency for all students who are completing a state-approved CTE Program of Study.

Audits (post-test) are administered by designated proctors. These individuals are assigned by the Site Coordinator and cannot be the instructor of the program or of a related field.

### Performance Audits

Hands-on Performance Audits (post-test) are available when ordering Audits (post-test), but they are not required by the WVDE.

### Retakes

Schools can allow a student to retake the NOCTI assessment one time prior to the completion of their state-approved program of study.

## Reporting

### Site Summary Report

A Site Summary Report is provided for each student and class that participates in NOCTI. It gives an overview of the average student performance on the Benchmark Survey (pre-test) and Audit (post-test) compared to the workforce entry level (criterion-referenced cut score), state average, and national average. The report also depicts student performance on individual standards compared to the state average and national average.

### Workforce Entry Score

Each Audit has a designated "Workforce Entry Score" (criterion-referenced cut score) that is set by industry professionals and subject matter experts. By attaining this score, students show they are ready to enter the workforce in their technical field.

### Workforce Competency Credential

Students who score at or above the Workforce Entry Score on a NOCTI assessment will receive a Workforce Competency Credential.

### College Credit

NOCTI utilizes the National College Credit Recommendation Service (NCCRS) to provide recommended college credits for each of NOCTI's assessments. Students who score above a 70 on qualifying Audits (post-test) are eligible to receive college credit at approved institutions of higher education.

## Appendix AA. Assessment Accommodations Verification – ACCM.14 application

### Assessment Accommodations Verification

Superintendents, District Test Coordinators, and other designees are required to login to WOW to verify assessment accommodations for students with IEPs, students with 504 plans, and for EL students.

### Instructions for Verification

To verify the assessment accommodations for students, log into WVEIS on the Web (WOW). Then,

1. Select Menus
2. Find WVR West Virginia State Reporting
3. Find WVR100 State Reporting

The screenshot shows the 'Application Software' menu in the WOW application. The top navigation bar includes 'Home', 'Menus', 'Active', 'Recent', 'Support', 'Contact', and 'Reports'. Below this is a search bar with a 'Go' button. The main menu is organized into three columns: 'Products', 'Menus', and 'Programs'. Under 'Menus', the following items are listed:

- \* \_USER User Self-Administration
- \* SMS Student Management System
- \* WVR West Virginia State Reporting
  - \* WVR100 State Reporting
    - \* ACCM.14 Assessment Accommodations
    - \* TAAES.ACCM Temporary Assessment Accommodations Entry System

The word 'End' is visible at the bottom left of the menu area.

4. Select ACCM.14.

This close-up screenshot shows the 'WVR100 State Reporting' menu item expanded. A red box with the number '4' is positioned over the 'WVR100' text. A red arrow points from this box to the 'ACCM.14 Assessment Accommodations' sub-item.

- \* WVR100 State Reporting
  - CERT.DCC December Child Count
  - \* CERT.13 Superintendent Certification
  - ACCM.14 Assessment Accommodations

After selecting ACCM.14, you will find instructions on the main page that direct you to the menu on the left.

The screenshot shows the 'Accommodations' application main page. The top left features the West Virginia Department of Education logo. The top right has a 'Verification Instructions' link. The main content area contains the text: 'Accommodations Application Welcome' and 'Welcome to the Testing Accommodations Display Application. Please choose the Accommodations category you would like to view from the navigational menu on the left.' On the left side, there is a vertical menu with the following categories: 'All Students', 'Special Ed', '504', and 'EL'. A red arrow points from the 'ACCM.14' item in the previous screenshot to this menu.

Select any of the categories to see the roster of students and their accommodations.

In the screenshot below, you can see that the user has selected “All Students” on the left. By selecting the “All Students” tab, students within each of the three categories (i.e. Special Ed, 504, and LEP) will be displayed.

The “Category” column indicates the accommodations category that is applicable to the student.

NOTE: The accommodations displayed in this application come from the following sources: [Verification Instructions](#)

All Student Accommodations

Filter:  Value:

Sort Column:  Sort Order:

| District | School | Student ID | Student Name | Grade | Category | Standard Type | Accommodations  |
|----------|--------|------------|--------------|-------|----------|---------------|-----------------|
| 1.       |        |            |              | C12   | Sp.Ed.   | C             | R11 R19         |
| 2.       |        |            |              | C09   | Sp.Ed.   | C             | R24 T03 T04 T07 |
| 3.       |        |            |              | C12   | Sp.Ed.   | C             | R19 T03 T07 T09 |
| 4.       |        |            |              | C10   | Sp.Ed.   | C             | R20 T07 T09     |
| 5.       |        |            |              | C09   | Sp.Ed.   | C             | R24 T09         |
| 6.       |        |            |              | C08   | Sp.Ed.   | C             |                 |

For students with assessment accommodations, the specific accommodations will be displayed in the Accommodations column.

If no accommodations are displayed for a student and the area is blank, it means that no accommodations have been designated for the student in his/her IEP.

