



Ohio

Ohio's Accessibility Manual

FIRST EDITION

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Section 1: Introduction

1.1 About this Manual

The *Ohio's Accessibility Manual* is a comprehensive policy document providing information about the accessibility features of *Ohio's State Tests* for grades 3-8 and high school in English language arts, mathematics, science and social studies. The manual helps to define the specific accessibility features available for all students, students with disabilities, students who are English language learners and students who are English language learners with disabilities. The intended audience of the manual is district decision makers and teams who will determine the accessibility features for all students taking the tests.

1.2 About Accessibility Features on Ohio's State Tests

Ohio regards tests as tools for enhancing teaching and learning. Ohio is committed to providing all students, including but not limited to, students with disabilities, English language learners, English language learners with disabilities, and underserved populations, with equitable access to high-quality, 21st century assessments. By applying principles of universal design, leveraging technology, and embedding and allowing a broad range of accessibility features, Ohio's State Tests provide opportunities for the widest possible number of students to demonstrate their knowledge and skills. Ohio sets and maintains high expectations that all students will have access to the full range of grade-level and course content standards. Together, these elements will increase student access to Ohio's State Tests with fidelity of implementation.

Ohio's goals for promoting student access include:

- Applying principles of universal design to the development of the assessments such that the assessments provide the greatest amount of accessibility and minimize test related barriers for all students;
- Measuring the full range of complexity of the standards;
- Leveraging technology for the accessible delivery of the assessments;
- Building accessibility throughout the test without sacrificing assessment validity; and
- Using a combination of accessible design and accessible technologies from the inception of items and tasks.

1.3 General Testing Procedures

For information about coordinating or administering Ohio's State Tests, including test security policies, administrative procedures and tasks to complete before, during and after testing, refer to the *Test Coordinator's Manual* and the *Directions for Administration Manual*. Manuals are available on the [Ohio's State Tests Portal](#).

Section 2: Ohio's Accessibility Features for Students Taking Ohio's State Tests

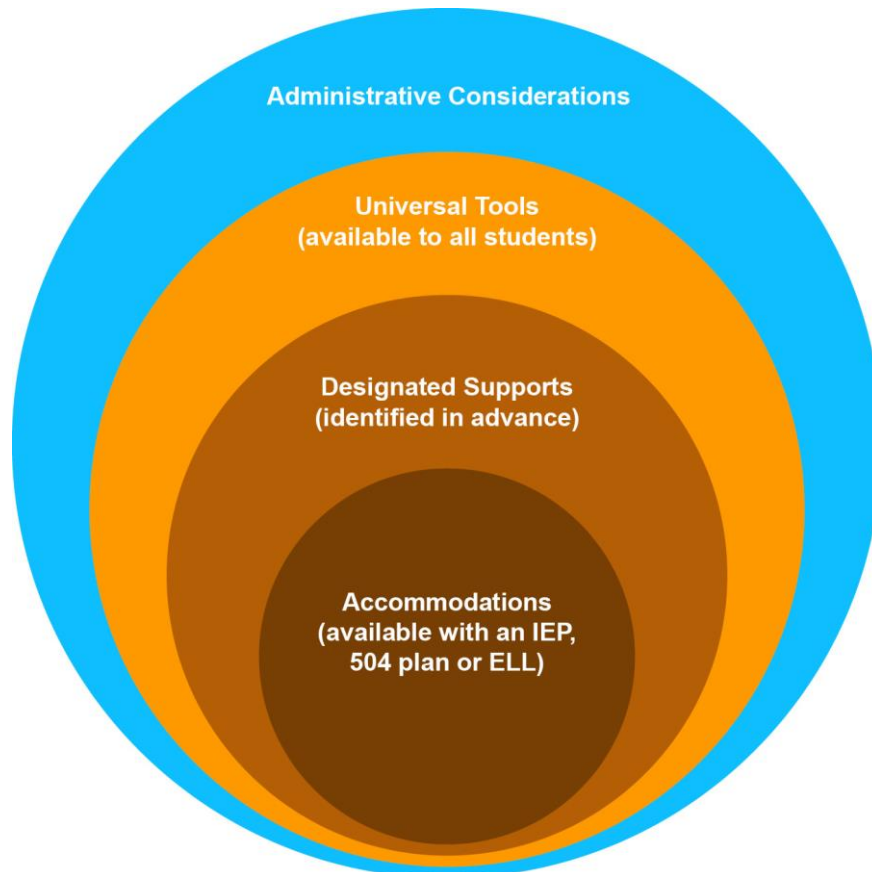
2.1 Decision-Making Framework for Accessibility Features

Students should be familiar with accessibility features prior to testing and should have the opportunity to select, practice and use those features in instruction before test day. Students can become familiar with the computer-based features by accessing the practice items available on the [Student Practice Site](#) on Ohio's State Test Portal. Appendix G provides a graphic to assist district testing accessibility decision makers in selecting appropriate features based on student needs. The graphic shows the various layers of features and provides guiding questions to support the district's selection process.

2.2 Ohio's Accessibility Features

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

Ohio's Accessibility System



2.3 Administrative Considerations

Students are typically tested in their general education classrooms following the test administration schedule for the grade and content area being administered. However, the administrator has the authority to schedule students in testing spaces other than general education classrooms and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in the [Test Coordinator's Manual](#). Decisions may be considered, for example, that benefit students who are easily distracted in large group settings by testing them in a small group or individual setting. In general, changes to the timing, setting or conditions of testing are left to the discretion of the principal or test coordinator.

In accordance with principles of universal design for assessment, these administrative considerations are available to all students.

Administrative Considerations	Description
Familiar test administrator	The student knows the test administrator and/or interpreter.
Frequent breaks	All students may take breaks as needed. Frequent breaks refers to multiple, planned, short breaks during testing based on a specific student's needs (for example, the student fatigues easily). During each break, the testing clock is stopped.
Separate or alternate location	The test is administered in a different location than the location where other students are testing (for example, a different classroom).
Small group	A small group is a subset of a larger testing group assessed in a separate location. There is no specific number defined for a small group, but two to eight students is typical. A "group" of one also is permissible. Small groups may be appropriate for human read-aloud and translated test administration or to reduce distractors for some students.
Specialized equipment or furniture	This includes equipment such as adjustable desks or chairs.
Specified area or seating	The student sits in a specific place in the test setting, such as by the window for natural light or beside the test administrator's desk.
Time of day	The student takes test during time of day most beneficial to his or her performance. Care must be taken to ensure that the student has all allowable time available for testing.

2.4 Universal Tools

On the Ohio computer-based assessments, universal tools are features or preferences that are either built into the assessment system or provided externally by test administrators. Universal tools are available for all students taking Ohio's State Tests. Since these features are available for all students, they are not classified as accommodations. Students should be familiar with these features prior to testing and should have the opportunity to select and practice using them in order to appropriately use these features on test day. Universal tools are intended to benefit a wide range of students and may be used by the student at his or her discretion during testing.

Universal Tools	Description
Blank paper	The test administrator provides blank scratch paper to students to take notes and/or work through items during testing. Blank paper is required for the English language arts tests. For mathematics, science and social studies, blank paper must be available upon request. Refer to the Directions for Administration Manual for more information about blank paper.
Eliminate answer choices (strikethrough)	The student electronically "crosses out" possible answer choices (for multiple choice items only).
Flag or mark items for review	The student electronically "flags or bookmarks" items to review later.

General masking	The student electronically “covers” parts of the test with a blank box, as needed. The student may uncover anything masked when ready.
Headphones	The student uses headphones or earbuds etc., to access text-to-speech or media on the assessment. For the 2015-2016 assessments, there is no audio embedded in any content area test. Therefore, headphones are not required for 2015-2016 testing. However, if a student will use the available text-to-speech tool on mathematics, science or social studies, the student must use headphones. If the student is tested in a one-on-one situation, speakers are allowable.
Highlight	The student electronically highlights text as needed to recall and/or emphasize.
Line reader	The student uses an onscreen tool to assist in reading by raising and lowering the tool for each line of text on screen.
Magnification or enlargement (Zoom)	The student enlarges text and graphics on screen. Students may zoom up to four times. Maximum zoom is about 250 percent depending on the device.
Notepad	The student writes notes using the embedded notepad feature.
Redirect student to the test	The test administrator redirects the student’s attention to the test without coaching or assisting the student in any way.
Spell check	This feature allows the student to check the spelling of words in student-generated responses. It highlights misspelled words and offers possible correct spellings. This feature only applies to some constructed-response items.
Text-to-speech for mathematics, science and social studies	Text-to-speech as a universal tool will be turned on for mathematics, science and social studies. The text-to-speech feature reads aloud the test to the student when the student selects an available “speak” option. Students must use headphones if they will use the tool in a group setting. Only students who meet the criteria to have a read-aloud accommodation on the English language arts test may use this feature for English language arts.
Text-to-speech tracking for mathematics, science and social studies	The feature will highlight words in test questions as the embedded text-to-speech feature reads the test aloud. Only students who meet the criteria to have a read-aloud accommodation on the English language arts test may use this feature for English language arts.
Writing tools	Writing tools (cut and paste, copy, underline, bold and insert bullets) are available for select constructed-response items.

2.5 Designated Supports

A relatively small number of students will require additional features for their particular needs (for example, changing the background or font color or disabling text-to-speech for the mathematics assessments). Providing

too many tools on screen might distract some students. Therefore, some designated features will be selected ahead of time based on the individual needs and preferences of the student. Students should practice using these features and understand when and how to use them. Students can decide whether or not to use a pre-selected support, without any consequence to the student, school or district.

Individualizing access needs on the test for each student provides increased opportunities to accurately demonstrate knowledge and skills.

