

Tennessee Comprehensive Accessibility and Accommodations Manual

2019 - 2020

Updated 09/20/2019: Page 22 notes about physical prompting



Office of Strategy and Data Governance

Accessibility and Accommodations Manual 2019-20

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Section 1. Introduction

All students have the right to meaningful access and opportunities for participation in instruction. The strategies, accessibility, and accommodations used during instruction need to also be available to the greatest extent possible for assessments.

This guidebook provides information related to universal administration conditions, accessibility features, and accommodations to ensure access to

- Achievement Grades 3-8,
- End-of-Course (EOC),
- Grade 2,
- TCAP-Alt. Grade 2 and Grades 3-11,
- MSAA,
- WIDA ACCESS for ELLs,
- ACT, and
- NAEP assessments.

Accessibility features and accommodations should be selected to meet the needs of the individual student.

The first section provides general information about the TCAP assessment system. It includes an explanation of the accessibility features and accommodations available for students in the paper-based testing (PBT) process. It also includes an explanation of the accessibility features and accommodations available for students testing in the computer-based testing platforms of MSAA for the Alternate Assessment and WIDA ACCESS 2.0 for English Language Learners. The second section describes considerations for teams to use when developing the individual educational plan (IEP), individual learning plan (ILP) or Section 504 plan for students.

1.1. Intended Audience

This resource is intended to guide 504, ILP, and IEP teams in decision-making regarding state assessment accessibility and accommodations. Parent/guardians are critical members of the team as well as the student. Please ensure they are adequately informed of the options for accessibility and accommodations. For the purposes of this guide, the following definitions are used:

- Students with disabilities (SWDs) are students who are eligible to receive services identified through the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.
- English learners (ELs) are students whose native language is not English and who do not yet possess sufficient English language proficiency (ELP) to fully access curriculum that is in English.

1.2. Tennessee's Statewide Student Assessments

The Tennessee Comprehensive Assessment Program (TCAP) includes assessments in mathematics, English language arts, social studies, and science, as well as alternate assessments for eligible students with the most significant cognitive disabilities. Students who are classified as ELs will also participate in the English Language Proficiency Assessment, WIDA ACCESS for ELLs.

Inclusion of all students in large-scale assessments and grade-level standards is mandated by both federal and state laws. Accessibility supports and/or accommodations are provided for students who need them during instruction and assessments to support access to grade-level content. To ensure this goal of access is met, educators must be familiar with standards and accountability systems at the state and district levels.

For additional information regarding the Tennessee assessment system, including the alternate assessment and the English Language Proficiency Assessment, please visit the department's [website](#).

Section 2. Universal Test Administration Conditions

Test administration manuals address the need to provide students with an appropriate testing location that is comfortable and free from distractions. Test administration conditions are specific testing situations and conditions that may be offered to any student in order to provide a comfortable and distraction free testing environment.

Universal test administration conditions for TCAP are available to any student who needs them and are not considered test accommodations. A student's IEP or 504 plan may include them as an accommodation during instruction and classroom assessments; however, it is not required to be addressed in the IEP in order to receive as an accommodation on state assessments.

Universal test administration conditions for any student includes:

- testing in a small group, testing one-on-one, testing in a separate location or in a study carrel,
- being seated in a specific location within the testing room or being seated at special furniture,
- having the test administered by a familiar test administrator,
- using a special pencil or pencil grip,

- using a placeholder,
- using devices that allow the student to see (e.g., magnification and special lighting),
- using devices that allow the student to hear the test directions (e.g., hearing aids and amplification),
- wearing noise buffers after the scripted directions have been read,
- signing the scripted directions,
- having the scripted directions repeated (at student request),
- having questions about the scripted directions or the directions that students read independently answered, and
- reading the test quietly to himself/herself as long as other students are not disrupted.

Section 3. Accessibility Features

Accessibility features for TCAP are available to any student with an identified need. A student’s IEP or 504 plan may include these as an accommodation during instruction and classroom assessments however, it is not required to be addressed in the IEP in order to receive as an accessibility features on state assessments. A student should only use a test accessibility feature option that they typically need and use during daily instruction and assessment. It is recommended that a consistent process be used to determine these support for individual students.