NOTE: The accommodations displayed in this application come from the following sources: [Verification Instructions](#)

All Student Accommodations

Filter:  Value:

Sort Column:  Sort Order:

| District | School | Student ID | Student Name | Grade | Category | Standard Type | Accommodations  |
|----------|--------|------------|--------------|-------|----------|---------------|-----------------|
| 1.       |        |            |              | C12   | Sp.Ed.   | C             | R11 R19         |
| 2.       |        |            |              | C09   | Sp.Ed.   | C             | R24 T03 T04 T07 |
| 3.       |        |            |              | C12   | Sp.Ed.   | C             | R19 T03 T07 T09 |
| 4.       |        |            |              | C10   | Sp.Ed.   | C             | R20 T07 T09     |
| 5.       |        |            |              | C09   | Sp.Ed.   | C             | R24 T09         |
| 6.       |        |            |              | C08   | Sp.Ed.   | C             |                 |

*Note: For details about the accommodation(s) listed, hover over the accommodation with the mouse cursor to have the detail displayed in a popup.*

## How to Filter

There are times when it is necessary (or faster) to see only a select group of students that meet certain criteria or answer a specific question. For example, you may want to see students whose Last Name begins with the letter R.

1. Click on the group of students on the left that is applicable. In this example, the “All Students” category has been selected.
2. Go to the Filter box near the top of the page and click on the arrow to select “Last Name”.
3. Next, **type in** the letter R in the “Value” box that is to the right of the Filter box.
4. Finally, click on “Set Filter” to have only students whose last name begins with R displayed.

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Filter: Last Name Value: R Set Filter

Sort Column: Sort Order: Set Sort Clear Filter and Sort View PDF

All Students  
Special Ed  
504  
EL

|    | District School | Student ID | Student Name   | Grade Category | Accommodations  |
|----|-----------------|------------|----------------|----------------|-----------------|
| 1. | 972 288 700001  | RA         | ALLEN, JESSICA | CE1 Sp.Ed.     |                 |
| 2. | 972 288 700002  | RA         | ALLEN, JESSICA | CE1 Sp.Ed.     |                 |
| 3. | 972 288 700003  | RA         | ALLEN, JESSICA | CE1 Sp.Ed.     |                 |
| 4. | 972 288 700004  | RA         | ALLEN, JESSICA | CE1 Sp.Ed.     |                 |
| 5. | 972 288 700005  | RA         | ALLEN, JESSICA | CE1 Sp.Ed.     |                 |
| 6. | 972 288 700006  | RA         | ALLEN, JESSICA | CE1 Sp.Ed.     | P02 P26         |
| 7. | 972 288 700007  | RA         | ALLEN, JESSICA | C08 Sp.Ed.     | P15 P18 T03 T07 |

Just students with the Last Name beginning with R have been returned

To filter for a specific grade, you will need to select “Grade” in the filter box, and then type in the appropriate value in the “Value” box. Use the table below for the actual values you’ll type in.

| Grade level    | Value to type into the “Value” box |
|----------------|------------------------------------|
| Kindergarten   | C0K                                |
| First Grade    | C01                                |
| Second Grade   | C02                                |
| Third Grade    | C03                                |
| Fourth Grade   | C04                                |
| Fifth Grade    | C05                                |
| Sixth Grade    | C06                                |
| Seventh Grade  | C07                                |
| Eighth Grade   | C08                                |
| Ninth Grade    | C09                                |
| Tenth Grade    | C10                                |
| Eleventh Grade | C11                                |
| Twelfth Grade  | C12                                |

All Student Accommodations

Filter: Grade Value: C07 Set Filter

Sort Column: Sort Order: Set Sort Clear Filter and Sort

|    | District | School | Student ID | Student Name | Grade | Category           |
|----|----------|--------|------------|--------------|-------|--------------------|
| 1. | 075      | 000    | 700001001  | STUDENT NAME | C07   | Sp.Ed. P01 P26     |
| 2. | 075      | 000    | 700001002  | STUDENT NAME | C07   | Sp.Ed. P01 P26     |
| 3. | 075      | 000    | 700001003  | STUDENT NAME | C07   | Sp.Ed. P01 P26     |
| 4. | 075      | 000    | 700001004  | STUDENT NAME | C07   | Sp.Ed.             |
| 5. | 075      | 000    | 700001005  | STUDENT NAME | C07   | Sp.Ed. P02 P15 P26 |
| 6. | 075      | 000    | 700001006  | STUDENT NAME | C07   | Sp.Ed. P01 P26 T04 |
| 7. | 075      | 000    | 700001007  | STUDENT NAME | C07   | Sp.Ed.             |
| 8. | 075      | 000    | 700001008  | STUDENT NAME | C07   | 504                |

type C07 here for Grade 7, then click "Set Filter"

### How to Sort

The sort feature is helpful when you'd like to see the information displayed in a different manner than the default display, which is ordered by last name from A to Z. You may wish to see the information sorted by school. To sort by school:

1. Click on the group of students on the left that is applicable. In this example, the "All Students" category has been selected.
2. Go to the Sort box near the top of the page and click on the arrow to select "School".
3. Next, select Ascending in the "Sort Order" box to have the schools returned from smallest to largest number.
4. Finally, click on "Set Sort" to have the information sorted by School.