Designated supports are divided into two types: 1) embedded designated supports; and 2) non-embedded designated supports. Embedded supports are those that are available as part of the technology platform. They can be enabled in three different ways:

1. By uploading a student settings file in TIDE;
2. By marking the features under the “Test Settings” section of the student’s record manually in TIDE; or
3. Test administrators can select the feature(s) under “Test Settings” in the Test Administrator Interface if approving the student to test during the test session.

Non-embedded supports are not part of the technology platform so test administrators must provide them locally.

Designated Supports	
Embedded Designated Supports	Description
Background/font color choice (color contrast) <ul style="list-style-type: none"> • Black on light yellow • Black on light blue • Black on light magenta • White on black (inverted) • White on navy blue 	Alternate on-screen background and font color is enabled.
Disable general masking	Turn off general masking to reduce student distraction.
Disable text-to-speech for mathematics, science and Social Studies	Turn off text-to-speech to reduce student distraction.
Disable text-to-speech tracking for mathematics, science and social studies	Turn off text-to-speech tracking to reduce student distraction.
Print size <ul style="list-style-type: none"> • Level 0: 1X (default/no zoom) • Level 1: 1.5X • Level 2: 1.75X • Level 3: 2.5X • Level 4: 3X 	The print size can be pre-set to one to four levels larger than the default.

Screen reader mode (M/S/SS) (formerly called enhanced accessibility mode or streamlined mode; not available 2015-2016 for grade 8 science, biology or physical science.	Screen reader mode is for students with visual impairments who use screen readers. Additional information about the screen reader and functionality is in the Practice Test Guidance Document and the Test Coordinator Manual . Only students who meet the criteria to have a read-aloud accommodation on the English language arts test may use this feature for English language arts.
Non-embedded Designated Supports	Description
External magnification or enlargement device	The student uses external magnification or enlargement devices to increase the font or graphic size (e.g., projector, closed-circuit television, eye-glass mounted or hand-held magnifiers, electronic magnification systems, etc.).
Noise buffers	The student may use headphones or earplugs as noise buffers.
Specialized paper	In addition to blank paper, students also may use graph paper, wide-ruled paper, Braille paper, raised-line paper, bold-line paper, raised-line graph paper, bold-line graph paper, colored paper etc.
Student reads test aloud to self	Student reads aloud to self. This feature includes the use of whisper phones. Student must be tested in a one-on-one test setting so that the student does not disturb other students.

2.6 Accommodations for Students with Disabilities and English Language Learners

While all students can potentially use the universal tools and designated supports embedded within the test, some students may still need further support to access the tests and show what they know. Those students may benefit from testing accommodations. Accommodations are supports that are already familiar to the student because they are being used in the classroom to support instruction.

Four distinct groups of students may receive accommodations on Ohio’s State Tests:

- 1. Students with disabilities who have an Individualized Education Program (IEP);**
- 2. Students with a Section 504 plan** who have physical or mental impairments that substantially limit one or more major life activities, have records of such impairments, or are regarded as having such impairments, but who do not qualify for special education services;
- 3. Students who are English language learners.** (Guidelines for determining English language learner status can be found in the Ohio Statewide Assessments [Rules Book](#).) Students who have exited English language learner status may not receive English language learner accommodations on Ohio’s State Tests; and
- 4. Students who are English language learners with disabilities who have IEPs or 504 plans** are eligible for both accommodations for students with disabilities and English Language Learners. For additional guidance and information about English language learners with disabilities, access the [About the Lau Resource Center](#) page of the Ohio Department of Education website.

For Ohio's State Tests, accommodations are considered to be adjustments to the testing conditions, test format or test administration that provide equitable access during assessments for students with disabilities and students who are English language learners. The administration of the assessment should never be the first occasion in which an accommodation is introduced to the student.

To the extent possible, accommodations should:

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

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

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

- Accommodations enable students to participate more fully and fairly on assessments and to demonstrate their knowledge and skills;
- Accommodations should be based upon an individual student's needs rather than on the category of a student's disability, level of English language proficiency alone, level of or access to grade-level instruction, amount of time spent in a general classroom, current program setting or availability of staff;
- Teams should base accommodations on a documented need in the instruction and assessment setting and educators should not provide accommodations in order to give the student an enhancement that others could view as an unfair advantage;
- IEP teams and 504 Plan coordinators should describe and document accommodations for students with disabilities in the student's appropriate plan (i.e., either the IEP or 504 Plan);
- Ohio requires that districts develop district-wide educational plans for English language learners that include testing accessibility features;
- Educators should not introduce accommodations to the student for the first time during testing;
- If allowable, students also should use accommodations used during instruction on district assessments and state tests.

The table below shows the allowable accommodations for Ohio's State Tests. Note that some accommodations students use in the classroom are not allowable, such as use of a thesaurus or access to the Internet during testing. These types of accommodations would reduce the validity of the student's test score.

Accommodations for Students with Disabilities

Presentation Accommodations	Description
<p>Presentation accommodations alter the method or format used to administer Ohio’s State Tests to a student, by changing either the auditory, tactile, visual and/or a combination of these characteristics.</p>	<p>Students who benefit most from presentation accommodations are those with disabilities that affect reading standard print, typically as a result of a physical, sensory, cognitive or specific learning disability.</p>
<p>Additional assistive technology regularly used in instruction</p>	<p>Students may use a range of assistive technologies on Ohio’s State Tests including devices that are compatible with the AIR Student Testing Site, and those that are used externally (i.e., on a separate device).</p> <p>For more information on additional assistive technology devices and software for use on Ohio’s State Tests, refer to Appendix D.</p>
<p>Human read-aloud (on computer-based test)</p>	<p>A test administrator or monitor reads from the student’s computer screen to the student. For computer-based testing, most students should be able to use text-to-speech for a read-aloud. In some cases, a student’s disability may prohibit them from using the text-to-speech feature and require a human reader.</p> <p>If testing in a small group, test administrators should ensure that all students in the group have similar abilities so that the reader’s pace meets all student’s needs without being too slow or too fast for some students.</p> <p>Refer to the TIDE User Guide for information about setting up groups for computer-based testing.</p> <p>If a student need this accommodation, then the person providing the accommodation must read the entire test to the student. It cannot be “as needed” or “on demand.”</p> <p>Only students who meet the criteria to have a read-aloud accommodation on the English language arts test may use this feature for English language arts.</p>
<p>Paper version of test instead of online</p>	<p>If a student’s class is taking Ohio’s State Tests in an online environment and a student is unable to use a computer due to the impact of his or her disability, it is allowable for the student to take the test on paper instead.</p> <p>Situations that may require this accommodation include:</p> <ul style="list-style-type: none"> • A student with a disability who cannot participate in the online assessment due to a health-related disability, neurological disorder or other complex disability and/or cannot meet the demands of a computer-based test administration; • A student with an emotional, behavioral or other disability who is unable to maintain sufficient concentration to participate in a

	<p>computer-based test administration, even with other accessibility features;</p> <ul style="list-style-type: none"> • A student with a disability who requires assistive technology that is not compatible with the testing platform. <p>If a student takes a paper version of the test, the student must take both parts of the test on paper.</p>
<p>Read-aloud on English language arts</p>	<p>“Read-aloud” as a general term is when a student is administered a test via text-to-speech, human read-aloud, screen reader or sign language interpreter.</p> <p>The read-aloud accommodation for the English language arts test is intended to provide access for a very small number of students to printed or written texts in the English language arts tests. These students have print-related disabilities and otherwise would be unable to participate in the state tests because their disabilities severely limit or prevent them from decoding, thus accessing printed text.</p> <p>This accommodation is not intended for students reading somewhat (only moderately) below grade level.</p> <p>In making decisions on whether to provide a student with this accommodation, IEP teams and 504 plan coordinators should consider whether the student has:</p> <ul style="list-style-type: none"> • A disability that severely limits or prevents him or her from accessing printed text, even after varied and repeated attempts to teach the student to do so (for example, the student is unable to decode printed text); <p>OR</p> <ul style="list-style-type: none"> • Blindness or a visual impairment and has not learned (or is unable to use) Braille; <p>OR</p> <ul style="list-style-type: none"> • Deafness or hearing loss and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation. <p>Before listing the accommodation in the student’s IEP or 504 plan, teams/coordinators also should consider whether:</p> <ul style="list-style-type: none"> • The student has access to printed text during routine instruction through a reader or other spoken-text audio format or sign language interpreter; • The student’s inability to decode printed text or read Braille is documented in evaluation summaries from locally administered diagnostic assessments; • The student receives ongoing, intensive instruction and/or interventions in foundational reading skills to continue attaining the important college and career-ready skill of independent reading. <p>IEP teams and 504 plan coordinators make decisions about who receives this accommodation. Schools should use a variety of</p>

	<p>sources as evidence (including state assessments, district assessments and one or more locally administered diagnostic assessments or other evaluation).</p> <p>For students who receive this accommodation, no claims should be inferred regarding the student’s ability to demonstrate foundational reading skills.</p>
<p>Screen reader mode (English language arts) (formerly called enhanced accessibility mode or streamlined mode; not available 2015-2016 for grade 8 science, biology or physical science)</p>	<p>Screen reader mode is for students with visual impairments who use screen readers.</p> <p>Only students who meet the criteria to have a read-aloud accommodation on the English language arts test may use this feature for English language arts.</p>
<p>Sign language interpreter</p>	<p>Any student who is deaf or has hearing loss may have a sign language interpreter (American Sign Language, signed English, Cued Speech) for mathematics, science and social studies.</p> <p>For the purposes of statewide testing, sign language is considered a second language and should be treated the same as any other language from a translational standpoint. The test must be <i>signed verbatim</i>. The intent of the phrase “signed verbatim” does not mean a word-to-word translation, as this is not appropriate for any language translation. The expectation is that the interpreter should faithfully translate, to the greatest extent possible, all of the words on the test without changing or enhancing the meaning of the content, adding information or explaining concepts unknown to the student.</p> <p>Only students who meet the criteria to have a read-aloud accommodation on the English language arts test may use this feature for English language arts.</p>
<p>Text-to-speech for English language arts</p>	<p>The text-to-speech feature reads aloud the test to the student.</p> <p>Student must use headphones if not tested in a one-on-one setting.</p> <p>Only students who meet the criteria to have a read-aloud accommodation on the English language arts test may use this feature for English language arts.</p>
<p>Text-to-speech tracking for English language arts</p>	<p>The feature will highlight words in test questions as the embedded text-to-speech feature reads the test aloud.</p> <p>Only students who meet the criteria to have a read-aloud accommodation on the English language arts test may use this feature for English language arts.</p>