Accessibility Features		
Accessibility Tool	Administrative Guidelines	Additional Considerations for Use
Highlighter	Before testing: Test administrator provides student with highlighter(s).	Students may use a highlighter to highlight text in a passage or item in their test book as needed to recall and/or emphasize. Highlighter must be yellow.
Straight Edge Line Reader/Mask Tool	Before testing: Test administrator ensures the student has direct access to a blank straight edge or blank masking card.	Allows students to track the line he or she is reading. Students are able to focus their attention on a specific

		<p>piece of text at a time. This may be a note card, ruler, etc., as issued during daily instruction. The student may cover or uncover answer options and/or text with blank masking cards as needed.</p> <p>The masking tool is recommended for students who have attention difficulties. It may also be needed by students with print disabilities or visual impairments. Students may need to mask content not immediately needed which may be distracting.</p>
Auditory Aids	<p>Before testing: Test administrator ensures student's access to necessary auditory aid.</p> <p>During testing: The student uses amplification device assistive technology (e.g., FM System), noise buffers, or white noise machine provided by the student or by the school.</p>	<p>The student should continue to use the same auditory aides during assessment as required during daily instruction. Music is not permitted to be played during the assessment. If headphones are used only as noise buffers they should not be plugged into a device.</p>
Color Overlay	<p>Before testing: Test administrator provides student with access to colored overlays.</p>	<p>Students will use the same color overlay during assessment as are required in daily instruction.</p> <p>Students with attention difficulties may need this</p>

		support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities.
Place Marker	Before testing: Test administrator provides student with place marker (e.g., post-it note or plain bookmark)	The student may use place marker to “bookmark” items to review later.
Eliminate Answer Choices	During testing: The student may use removable markers (e.g., small strips of paper) to indicate that they are eliminating the answer.	Please do not make any stray marks on the answer document as that may conflict with accurate scoring.
General Administration Directions Read Aloud and Clarified and/or Repeated as Needed	During testing: The test administrator reads aloud the general administration directions only per the test administration manual. A student may raise his or her hand and request the directions be repeated.	A student may raise his or her hand and request the directions be repeated. The test administrator may clarify directions upon request. No passages or items may be clarified.
Magnification/Enlargement Device	Before testing: The test administrator provides the student with magnification/enlargement device.	The student uses an external magnification or enlargement device to increase the font or graphic size (e.g., projector, CCTV, eye-glass mounted or hand-held magnifier, electronic magnification system, etc.). The student should use the same type of magnification equipment during assessment as is used daily.

Section 4. Accommodations

Accommodations are for students served under an IEP, 504 Plan, ILP or a student classified as EL.

Accommodations address *how* the student will participate. They do not alter or change what the student is expected to know or what content is assessed.

Accommodations:

- reduce or decrease barriers to access or participation,
- maintain the intent of rigor of the task,
- ensure the assessment allows students to demonstrate their true mastery level,
- are available to students with a disability served under an IEP or 504 plan,
- are available to EL student, and
- **are designed to provide access to students, not ensure proficiency.**

Allowable accommodations for state testing are defined as:

Allowable Accommodations		
Accommodation	Administrative Guidelines	Additional Considerations for Use
Adult Transcription	Before testing: Two adults are secured for the testing session. The test administrator who is transcribing must be a licensed employee of the school district.	<p>An adult marks selected response items on the paper-based answer document based on student answers provided orally, using gestures, or an adult transfers student responses produced using Assistive Technology onto the paper-based answer document. All student responses must be transcribed verbatim. Two adults must be present during the transcription.</p> <p>A student reads each item from the screen or test booklet and</p>

		<p>dictates the response to an adult. Dictation can be given orally, on paper, or with assistive technology. The adult then marks the student's answer directly on the test. The adult may assume appropriate spelling for written responses, but the student must indicate correct capitalization, grammar and punctuation.</p> <p>Students should be given the opportunity to review and edit any responses entered by adult transcription. Once the transcription is complete, any copies must be shredded or deleted</p>
Assistive Technology	<p>Before testing: Test administrator ensures the student has access to the necessary assistive technology device (e.g., computer, braille writer, etc.).</p>	<p>This accommodation requires adult transcription. Two adults must be present and must transfer the student's responses exactly as written to the paper-based answer document.</p> <p>The use of assistive technology, including Braille writer, for the writing response and/or other open response items is allowed on the TCAP assessments. Internet access, spell check, grammar check, and predict ahead functions must be turned off.</p>
Braille or Large Print	<p>Before testing: Test administrator ensures that a braille kit or large print test has been ordered for the</p>	<p>Braille testing must be addressed in the student's IEP. Students may mark responses directly in the test. The Braille</p>

	student.	kit comes with transcription instructions. Large print is available for grades 2-8 and EOC's.
Extended Time	Extended time is defined as up to double time and may not extend beyond one school day.	Provides additional time for a student to complete the assessment beyond the time allotted for the test or subpart.
Visual Representations for Math	Before testing: Test administrator ensures the student has access to the necessary manipulatives for testing (e.g., abacus, cubes, tiles, rods, or blocks). This would not include things such as multiplication charts/tables, number lines etc. typically used by students with math deficits who are not visually impaired.	This accommodation is only applicable for students with a visual impairment and may not be used on the non-calculator sections of the assessment. This accommodation may be used in place of scratch paper for students who typically use an abacus or other manipulatives.
Rest or Break	Rest or break needed due to fatigue, behavior plan, sensory needs, and/or health related needs.	This accommodation is not to be confused with a break provided for all students.
Oral Presentation (Read Aloud)	Before testing: Test administrator ensures only students who receive this accommodation are included in the oral presentation group and adheres to the directions for test administration.	Provides an oral presentation of directions, test items, and answer options on the assessments for students. Refer to the Oral Accommodations Considerations when deciding whether this accommodation is needed for a student. See Appendices for Oral Presentation Guidance by Subject Area (p. 31).