All Student Accommodations

Filter: Value: Set

Sort Column: School Sort Order: Ascending Set Sort Clear Filter and Sort View PDF

|    | District | School | Student ID | Student Name | Grade | Category | Accommodations |
|----|----------|--------|------------|--------------|-------|----------|----------------|
| 1. | 075      | 101    | 700001001  | STUDENT NAME | C04   | Sp.Ed.   |                |
| 2. | 075      | 101    | 700001002  | STUDENT NAME | C03   | Sp.Ed.   |                |
| 3. | 075      | 101    | 700001003  | STUDENT NAME | C05   | Sp.Ed.   |                |
| 4. | 075      | 101    | 700001004  | STUDENT NAME | C04   | Sp.Ed.   |                |
| 5. | 075      | 101    | 700001005  | STUDENT NAME | C05   | Sp.Ed.   |                |
| 6. | 075      | 101    | 700001006  | STUDENT NAME | C04   | Sp.Ed.   |                |

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- All Students
- Special Ed
- 504
- EL

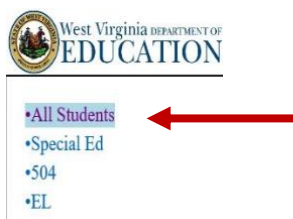


## Filtering and Sorting for Alternate Assessment Students

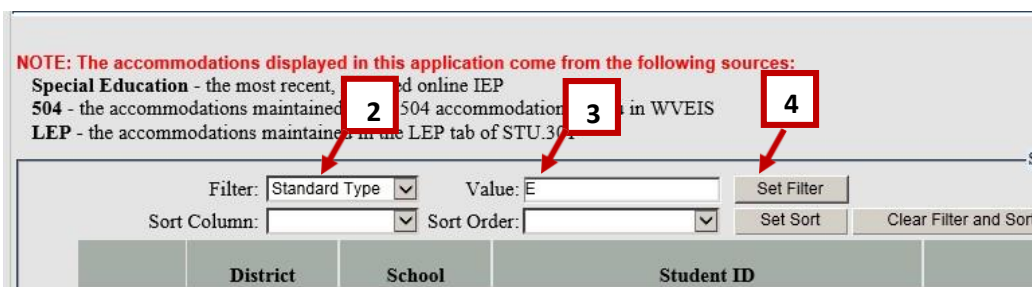
The filter and sort feature can also allow you to easily identify students needing the alternate assessment test.

### To filter for alternate assessment students:

1. Click on the group of students on the left that is applicable. In this example, the “All Students” category has been selected.

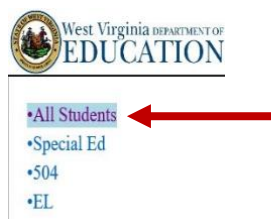


2. Go to the Filter box near the top of the page and click on the arrow to select “Standard Type”.
3. Next, type “E” in the Value box. The E represents alternate assessments.
4. Finally, click on “Set Filter” to have the information Filtered for alternate assessment.



### To sort for alternate assessment students:

1. Click on the group of students on the left that is applicable. In this example, the “All Students” category has already been selected.



2. Go to the *Sort Column* box near the top of the page and click on the arrow to select “Standard Type”.
3. Choose a *Sort Order*. In this example, the results are sorted in descending order.
4. Finally, click on “Set Sort” to have the information sorted by “Standard Type.” In this example, all the alternate assessment students appear at the top of the list. (Alternate assessment students are marked with an ‘E’ in the *Standard Type* column.)

|     | District | School | Student ID | Student Name | Grade | Standard Type |
|-----|----------|--------|------------|--------------|-------|---------------|
| 1.  |          |        |            |              | C09   | E             |
| 2.  |          |        |            |              | C04   | E             |
| 3.  |          |        |            |              | C12   | E             |
| 4.  |          |        |            |              | C08   | E             |
| 5.  |          |        |            |              | C05   | E             |
| 6.  |          |        |            |              | C05   | E             |
| 7.  |          |        |            |              | C07   | E             |
| 8.  |          |        |            |              | C06   | E             |
| 9.  |          |        |            |              | C07   | E             |
| 10. |          |        |            |              | C08   | E             |
| 11. |          |        |            |              | C08   | E             |
| 12. |          |        |            |              | C12   | C             |
| 13. |          |        |            |              | C0K   | C             |
| 14. |          |        |            |              | C02   | C             |

**Additional notes**

- Larger counties’ data requires additional time to load. This process may take up to one minute.
- By clicking on the “View PDF” link, you can view and print the student roster.
- The information displayed can also be selected, copied, and pasted into an Excel document.

**Technical Assistance Communication Process**

- The following section provides the WVDE process for Technical Assistance Requests.
- Following this process will ensure that technical assistance requests are responded to in a timely fashion.
- District Test Coordinators with questions or issues should contact the WVEIS County Contact. If the WVEIS County Contact cannot answer the question or solve the problem, they should contact the WVDE WVEIS Help Desk.

***Please remember that District Test Coordinators are not responsible for contacting WVDE directly with a technical question or problem.***



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