Response Accommodations Response accommodations allow students to use alternative methods for providing responses to test items, such as through dictating to a scribe or using an assistive device.	Description Response accommodations can benefit students who have physical, sensory or learning disabilities who have difficulties with memory, fine-motor skills, sequencing, directionality, alignment and organization.
Additional assistive technology regularly used in instruction	Students may use a range of assistive technologies on Ohio’s State Tests, including devices that are compatible with the Student Testing Site and those that are used externally (i.e., on a separate device). For more information on additional assistive technology devices and software for use on Ohio’s State Tests, refer to Appendix D.
Answers transcribed by test administrator	The student records his or her answers directly on paper and the test administrator/monitor transcribes the responses verbatim into the Student Testing Site.
Braille notetaker	A student who is blind or has visual impairments may use an electronic Braille notetaker. For Ohio’s State Tests, grammar checker, Internet and stored file functionalities must be turned off. The responses of a student who uses an electronic Braille note taker during Ohio’s State Tests must be transcribed exactly as entered in the electronic Braille note-taker. Only transcribed responses will be scored. Transcription guidelines are available in <i>Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</i> .
Braille writer	A student who is blind or has visual impairments may use an electronic Braille writer. A test administrator must transcribe into the computer the student’s responses exactly as entered in the electronic Braille writer. Only transcribed responses will be scored. Transcription guidelines are available in <i>Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</i> .
Calculation device or fact charts on non-calculator mathematics test or part of test	The student uses a calculation device or fact chart (addition/subtraction/multiplication/division charts) on the non-calculator sections of the mathematics assessments. The accommodation would be permitted on test sections for which calculators are not allowed for other students. IEP teams and 504 plan coordinators should carefully review the following guidelines for identifying students to receive this accommodation. This accommodation is for students with disabilities that severely limit or prevent their abilities to perform basic calculations (i.e., single-digit addition, subtraction, multiplication or division). In making decisions whether to provide the student with this accommodation, IEP teams and 504 plan coordinators should consider whether the student has a disability that severely limits or prevents the student’s ability to perform basic calculations (i.e.,

	<p>single-digit addition, subtraction, multiplication or division), even after varied and repeated attempts to teach the student to do so.</p> <p>Before listing the accommodation in the student’s IEP or 504 plan, teams also should consider whether:</p> <ul style="list-style-type: none"> • The student is unable to perform calculations without the use of a calculation device, arithmetic table or manipulative during routine instruction; • The student’s inability to perform mathematical calculations is documented in evaluation summaries from locally administered diagnostic assessments; • The student receives ongoing, intensive instruction and/or interventions to learn to calculate without using a calculation device, in order to ensure that the student continues to learn basic calculation and fluency. <p>Specific calculation devices must match the Ohio’s State Tests calculator policy.</p>
<p>Mathematical tools (mathematics and physical science only) – allowable tools include:</p> <ul style="list-style-type: none"> • 100s chart • Abacus and other specialized tools for students with visual impairments • Base 10 blocks • Counters and counting chips • Cubes • Square tiles • Two-colored chips 	<p>Student uses these tools and manipulatives to assist mathematical problem solving. These manipulatives allow the flexibility of grouping, representing or counting without numeric labels.</p> <p>A student with a visual impairment may need other mathematical tools such as a large print ruler, Braille ruler, tactile compass or Braille protractor.</p> <p>The department will review and revise this list annually as needed.</p>
<p>Scribe</p>	<p>The student dictates responses either verbally, using a speech-to text device, augmentative or assistive communication device (e.g., picture or word board), or by signing, gesturing, pointing or eye gazing. Grammar checker, Internet and stored files functionalities must be turned off. Word prediction must also be turned off for students who do not receive this accommodation. The student must test in a separate setting.</p> <p>In making decisions whether to provide the student with this accommodation, IEP teams and 504 plan coordinators should consider whether the student has:</p> <ul style="list-style-type: none"> • A physical disability that severely limits or prevents the student’s motor process of writing through keyboarding; <p>OR</p> <ul style="list-style-type: none"> • A disability that severely limits or prevents the student from expressing written language, even after varied and repeated attempts to teach the student to do so. <p>Before listing the accommodation in the student’s IEP or 504</p>

	<p>plan, teams/coordinators should also consider whether:</p> <ul style="list-style-type: none"> • The student’s inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments; • The student routinely uses a scribe for written assignments; and • The student receives ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team or 504 plan coordinator. <p>Student’s responses must be transcribed exactly as dictated.</p> <p>Information about the scribing process is available in <i>Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</i>.</p>
Specialized calculation device	<p>A student uses a specific calculation device (for example, a large key, talking or other adapted calculator) on the calculator part of the mathematics assessments. If a talking calculator is used, the student must use headphones or test in a separate setting.</p> <p>The student must qualify for the calculation device or fact charts on non-calculator mathematics test or part of test accommodation to use a specialized calculator in those tests.</p>
Word prediction external device	<p>The student uses an external word prediction device that provides a bank of frequently or recently used words on screen as a result of the student entering the first few letters of a word.</p> <p>The student must be familiar with the use of the external device prior to assessment administration. The device cannot connect to the Internet or save information.</p> <p>In making decisions whether to provide the student with this accommodation, IEP teams and 504 plan coordinators are instructed to consider whether the student has:</p> <ul style="list-style-type: none"> • A physical disability that severely limits or prevents the student from writing or keyboarding responses; <p>OR</p> <ul style="list-style-type: none"> • A disability that severely limits or prevents the student from recalling, processing and expressing written language, even after varied and repeated attempts to teach the student to do so. <p>Before listing the accommodation in the student’s IEP/504 plan, teams/coordinators are instructed to consider whether:</p> <ul style="list-style-type: none"> • The student’s inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments; and • The student receives ongoing, intensive instruction and/or intervention in language processing and writing, as deemed appropriate by the IEP team/504 plan coordinator.

Timing Accommodation Timing and scheduling accommodations are changes in the allowable length of time in which a student may complete the test.	Description The extended time accommodation is most beneficial for students who routinely need more time than is generally allowed to complete activities, assignments and tests. Extra time may be needed to: <ul style="list-style-type: none"> • Process written text (for a student who processes information slowly or has a human reader); • Write (for a student with limited dexterity); • Use other accommodations or devices.
Extended time	Student is allowed more time than allotted for each test part. In most cases, the department recommends that extended time should be defined and not open ended. This is usually expressed as one and a one-half time (1.5x), double time (2x), etc. Extended time may not exceed one school day; students must complete each test part on the same day the test is started. The department recommends that students with the extended time accommodations take the tests in a separate setting to minimize distractions to other students, and to consider scheduling these students for testing in the morning to allow adequate time for completion of a test part by the end of the school day.

Accommodations for English Language Learners Accommodations for English language learners are intended to reduce and/or eliminate the effects of a student's lack of English language proficiency.	Description When making decisions about accommodations for English language learners, teams should consider the effectiveness of the accommodation based on the English language proficiency level of the student.
Extended time (for example, one and one-half time or double time, but not to exceed one school day)	Student is allowed more time than allotted for each test section. In most cases, the department recommends that extended time should be defined and not open ended. This is usually expressed as one and one-half time (1.5x), double time (2x), etc. Extended time may not exceed one school day; students must complete each test part on the same day the test is started. The department recommends that students with the extended time accommodations take the tests in a separate setting to minimize distractions to other students, and to schedule these students for testing in the morning to allow adequate time for completion of a test part by the end of the school day. Appropriate for all English language proficiency levels.