Word-to-Word Dictionary	Before testing: Test administrator ensures student has access to a bilingual published, paper dictionary.	Provides a bilingual published, paper dictionary for the student to use during testing. This should be the same type dictionary used by the student for daily instruction.
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4.1 Calculator Policy

The Calculator Policy is based on two concepts:

1. Calculators are important tools, and in order to be ready for career and college, students need to understand how to use calculators effectively.
2. In order to demonstrate mastery of the mathematics standards, students must demonstrate many skills without reliance on calculators.

Therefore, at all grade levels and in all courses, the math assessment will include both calculator-permitted subparts and calculator-prohibited subparts.

- There will be one calculator-prohibited subpart and two calculator-permitted subparts at all grade levels.
- Information on the rationale, administration guidelines and calculator types can be found in the TCAP Calculator Guidance document located in appendix B (p. 35).

4.2. Unique Accommodation Request (UAR)

If a student with a disability requires an accommodation that is not listed as an option on the IEP, ILP, or 504 plan and does not change the construct being measured by the test, the school may request approval for use of the unique accommodation by completing the form ([here](#)). The unique accommodation request form must be submitted **at least four weeks prior to testing**. A copy of the form must be kept in the student’s records and, if appropriate, retained at the district office.

The chart below must be followed when determining appropriate accommodations by assessment. If an accommodation is not on the approved list per the assessment, the team may follow the unique accommodation request process. An “x” indicates allowable accommodations for a student with a disability served under an IEP, ILP, or 504 plan, which includes a student classified as an EL, which includes students in transition years 1-4.

Allowable Accommodations for Grades 3-8 and EOC	ELA		Social Studies		Math		Science	
	IEP/504	EL	IEP/504	EL	IEP/504	EL	IEP/504	EL
Adult Transcription*	x		x		x		x	
Assistive Technology*	x		x		x		x	
Braille or Large Print	x		x		x		x	
Extended Time* Except for those items which measure fluency in both ELA and math	x	x	x	x	x	x	x	x
Visual Representations for Math					x			
Rest/Breaks	x	x	x	x	x	x	x	x
Unique Accommodation Request	x		x		x		x	
Word-to-Word Dictionary		x		x		x		x
Oral Presentation (read aloud) or Signing Presentation	x	x	x	x	x	x	x	x

*Also available to a student with a short-term injury. In the event of a short-term injury, a temporary 504 plan must be in place (see page [15](#)).

4.3. Oral/Signing Presentation Accommodation Considerations

Oral presentation (read aloud) or signing is an accommodation available to students with an IEP, 504 plan, or identified as EL if the IEP, 504 or ILP team determines that oral or signing presentation is required for the student to access the assessment. Students who communicate with sign language may have a human signer as an accommodation. The human signer will read the assessment using the conventions of the student’s sign language (i.e., American Sign Language (ASL))

The following questions should be used by the IEP or 504 team to help determine if a student’s disability is significant enough to warrant oral presentation. For a student with a visual impairment, the IEP team must consider the impact of the visual impairment on the student’s ability to access printed text. Questions they may want

to consider include:

- Does the student have a documented decoding or fluency deficit which precludes access to printed text?
- For students with an IEP, does the student have a goal to address the deficit listed in the present level of educational performance?
- Is the student engaged in intensive intervention to address the specific deficit?
- For students identified as EL, does the student show limited reading ability in English?

EL students who score a 4, 5, or 6 on the reading portion of WIDA ACCESS for ELLs from the prior testing year, should be considered reading grade-level; therefore, a read aloud accommodation should not be necessary.

Section.5. Making Decisions about Statewide Assessment Accommodations

The following guidelines are recommended for making decisions about accommodations for statewide assessments.

- Accommodations should facilitate an accurate demonstration of what the student knows or can do.
- Accommodations should not provide the student with an unfair advantage or interfere with the validity of a test; accommodations must not change the underlying skills that are being measured by the test.
- Accommodations must be the same or nearly the same as those needed and used by the student in completing classroom instruction and assessment activities.
- Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery.