<p>Human read-aloud (on computer-based test)</p>	<p>Not allowed for English language learners on the English language arts test.</p> <p>A test administrator reads in English from the student’s computer screen to the student. For computer-based testing, most students should be able to use text-to-speech for a read-aloud.</p> <p>Test administrators must administer the read-aloud accommodation in a separate setting. This feature can be provided in small groups if set up as a small group administration in the Student Testing Site. If testing in a small group, test administrators should ensure that all students in the group have similar abilities so that the reader’s pace meets all student’s needs without being too slow or too fast for some students.</p> <p>If a student need this accommodation, the person providing the accommodation must read the entire test to the student. It cannot be “as needed” or “on demand.”</p> <p>Appropriate for students who regularly have a human reader in the classroom and who have had very little or no prior experience or familiarity with computer-based testing technology.</p>
<p>Oral translation of the test</p>	<p>Not allowed for English language arts test.</p> <p>A translator reads aloud the test to a student in his or her native language. Translators will translate the test from the student’s device. Student responses must be recorded in the Student Testing Site in English. Responses submitted in a language other than English will not be scored.</p> <p>Refer to the Directions for Administration Manual for additional information about how to administer an oral translation.</p> <p>A translator must administer an oral translation of the test in a separate setting.</p> <p>Appropriate for beginning and some intermediate level English language learners but may not be appropriate for advanced level English language learners.</p>
<p>Scribe (In English)</p>	<p>Not allowed for the English language arts test.</p> <p>The student dictates responses in English. The test administrator or monitor must test the student in a separate setting.</p> <p>May be appropriate for beginning level English language learners who do not have translators and who have better spoken than written English language proficiency. Typically, not appropriate for intermediate or advanced level English language learners.</p>
<p>Stacked Spanish/English bilingual form of the test</p>	<p>Not allowed for the English language arts test.</p> <p>Test items presented with Spanish on the top and English on the bottom. Only responses in English will be scored.</p>

	Appropriate for students who have content knowledge in both Spanish and English. Not appropriate for students who have not been instructed in tested content in Spanish.
Text-to-speech Spanish/English	Not allowed for the English language arts test. The text-to-speech feature reads aloud the test to the student. Recommended for beginning and some intermediate English language learners but may not be appropriate for advanced level English language learners.
Text-to-speech tracking	Not allowed for the English language arts test. The feature will highlight words in test questions as the embedded text-to-speech feature reads the test aloud. May help some students who use text-to-speech.
Word-to-word dictionary (English/Native Language)	The student uses an allowable bilingual, word-to-word dictionary. Dictionaries that include definitions, phrases, sentences or pictures are not allowed. The student should be familiar with the dictionary they will use during testing. An electronic translator may be used instead of a paper dictionary. An electronic translator cannot connect to the Internet or store information. Recommended for intermediate and advanced English language learners but may not be appropriate for beginning level English language learners. The Massachusetts Department of Elementary and Secondary Education has released a list of dictionaries that are known to meet the criteria for allowable dictionaries for statewide testing. This list may be accessed at: doe.mass.edu/mcas/testadmin/lep-bilingual-dictionary.pdf .

Assessment scores for students who qualify and receive any of the accommodations listed in this manual will be aggregated with the scores of other students and those of relevant groups and will be included for accountability purposes.

2.7 Other Accommodations and Modifications

Emergency Accommodations

An emergency accommodation may be appropriate for a student who incurs a temporary disabling condition that interferes with test performance shortly before or during the assessment window (e.g. the student has a recently fractured limb that affects physical access to the test, a student whose only pair of eyeglasses has broken or a student returning after a serious or prolonged illness or injury).

If the principal (or designee) determines that a student requires an emergency accommodation, the optional *Emergency Accommodation* form found in Appendix E may be completed and maintained in the student's file. The department recommends that the school notify the parent or guardian that an emergency accommodation was provided. If appropriate, the form also may be submitted to the district testing coordinator to be retained in the student's central office file.

Accommodation Refusal

If a student with an IEP, 504 plan or an English language learner refuses an accommodation, the school may choose to document in writing that the student refused the accommodation. The accommodation should remain available to the student during testing. The optional *Student Accommodation Refusal* form can be found in Appendix F. To use, complete the form, place it in the student's file and send a copy to the parent or guardian on the day of refusal.

Accommodation Irregularities

In the event that a student was provided a test accommodation the student was **not entitled to**, or if a student was **not provided** a test accommodation the student was entitled to, the school should refer to the *Test Incident Guidance Document* located on the Ohio Department of Education testing [Documents and Forms](#) page to determine next steps.

Modifications on Assessments

Modifications are not permitted on Ohio's State Tests. Modifications, as contrasted with accessibility features, involve changes in the standards being measured on the test, or in the conditions in which a student takes the test, that would result in changes in what the assessment is designed to measure (e.g., reducing or changing expectations for students), or provides an unfair advantage to a student.

Examples of modifications the department does not permit on Ohio's State Tests include:

- Allowing a student to be assessed off grade level;
- Instructing a student to skip selected items; reducing the scope of assessments, so a student needs to complete only a limited number of problems or items;
- Modifying the complexity of assessments to make them easier (e.g., deleting response choices on a multiple-choice assessment so that a student selects from two or three options instead of four);
- Providing hints, clues or other coaching that directs the student to correct responses;
- Defining vocabulary on the assessment, for non-glossed words, or explaining assessment items;
- Allowing the student to complete an assessment of English language arts in a language other than English; and
- Using a dictionary that provides definitions (rather than an acceptable word-to-word dual language dictionary).

Providing a student with modifications during Ohio's State Tests may constitute a test irregularity and will result in an invalidated score (i.e., the score will not be counted) and/or an investigation by the state into the school's or district's testing practices. Moreover, providing modifications to students during statewide tests may have the unintended consequence of reducing their opportunities to learn critical content and may result in adverse effects on the students throughout their educational careers.

Section 3: Universal Design and Ohio's State Tests

The department designed Ohio's State Tests to ensure all students have the tools and supports to demonstrate what they know. Using universal design approaches, the test makers ensure that all students have an equal opportunity to show what they have learned. All students benefit from the flexibility universal design can bring to assessment design and administration, including students who need accommodations. Universally designed assessment aims to create multiple alternatives and approaches, so a maximum number of students can take the assessment without accommodations.

Ohio has included the following universal design requirements for item development for Ohio's State Tests:

- The item or task takes into consideration the diversity of the assessment population and the need to allow the full range of eligible students to respond to the item/stimulus.
- Constructs have been precisely defined and the item or task measures what is intended.
- Assessments contain accessible, non-biased items.

- Assessments are designed to be amenable to accommodations.
- Instructions and procedures are simple, clear and intuitive.
- Assessments are designed for maximum readability, comprehensibility, and legibility.
- The item or task material uses a clear and accessible text format.
- The item or task material uses clear and accessible visual elements (when essential to the item).
- The item or task material uses text appropriate for the intended grade level.
- Decisions will be made to ensure that items and tasks measure what they are intended to measure for English language learner students with different levels of English language proficiency and/or first language proficiency.
- All accessibility features have been considered that may increase access while preserving the targeted construct.
- Test developers considered multiple means of item presentation, expression and student engagement with regard to items/tasks for both students with disabilities and English language learners.

Appendix A

Accessibility Features for Students Taking the Paper-based Ohio's State Tests

1.0 Conditions for taking a paper-based test

Although Ohio's State Tests are computer-based using an online testing platform, there may be specific instances that require a student to take a paper-based assessment instead.

Condition #1: The school is providing paper-based assessments for its students as the primary mode of administration.

Condition #2: A student is unable to use a computer due to the impact of his or her disability. Individualized education program teams or 504 plan coordinators must document the student's inability to participate in computer-based assessments on the student's IEP or 504 plan.

Examples include:

- A student with a disability who cannot participate in the online assessment due to a health-related disability, neurological disorder or other complex disability and/or cannot meet the demands of a computer-based test administration;
- A student with an emotional, behavioral or other disability who is unable to maintain sufficient concentration to participate in a computer-based test administration, even with other accessibility features;
- A student with a disability who requires assistive technology that is not compatible with the testing platform.

Condition #3: A student who has recently entered the school and has very little or no prior experience or familiarity with technology.

Condition #4: A student who is unable to access an online assessment due to religious beliefs.

2.0 Accessibility features

The accessibility features available to computer-based testers often are the same as those available for students taking paper-based tests. However, the limitations of paper-based testing can sometimes require schools to use alternative methods to provide a similar feature on paper tests from what is available on computer-based tests.

2.1 Administrative considerations

Administrative considerations are changes to the timing, setting or conditions of testing and are at the discretion of the principal or test coordinator. There are no differences in administrative considerations between computer-based tests and paper-based tests.

Administrative Considerations	Description
Familiar test administrator	Student knows the test administrator and/or interpreter.
Frequent breaks	All students may take breaks as needed. Frequent breaks refers to multiple, planned, short breaks during testing based on a specific student need (for example, the student fatigues easily). During each break, the testing clock is stopped.
Separate or alternate location	The test is administered in a different location than the location where other students are testing (for example, a different classroom).
Small group	A small group is a subset of a larger testing group assessed in separate location. There is no specific number defined for a small group but two to eight is typical. A “group” of one also is permissible. Small groups may be appropriate for human read-aloud and translated test administration or to reduce distractors for some students.
Specialized equipment or furniture	Often includes equipment such as adjustable desks or chairs.
Specified area or seating	The student sits in a specific place in the test setting, such as by the window for natural light or beside the test administrator’s desk.
Time of day	The student takes the test during the time of day most beneficial to his or her performance. Care must be taken to ensure that the student has all allowable time available for testing.

2.2 Universal tools

Universal tools for paper-based testing are student strategies or features provided externally by test administrators and are available for all students.

Universal Tools	Description
Blank paper	The test administrator provides blank scratch paper to students to take notes and/or work through items during testing. Blank paper is required for the English language arts tests. For mathematics, science and social studies, blank paper must be available upon request. Refer to the Directions for Administration Manual for more information about blank paper.
Eliminate answer choices	The student may mark answers to indicate to her/himself that he or she is eliminating an answer. The student must NOT cross out or make any marks on answer bubbles. Placing stray marks in the answer area may conflict with accurate scoring.
Flag or mark items for review	The student uses non-sticky place markers to “bookmark” items to review later. All place markers must be removed before test booklet or answer document is submitted for scoring.
General masking	The student may cover or uncover answer options with external blank masking cards or scrap paper as needed.

Redirect student to the test	The test administrator redirects the student’s attention to the test without coaching or assisting the student in any way.
Writing tools	The student uses a writing instrument on written responses to underline, bold, or add bullets for formatting.

2.3 Designated supports

These features may be provided to any student who needs them. A relatively small number of students will require additional features for their particular needs. Students must practice using these features and understand when and how to use them, either in a classroom or real world application or setting.

Designated Supports	Description
Color overlays	The student uses colored overlays when taking the assessment. The color should match what the student currently uses during instruction.
External magnification or enlargement device	The student uses external magnification or enlargement devices to increase the font or graphic size (e.g., projector, closed-circuit television, eye-glass mounted or hand-held magnifiers, electronic magnification systems, etc.).
Highlighting tool	The student uses highlighters or colored pencils to highlight text as needed to recall and/or emphasize. The department does not recommend highlighters for grades 3 or 4. These grades use consumable test booklets and highlighter ink can bleed through paper causing errors in scoring. Students must use colored pencils with caution. Scoring machines cannot scan or score student responses in colored pencil. Test administrators should monitor students who use colored pencils to ensure they only use approved #2 pencils for marking responses in answer documents.
Human read-aloud for mathematics, science and social studies	<p>A test administrator or monitor reads the test from a test booklet to the student</p> <p>This feature can be provided in small groups. If testing in a small group, test administrators should ensure that all students in the group have similar abilities so that the reader’s pace meets all students’ needs without being too slow or too fast for some students.</p> <p>If students need this feature, then the person providing the feature must read the entire test to the students. It cannot be “as needed” or “on demand”.</p> <p>Only students who meet the criteria to have a read-aloud accommodation on the English language arts test may use this feature for English language arts.</p>
Line reader tool	The student uses a blank straight edge as he or she reads and follows along with the text.
Noise buffers	The student uses headphones or noise buffers to minimize distraction or filter external noise during testing. If students use headphones as noise buffers, they should not be plugged into a device.

Specialized paper	In addition to blank paper, students may also use graph paper, wide ruled paper, braille paper, raised line paper, bold line paper, raised line graph paper, bold line graph paper, colored paper etc.
Spell check – handheld device	The student uses an external spell check device. Device may not have embedded grammar check, connect to the Internet, or save information.
Student reads test aloud to self	Student reads aloud to self. This feature includes the use of whisper phones. Student must be tested in a one-on-one test setting so that they do not disturb other students.

2.3 Accommodations for students with disabilities and English language learners

While all students can potentially use the universal tools and designated supports, some students may still need further support to access the test and show what they know. Those students may benefit from testing accommodations. Accommodations are supports that are already familiar to the student because they are being used in the classroom to support instruction. See Ohio’s Accessibility Manual section on testing accommodations for students with disabilities and English language learners for more information. Note that the test contractor will provide Braille and large print test booklets, but the district test coordinator must order them in TIDE.

Accommodations for Students with Disabilities	
Presentation Accommodations and Special Versions	Description
Additional assistive technology regularly used in instruction	Students may use a range of assistive technologies on Ohio’s State Tests. Assistive technologies for paper-based tests may not reproduce the tests in any manner and may not connect to the Internet.
Braille test	A student who is blind or has a visual impairment may take the English language arts and mathematics tests using a hard copy contracted Braille edition. Refer to the Directions for Administration Manual for more information about administering braille forms of the test.
Computer-based test instead of paper version	If a student’s class is taking Ohio’s State Tests on paper, and a student needs to use a computer due to the impact of his or her disability, it is allowable for the student to take the test on computer instead. Examples may include: <ul style="list-style-type: none"> • A student with an emotional, behavioral or other disability who is unable to maintain sufficient concentration to participate in a paper-based test administration, even with other accessibility features; • A student with a disability who requires assistive technology that is compatible with the testing platform. If a student takes a computer-based version of a test, the student must take the computer-based version of the test for both parts.
Human read-aloud for English language arts	A test administrator or monitor reads the test from a test booklet to the student.

This feature can be provided in small groups. If testing in a small group, test administrators should ensure that all students in the group have similar abilities so that the reader's pace meets all students' needs without being too slow or too fast for some students.

If students need this feature, then the person providing the feature must read the entire test to the students. It cannot be "as needed" or "on demand."

Refer to the [Directions for Administration Manual](#) for more information about administering a test through human read-aloud.

"Read-aloud" as a general term is when a student is administered a test via text-to-speech, human read-aloud, screen reader or sign language interpreter.

The read-aloud accommodation for the English language arts test is intended to provide access for a very small number of students to printed or written texts in the English language arts tests. These students have print-related disabilities and otherwise would be unable to participate in the state tests because their disabilities severely limit or prevent them from decoding, thus accessing printed text.

This accommodation is not intended for students reading somewhat (only moderately) below grade level.

In making decisions on whether to provide a student with this accommodation, IEP teams and 504 plan coordinators should consider whether the student has:

- A disability that severely limits or prevents him or her from accessing printed text, even after varied and repeated attempts to teach the student to do so (for example, the student is unable to decode printed text);

OR

- Blindness or a visual impairment and has not learned (or is unable to use) Braille;

OR

- Deafness or hearing loss and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation.

Before listing the accommodation in the student's IEP or 504 plan, teams/coordinators also should consider whether:

- The student has access to printed text during routine instruction through a reader or other spoken-text audio format or sign language interpreter;

	<ul style="list-style-type: none"> • The student’s inability to decode printed text or read Braille is documented in evaluation summaries from locally administered diagnostic assessments; • The student receives ongoing, intensive instruction and/or interventions in the foundational reading skills to continue attaining the important college and career-ready skill of independent reading. <p>IEP teams and 504 plan coordinators make decisions about who receives this accommodation. Schools should use a variety of sources as evidence (including state assessments, district assessments and one or more locally administered diagnostic assessments or other evaluation).</p> <p>For students who receive this accommodation, no claims should be inferred regarding the student’s ability to demonstrate foundational reading skills.</p>
Large print test booklet	<p>Large print test booklet is a presentation accommodation for students with visual impairments who require large print materials.</p> <p>The large print test booklets are 8.5-x-11 inches and printed in 18-point type.</p> <p>Refer to the Directions for Administration Manual for more information about administering a test through human read-aloud.</p>
Sign language interpreter	<p>Any student who is deaf or has hearing loss may have a sign language interpreter (for example, American Sign Language, signed English, Cued Speech) for mathematics, science and social studies.</p> <p>For the purposes of statewide testing, sign language is considered a second language and should be treated the same as any other language from a translational standpoint. The test must be <i>signed verbatim</i>. The intent of the phrase “signed verbatim” does not mean a word-to-word translation, as this is not appropriate for any language translation. The expectation is that the interpreter should faithfully translate, to the greatest extent possible, all of the words on the test without changing or enhancing the meaning of the content, adding information or explaining concepts unknown to the student.</p> <p>Only students who meet the criteria to have a read-aloud accommodation on the English language arts test may use this feature for English language arts.</p>
Response Accommodations	Description
Additional assistive technology regularly used in instruction (for example, speech-to-text)	<p>Students may use a range of assistive technologies on Ohio’s State Tests.</p> <p>Assistive technologies for paper-based tests may not reproduce the tests in any manner and may not connect to the Internet.</p>

<p>Answers recorded in test booklet and transcribed by the test administrator into the scorable document</p>	<p>The student records his or her answers directly on paper or in the test booklet and the test administrator/monitor transcribes the responses verbatim into a scorable answer document.</p>
<p>Braille notetaker</p>	<p>A student who is blind or has visual impairments may use an electronic Braille notetaker. For Ohio’s State Tests, grammar checker, Internet and stored file functionalities must be turned off.</p> <p>The responses of a student who uses an electronic Braille note taker during Ohio’s State Tests must be transcribed exactly as entered in the electronic Braille notetaker. Only transcribed responses will be scored. Transcription guidelines are available in <i>Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</i>.</p>
<p>Braille writer</p>	<p>A student who is blind or has visual impairments may use an electronic Braille writer. A test administrator must transcribe into the computer the student responses exactly as entered in the electronic Braille writer.</p> <p>Only transcribed responses will be scored. Transcription guidelines are available in <i>Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</i>.</p>
<p>Calculation device or fact charts on non-calculator mathematics test or part of test</p>	<p>The student uses a calculation device or fact chart (addition/subtraction/multiplication/division charts) on the non-calculator sections of the mathematics assessments.</p> <p>The accommodation would be permitted on test sections for which calculators are not allowed for other students. IEP teams and 504 plan coordinators should carefully review the following guidelines for identifying students to receive this accommodation.</p> <p>This accommodation is for students with a disabilities that severely limit or prevent their abilities to perform basic calculations (i.e., single-digit addition, subtraction, multiplication or division).</p> <p>In making decisions whether to provide the student with this accommodation, IEP teams and 504 plan coordinators should consider whether the student has a disability that severely limits or prevents the student’s ability to perform basic calculations (i.e., single-digit addition, subtraction, multiplication, or division), even after varied and repeated attempts to teach the student to do so.</p> <p>Before listing the accommodation in the student’s IEP or 504 plan, teams also should consider whether:</p> <ul style="list-style-type: none"> ● The student is unable to perform calculations without the use of a calculation device, arithmetic table or manipulative during routine instruction; ● The student’s inability to perform mathematical calculations is documented in evaluation summaries from locally administered diagnostic assessments; ● The student receives ongoing, intensive instruction and/or interventions to learn to calculate without using a

	<p>calculation device, in order to ensure that the student continues to learn basic calculation and fluency.</p> <p>Specific calculation devices must match the Ohio's State Tests calculator policy.</p>
<p>Mathematical tools (mathematics and physical science only) – allowable tools include:</p> <ul style="list-style-type: none"> • 100s chart • Abacus and other specialized tools for students with visual impairments • Base 10 blocks • Counters and counting chips • Cubes • Square tiles • Two-colored chips 	<p>Student uses these tools and manipulatives to assist mathematical problem solving. These manipulatives allow the flexibility of grouping, representing or counting without numeric labels.</p> <p>A student with a visual impairment may need other mathematical tools such as a large print ruler, Braille ruler, tactile compass or Braille protractor.</p> <p>The department will review and revise this list annually as needed.</p>
<p>Monitor test response</p>	<p>The test administrator monitors proper placement of student responses on a test booklet or answer sheet. The test administrator cannot assist the student with changing a response to the correct answer.</p> <p>This accommodation is to ensure that the student is marking the answer for the problem the student intends to answer. For example, a student may accidentally put two answers for one problem on the same line or accidentally skip a question. Students who are able to use bubbled answer sheets may benefit from having an adult simply monitor the placement of their responses to ensure that they are actually responding to the intended question.</p>
<p>Scribe</p>	<p>The student dictates responses either verbally, using a speech-to-text device, augmentative or assistive communication device (e.g., picture or word board), or by signing, gesturing, pointing or eye-gazing. Grammar checker, Internet and stored files functionalities must be turned off. Word prediction must also be turned off for students who do not receive this accommodation. The student must test in a separate setting.</p> <p>In making decisions whether to provide the student with this accommodation, IEP teams and 504 plan coordinators should consider whether the student has:</p> <ul style="list-style-type: none"> • A physical disability that severely limits or prevents the student's motor process of writing through keyboarding; <p>OR</p> <ul style="list-style-type: none"> • A disability that severely limits or prevents the student from expressing written language, even after varied and repeated attempts to teach the student to do so. <p>Before listing the accommodation in the student's IEP or 504 plan, teams/coordinators should also consider whether:</p>

	<ul style="list-style-type: none"> • The student’s inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments; • The student routinely uses a scribe for written assignments; and • The student receives ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team or 504 plan coordinator. <p>Student responses must be transcribed exactly as dictated.</p> <p>Information about the scribing process is available in <i>Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</i>.</p>
Specialized calculation device	<p>A student uses a specific calculation device (for example, large key, talking or other adapted calculator) on the calculator part of the mathematics assessments. If a talking calculator is used, the student must use headphones or test in a separate setting.</p> <p>The student must qualify for calculation device or fact charts on non-calculator mathematics test or part of test accommodation to use a specialized calculator in those tests.</p>
Word prediction device	<p>The student uses an external word prediction device that provides a bank of frequently or recently used words on screen as a result of the student entering the first few letters of a word.</p> <p>The student must be familiar with the use of the external device prior to assessment administration. The device cannot connect to the Internet or save information.</p> <p>In making decisions whether to provide the student with this accommodation, IEP teams and 504 plan coordinators are instructed to consider whether the student has:</p> <ul style="list-style-type: none"> • A physical disability that severely limits or prevents the student from writing or keyboarding responses; <p>OR</p> <ul style="list-style-type: none"> • A disability that severely limits or prevents the student from recalling, processing and expressing written language, even after varied and repeated attempts to teach the student to do so. <p>Before listing the accommodation in the student’s IEP/504 plan, teams/coordinators are instructed to consider whether:</p> <ul style="list-style-type: none"> • The student’s inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments; and • The student receives ongoing, intensive instruction and/or intervention in language processing and writing, as deemed appropriate by the IEP team/504 plan coordinator.

Timing Accommodation	Description
Extended Time	<p>Student is allowed more time than allotted for each test section.</p> <p>In most cases, the department recommends that extended time should be defined and not open-ended. This is usually expressed as one and one-half time (1.5x), double time (2x), etc. Extended time may not exceed one school day; students must complete each test part on the same day the test is started.</p> <p>The department recommends that students with the extended time accommodation take the tests in a separate setting to minimize distractions to other students and to schedule these students for testing in the morning to allow adequate time for completion of a test part by the end of the school day.</p>

Accommodations for English Language Learners	Description
Extended time	<p>Student is allowed more time than allotted for each test section.</p> <p>In most cases, the department recommends that extended time should be defined and not open-ended. This is usually expressed as one and one-half time (1.5x), double time (2x), etc. Extended time may not exceed one school day; students must complete each test part on the same day the test is started.</p> <p>The department recommends that students with the extended time accommodations take the tests in a separate setting to minimize distractions to other students, and to schedule these students for testing in the morning to allow adequate time for completion of a test part by the end of the school day.</p> <p>Appropriate for all English language proficiency levels.</p>

<p>Oral translation of the test</p>	<p>Not allowed for English language arts test.</p> <p>A translator reads aloud the test to a student in his or her native language. Translators will translate the test from another test booklet. Responses submitted in a language other than English will not be scored.</p> <p>Refer to the Directions for Administration Manual for additional information about how to administer an oral translation.</p> <p>A translator must administer an oral translation of the test in a separate setting.</p> <p>Appropriate for beginning and some intermediate English language learner students but may not be appropriate for advanced level English language learner students.</p>
<p>Scribe (In English)</p>	<p>Not allowed for the English language arts test.</p> <p>The student dictates responses in English. The test administrator or monitor must test the student in a separate setting.</p> <p>May be appropriate for beginning English language learner students who do not have a translator and who have better spoken than written English language proficiency. Typically, not appropriate for intermediate or advanced English language learner students.</p>
<p>Word-to-word dictionary (English/native language)</p>	<p>The student uses an allowable bilingual, word-to-word dictionary. Dictionaries that include definitions, phrases, sentences or pictures are not allowed. The student should be familiar with the dictionary they will use during testing. An electronic translator may be used instead of a paper dictionary. An electronic translator cannot connect to the Internet or store information.</p> <p>Recommended for intermediate and advanced English language learner students but may not be appropriate for beginning level English language learner students.</p> <p>The Massachusetts Department of Elementary and Secondary Education has released a list of dictionaries that are known to meet the criteria for allowable dictionaries for statewide testing. This list may be accessed at: http://www.doe.mass.edu/mcas/testadmin/lep-bilingual-dictionary.pdf</p>

Appendix B

Reading Access Accommodation on English Language Arts Test Decision-Making Tool

**Use of this form is optional.
Do not submit a copy of this form to the Ohio Department of Education.**

The department created this tool to assist individualized education program (IEP) teams and Section 504 plan coordinators in identifying students who may be eligible to use on Ohio's state tests in English language arts one of the following reading access accommodations: text-to-speech, human read-aloud, screen reader, or sign language interpreter.

Student's Name: _____ **D.O.B:** _____ **Grade:** _____

School/Program: _____ **State ID #/Local ID#:** _____

District/local education agency: _____

IEP Team Members or Section 504 Plan Coordinator/Staff		
Title	Name	Date
IEP team chairperson or Section 504 coordinator:		
Special Education Teacher(s):		
General Education Teacher(s):		
IEP Team member(s) qualified to interpret reading evaluation results:		
Parent(s) or Guardian(s):		
Student (if a team participant):		
Other IEP team member(s):		
Verification of parent/guardian notification (optional): _____ (Parent/Guardian Initials) <i>I have been informed by my child's school that my child will receive a text-to-speech, human read-aloud, screen reader or sign language interpreter accommodation for an English language arts test.</i>		

<p>Guidelines for IEP Team or Section 504 Plan Consideration</p> <p>The text-to-speech, human read-aloud, screen reader, or sign language interpreter accommodations are intended to provide access for a very small number of students to printed or written texts in Ohio’s state English language arts tests. These students have print-related disabilities and otherwise would be unable to participate in the state tests because their disabilities severely limit or prevent them from decoding, thus accessing printed text.</p> <p>This accommodation is not intended for students reading somewhat (only moderately) below grade level.</p> <p>Schools should use a variety of sources as evidence (including state assessments, district assessments and one or more locally administered diagnostic assessments or other evaluation).</p>	<p>Agree/Disagree</p>
<p>The student has an individualized education program (IEP) or Section 504 plan.</p>	<p><input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p>
<p>The student has:</p> <p>A disability that severely limits or prevents him or her from accessing printed text, even after varied and repeated attempts to teach the student to do so (for example, student is unable to decode printed text). Consider using text-to-speech, a human reader or a sign language interpreter.</p> <p>OR</p> <p>Blindness or a visual impairment and has not yet learned (or is unable to use) Braille. Consider using a human reader or a screen reader.</p> <p>OR</p> <p>Deafness or hearing loss and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation. Consider using a sign language interpreter.</p>	<p><input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p>
<p>Before listing the accommodation in the student’s IEP or Section 504 plan, teams and plan coordinators should also consider whether:</p>	
<p>The student has access to printed text during routine instruction through a reader or other spoken-text audio format, or sign language interpreter;</p>	<p><input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p>
<p>The student’s inability to decode printed text or read Braille is documented in evaluation summaries from locally administered diagnostic assessments;</p>	
<p>The student receives ongoing, intensive instruction and/or interventions in foundational reading skills to continue attaining the important college and career-ready skill of independent reading.</p>	

List the data and/or evaluation sources documenting the decision to give a reading access accommodation to the student on the English language arts test:

1. Name of diagnostic evaluation or educational assessment:

Name and title of examiner:

Most recent testing date:

Score(s):

Provide a summary of the results:

2. Name of diagnostic evaluation or educational assessment:

Name and title of examiner:

Most recent testing date:

Score(s):

Provide a summary of the results:

3. List any additional assessment data, scores, and/or evaluation results that guided the decision-making process for IEP teams or Section 504 plan coordinators regarding the **text-to-speech, human read-aloud, screen reader, or sign language interpreter** accommodation for the English language arts test:

List the instructional interventions and supports specifically related to reading that the student currently receives:

The student has received intensive reading interventions for ____ years.

List the specific school years and frequency _____

Describe and list the specific reading intervention(s) the student received:

List any additional relevant information regarding the student:

Appendix C

Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses

Scribing a student's responses by a test administrator is a response accommodation. A scribe is a person who writes or types student responses into the Student Testing Site or onto a scorable test booklet or answer document. Scribing allows students to provide responses to a test administrator who writes or types the responses for the student. Students receiving the scribe accommodation may respond to test items in any of the following ways:

- Verbally;
- Using speech-to-text, an augmentative communication device or other assistive technologies;
- Signing (American Sign Language, signed English, Cued Speech);
- Gesturing or pointing; or
- Eye-gazing.

Scribing may include selecting multiple choice or other selected response items such as "drag and drop" or "matching" as appropriate.

The scribe accommodation is appropriate for students with a physical disability that severely limits or prevents the student's motor processes of writing, typing or recording responses during testing. This includes students with reduced abilities to record responses due to pain, fracture, paralysis, loss of function or loss of endurance, as well as students whose handwriting is indecipherable or illegible (scribbles). Sloppy handwriting alone is not justification for the scribe accommodation. Scribing a student's response also is an appropriate accommodation for students who have documented disabilities in the area of written expression that results in significant interference in their abilities to express their knowledge in writing or keyboarding, even after varied and repeated attempts to teach the students to do so.

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

A scribe may occasionally be appropriate for beginning level English language learners who do not have a translator and who have better spoken than written English language proficiency. A scribe would typically not be appropriate for intermediate or advanced level English language learners.

If a student requires a scribe due to a recently occurring though temporary illness or injury, the school can use the optional Emergency Accommodation form found in Appendix E to document the accommodation.

Qualifications of the Scribe

Individuals who provide the scribe accommodation must be test administrators or be in the presence of and monitored by a test administrator. Test administrators are employees of the school district and hold a license/certificate/permit issued by the Ohio Department of Education. Any person providing an accommodation must be an adult non-relative of the student. Students may not provide testing accommodations to other students. Refer to the [Ohio Statewide Testing Rules Book](#) for more information about test administrators.

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

Administering the Scribe Accommodation

- A scribe may administer the scribe accommodation only to one student at a time during a test session. The student must be tested in a separate setting.
- The scribe must produce legible text, if writing into a test book or answer document.
- The scribe must transcribe responses verbatim from the student and may not prompt or question the student or correct a student's responses. The scribe may ask the student to restate (or sign) words or parts, as needed.
- A scribe must provide the same opportunity to a student using a scribe as other students have to plan and draft a constructed response. The scribe may write an outline, plan or draft as directed by the student. The scribe must record the draft response or outline exactly as dictated without any cueing and guidance to the student.
- During testing, the student may provide constructed responses by either:
 1. Dictating directly to a human scribe who records the responses at the time they are given (computer- and paper-based testing),
 - When dictating directly to a human scribe, the scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by student, even if a change is incorrect. All changes must be made during the test session.
 2. Using a speech-to-text converter (voice recognition software), augmentative communication device or assistive technology device for creating a response that the scribe transcribes into the online testing platform or onto a paper-based book or answer document.
 - When using a speech-to-text converter, augmentative communication device or other assistive technology device, scribes must have printed hard copies of the student's responses for transcription purposes unless the device used does not have the capability to print. In cases where printing a response is not possible, scribing must take place as the student dictates or otherwise produces the response. Test administrators must delete all electronic files immediately after the testing session and securely shred any printed responses.

The following scribing practices are acceptable:

- The scribe may ask, "Are you finished?" or "Is there anything you want to add or delete?"
- The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate "No."
- If the student requests that the scribe read a response that was already dictated, the scribe must read what the student dictated previously in an even voice, being careful not to cue the student to errors. For English language arts, it is appropriate for the scribe to indicate capitalization and punctuation by reading the student's response in the same way the student dictated the response. See examples in Guidelines for the English Language Arts–Constructed Responses below.

The following scribing practices are unacceptable:

- The scribe cannot influence the student's response in any way.
- The scribe cannot give the student specific directions, clues or prompts; for example, "First, set the equations equal to one another," or "Make sure that the equation is set equal to zero."
- The scribe cannot tell the student if his or her answer is correct or incorrect.
- The scribe cannot answer a student's questions related to the content; for example, "Is this the right way to set up the problem?" or "Can you tell me what this word means?"
- The scribe cannot alert the student to mistakes he or she made during testing.

Additional Guidelines for the English Language Arts–Constructed Responses

Capitalization and Punctuation

For the English Language Arts—Constructed Responses only, the student is responsible for all capitalization and punctuation. This can be accomplished in one of two ways:

1. After dictation: The student can dictate the entire response at one time. The scribe will write or type the response without capitalization and punctuation. When the student is finished dictating, the scribe will show the response to the student. The student will tell the scribe which letters to capitalize and where to add punctuation.
2. During dictation: The student may add capitalization and punctuation as he or she dictates.
 - a. For example, when stating the sentence “**The fox ran.**” the student will say, “**Capital T, the fox ran, period**”
 - b. If a sentence includes other punctuation, for example a comma, the student must indicate the comma. For example, when stating, “**The boy bought apples, oranges, and bananas.**” The student will say, “**Capital T, the boy bought apples, comma, oranges, comma, and bananas, period.**”

The scribe must give the student the opportunity to proofread his or her responses, even if the student provides capitalization and punctuation during dictation.

Rules for Capitalization

The *scribe can automatically capitalize* in these cases:

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

The *student must specify* capitalization in the following cases:

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

Additional Guidelines for Figures, Charts, Shapes and Non-text Responses

During testing, students may need to produce figures, charts, shapes or other non-text (non-alpha/numerical) responses, especially during mathematics. It can be challenging for a student to express to a scribe exactly what they want written. For example, if a student wants the scribe to draw a triangle, even if the student knows the name of the type of triangle they want the scribe to draw, describing the size or orientation of the triangle may be difficult. Because of this challenge, if the student is able to write or draw at all, the student may choose to use scrap paper or specialized paper to sketch the chart, figure, etc., that the student wants the scribe to transcribe into the scorable document. Under no condition may responses within an item be in multiple handwritings.

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

- The scribe for a student who signs his or her responses must be fluent in American Sign Language (ASL), signed English or other sign systems the student uses.
- When responses are dictated by a student using ASL (or other signed system), the scribe may ask clarifying questions regarding the use of classifiers. Classifiers give descriptive information about a noun or verb, such as location and kind.
- For the purposes of statewide testing, the department considers sign language a second language and it should be treated the same as other languages from a translational standpoint. The scribe must interpret and scribe the student’s response *verbatim*. The intent of the phrase “scribe verbatim” does not mean a word-to-word translation, as this is not appropriate for any language translation. The scribe will write the student’s responses in English. The transcription of ASL will not be done in a word-to-word format, but instead will be written in English without changing or enhancing the meaning of the content,

adding information or explaining concepts unknown to the student (for example, student signs “HOUSE WHITE LIVE THERE ME.” Scribe writes, “I live in the white house.”)

Use of Speech-to-Text Conversion Software and Other Devices

Speech-to-text conversion or voice recognition software allows students to dictate responses into their computer microphones and have the responses converted to printed text. For this accommodation, students will use their own assistive technology devices at separate computer stations equipped with speech-to-text or voice recognition software in order to respond to test items. Students who use voice recognition software routinely, and who have this accommodation listed in their IEPs, may use speech-to-text or voice recognition software as an accommodation. Students should be familiar with the software and must have opportunities to practice using it prior to testing. It also is important that students who use speech-to-text devices have the opportunity to develop planning notes using speech-to-text and to view what they produce via speech-to-text.

Upon completion of a test, transcribers should print out the student’s responses and follow the guidelines for transcribing. In cases where printing a response is not possible, scribing must take place as the student dictates or otherwise produces the response. Test administrators must delete all electronic files immediately after the testing session.

Guidelines for Transcribing

Transcribing is the process of reproducing a student’s response from one source (print out, answer document) to another source (Student Testing Site, new answer document). Certain situations during test administration may require a test administrator to transcribe a student’s response into a standard, scorable test booklet, answer document or into the Student Testing Site.

Procedures for Transcribing Paper-Based Testing Student Responses

Certain situations during a paper-based test administration may require a test administrator to transcribe a student’s response into a standard, scorable test booklet or answer document. These situations may include:

- Student recorded answers in the wrong section of a test booklet or answer document, or in an incorrect test booklet or answer document.
- Student takes the test using a special test format that requires answers to be transcribed (large print, Braille, translation). See the Directions for Administration Manual for additional information about special versions administration.
- Student uses a speech-to-text converter, augmentative communication device or assistive technology device to produce responses that a scribe will transcribe later.
- As an accommodation, a student records answers in a test booklet, answer document or on blank paper instead of in the required test booklet or answer document.
- A test booklet or answer document becomes unusable (torn, wrinkled, soiled).

If it is necessary to transcribe a student’s responses, test administrators shall follow these procedures:

- At least two persons shall be present during any transcription of student responses with one being an authorized test administrator.
- The transcriber must transcribe verbatim into the test booklet or test answer document.
- If a student responds in any test booklet or answer document, the test coordinator must return the student’s original response with the secure nonscorable materials. A test coordinator should apply a “DO NOT SCORE” label in the box that says “Apply Label Here.”
- Any original student responses that were printed from an assistive technology device or recorded separately on blank paper must be securely shredded after transcription.

Procedures for Transcribing Student Responses for Computer-Based Testing

Multiple Choice and other Selected Response Items

For multiple choice and other selected response items, the test administrator must mark the response on the student test booklet or answer document or enter student responses directly into the Student Testing Site.

Constructed Response Items

During computer-based assessments, some situations may require the test administrator to input a student's constructed responses into the Student Testing Site. These situations include students who need written responses on paper translated into English and students who use a speech-to-text converter, augmentative communication device or other assistive technology devices.

- As the student encounters constructed response items, he or she should speak the response or write the response on paper (for oral translations) or use his or her device to respond to the questions. At this point, the student can either:
 - Wait for the test administrator to type the response into the Student Testing Site before moving onto the next item; or
 - If writing the response or using a speech-to-text converter, augmentative communication device or other assistive technology device, continue with the test. In this situation, the test administrator will type the student's response into the Student Testing Site after the student has completed the test but before submitting the test.
- At least two persons shall be present during any transcription of student responses with one being an authorized test administrator.
- The transcriber must transcribe verbatim into the Student Testing Site.
- Translators should faithfully translate, to the greatest extent possible, all of the words on the student's response without changing or enhancing the meaning of the content or adding information.
- Once all items have been transcribed, the test administrator will submit the test.
- Any original student responses that were printed from an assistive technology device or recorded separately on blank paper must be securely shredded after transcription.

**Appendix D
Technology**

Coming Soon

Appendix E Emergency Accommodation Form

This form is optional.

Do not submit a copy of this form to the Ohio Department of Education.

No state approval is required for emergency accommodations.

Directions: This form may be used for cases in which a student needs a temporary accommodation due to unforeseen circumstances. Examples include students who have a recently fractured limb (e.g., fingers, hand, arm, wrist or shoulder), whose only pair of eyeglasses have been broken or lost, or a student returning from a serious or prolonged illness or injury. If the principal (or designee) determines that a student requires an emergency accommodation, this form should be completed and maintained in the student's file. It is recommended that the parent or guardian is notified that an emergency accommodation was provided. If appropriate, this form also may be submitted to the district testing coordinator to be retained in the student's central office file.

District/LEA Name:	Date:
School Name:	Telephone #:
Student Name:	Grade:
Student ID#:	DOB:

Name and Title of Person Completing this Form:

Staff Member's Name

Title/Position

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

Describe what the testing accommodation will be:

Who will administer the accommodation? _____

Staff Member's Name

Title/Position

Principal (or Designee) Signature

Date

Appendix F Student Accommodation Refusal Form

This form is optional.

Do not submit a copy of this form to the Ohio Department of Education.

Directions: A school or district may use this form to document in writing that a student refused an accommodation. The department recommends that if using the form, districts complete it, place it in the student's file and send a copy to the parent or guardian on the day of refusal. During the testing session, districts should continue to keep the accommodation available to the student.

Student Name: _____	Date: _____
Grade: _____	Student ID#: _____
School name: _____	
School district/Local education agency: _____	
Assessment: _____	
Test administrator: _____	
Accommodation(s) refused: _____	

Reason for refusal: _____	

Comments: _____	

Student's signature (optional): _____	

Signature of test administrator:

Appendix G

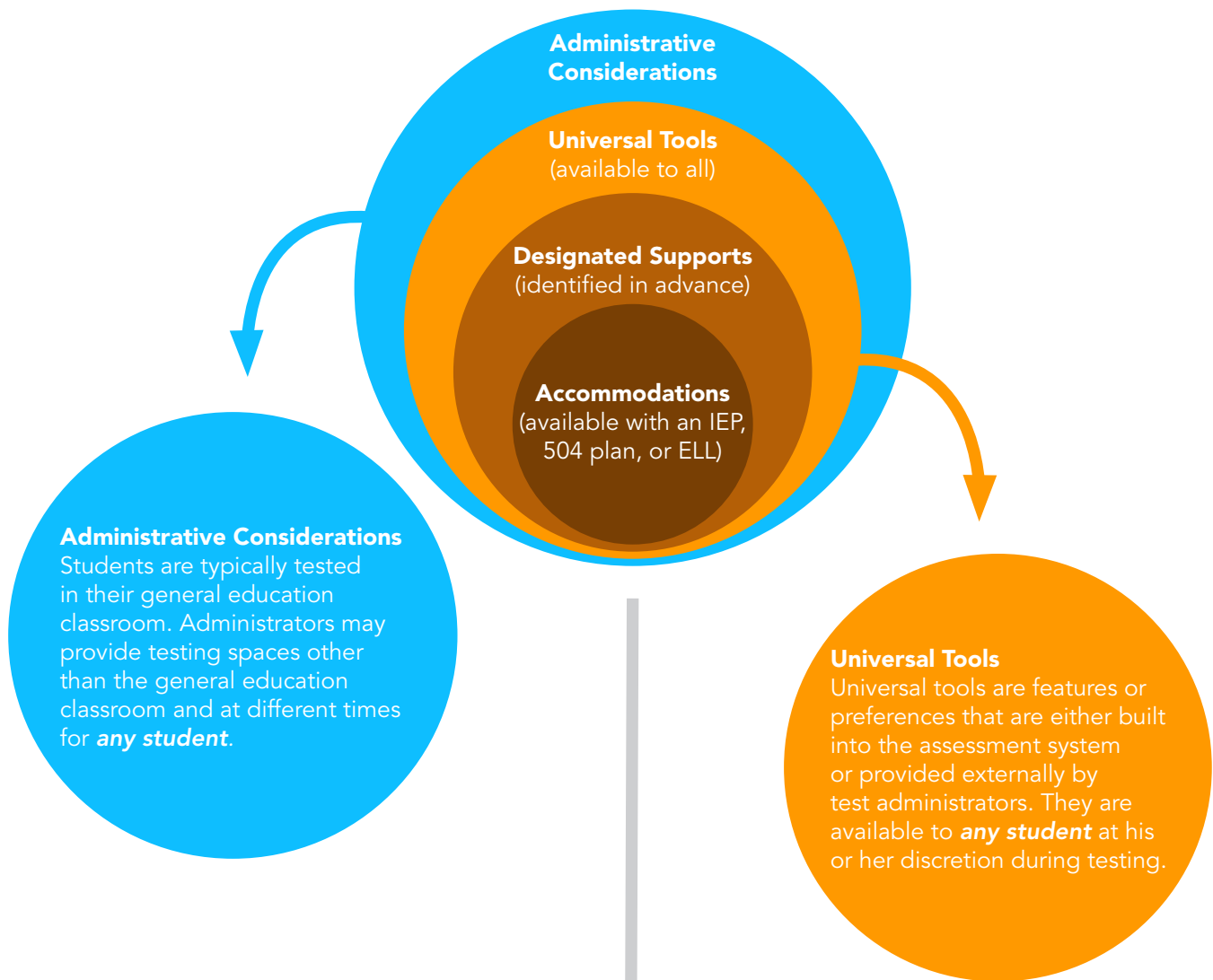
DECISION-MAKING FRAMEWORK - ACCESSIBILITY FEATURES FOR INSTRUCTION

Expect all students to achieve grade-level and course content standards.

IMPORTANT: Students should be familiar with accessibility features prior to testing and should have the opportunity to select, practice, and use them in instruction before the test day. Best practice indicates a team-based decision-making process for the selection of all accessibility features.

Guiding Questions to Begin the Decision-Making Process

- What are the student’s learning strengths and challenges?
- How do the student’s learning and/or language needs affect the achievement of standards-based grade-level or course content?
- Which access features does the student need?
- Has the student shown preference for specific access features in the past?
- What does the student need to do?



Does classroom evidence indicate a need for additional support?

YES

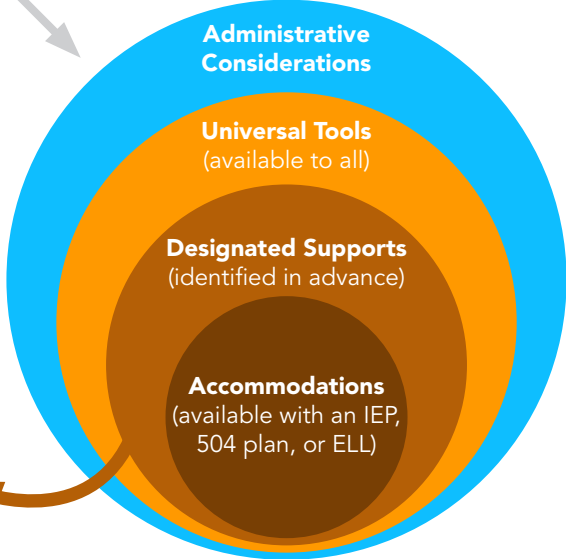
NO

Consider Designated Supports

Continue Use of Administrative Considerations and Universal Tools



Designated Supports
Used with a relatively *small number of students*. They are additional features identified in advance and required based on need and individual preferences.



! If the student is not able to access instruction and assessment with Designated Supports, continue to investigate other accessibility features to use in the classroom.

Does classroom evidence and data from trials of Designated Supports indicate a need for additional support?

YES

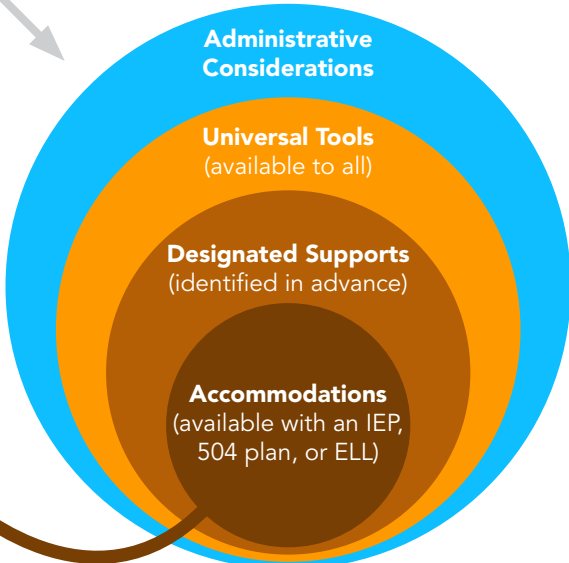
NO

Consider Accommodations

Continue Use of Administrative Considerations, Universal Tools, and Designated Supports



Accommodations
Used for students with an IEP, 504 plan, ELL, or ELL with a disability and an IEP or 504 plan.



! Accommodations are intended to reduce and/or eliminate the effects of a student's disability and/or English Language Proficiency Level; however, accommodations should never reduce learning expectations by reducing the scope, complexity, or rigor of instruction or assessment.