5.1 Accommodations for Students with an Injury

Students with an injury (e.g., broken arm or hand) may use any of the following accommodations if the injury make it difficult to participate in an assessment. In the event of a short-term injury, a temporary 504 plan must be in place. The accommodations available for consideration are as follows:

Accommodations for Students with an Injury	Description
Adult Transcription	<p>A student reads each item from the screen or test booklet and dictates the response to an adult. Dictation can be given orally, on paper, or with assistive technology. The adult then marks the student’s answer directly on the test. The adult may assume appropriate spelling for written responses, but the student must indicate correct capitalization, grammar and punctuation.</p> <p>Two adults must be present during transcription, one of whom must be a licensed employee of the school district.</p> <p>Students should be given the opportunity to review and edit any responses entered by adult transcription. Once the transcription is complete, any copies must be shredded or deleted.</p>
Assistive Technology	<p>Assistive technologies can be used for written response items. Internet access, spell check, grammar check and word prediction functions must be turned off.</p> <p>This accommodation requires adult transcription.</p>
Extended Time (Except for those items which measure fluency in both Math and ELA)	<p>Available to a student with a short-term injury. The accommodation would need to be addressed through a temporary 504 plan.</p>

Section 6. Procedures for Section 504/ADA Temporary Consideration

A temporary 504 plan is written for a disability that is temporary in nature. A temporary disability is defined as one that is likely to exist for a period of six months or less.

Example: A broken limb or temporary physical needs due to recovery from surgery. Temporary plans are written for temporary disabilities.

A temporary impairment does not constitute a disability for purposes of Section 504/ADA unless it is such that it results in a substantial limitation of one or more major life activities for an extended period of time.

The guidelines for writing a temporary 504 for broken bones are as follows:

- If the student comes to school in a hard cast, you do not need doctor's documentation to consider a temporary 504 for a broken bone. Visual observation of the hard cast is sufficient. However, if the student comes to school with any other form of support in place (soft cast, sling, splint, ace bandage, etc.), you must have a doctor's documentation regarding the nature of the injury.
- A 504 plan is written only if the student requires accommodations on an ongoing basis and the accommodations must be only those required in the classroom. For example, if the student is able to write responses and complete testing within the assigned time frame when taking classroom tests, you cannot write "additional time" or give the student a scribe during state assessments.
- Avoid writing accommodations that are open-ended and open to interpretation, such as "extended time on tests." Be more specific in writing accommodations and base them on the actual need demonstrated by the student in the classroom. For example- "Student will be given time and a half to complete tests and written assignments."

6.1. Procedure for writing a temporary 504:

1. Requests for 504 documented.
2. Parent/Guardian signed Notification/Rights/Consent for Evaluation Form for school to proceed with evaluation/eligibility.
3. Complete demographics and documentation of disability-- note that it is a temporary 504 accommodation plan. If it is written for a student with a broken limb with a hard cast you do not need medical documentation, for anything else documentation of the disability is required.
4. 504 team completes the Eligibility Form and develops the Accommodation Plan. Be sure to indicate that it is a temporary 504 and indicate beginning date, ending date and description of temporary disability.
5. Be sure to include a sentence in the "comment" section on the of the Accommodation Plan stating, "This is a temporary 504 and expires when..." noting the conditions upon which the 504 will expire (ex. "when the cast is removed" or "when the wound is healed"). This way the plan will automatically end when that

occurs and you do not have to meet again dismiss the student from 504. Otherwise, 504 plans do not expire and the plan would be legally binding until you hold an official 504 meeting and dismiss the student.

6. Copies of the Eligibility Form and the Accommodation Plan are given to the Parent/Guardian and all personnel needing to provide accommodations.

Section 7. ACT Accessibility & Accommodations

ACT is a nationally-normed assessment that districts in Tennessee use to satisfy both students' graduation requirement and district accountability measures.

The ACT may be taken with or without accommodations, according to a student's IEP, ILP, 504 plan and/or English language status. In order for a student to receive a college-reportable ACT score, accommodations must be submitted to ACT according to the deadline in the Schedule of Events for spring or fall testing here. Accommodation requests must be supported by documentation.

Not all accommodations that are approved for use by a student's IEP on Tennessee assessments may be applicable for use on the ACT. In these cases, it is recommended that students test without these accommodations. Using non-ACT approved accommodations will result in a student receiving a non-college reportable score. Non-college reportable scores may satisfy a student's graduation requirement for a regular diploma, but will count against school and district participation rates.

For more information on the ACT Test Accessibility & Accommodations User Guide click [here](#).

Section 8. NAEP Accessibility & Accommodations

The National Assessment of Educational Progress (NAEP) is a nationally normed assessment of 4th, 8th, and 12th grade students in reading, math, science, and other subjects. NAEP is a no-stakes assessment for students, teachers, schools, and districts (other than Shelby County, which participates in NAEP as an urban district). Only state and national data are released. States must meet a minimum inclusion rate of 85% of students identified as students with disabilities or English language learners. This means that a district must ensure that 85% of each population in the tested grade participates in the NAEP assessment. States that fail to meet inclusion rates are identified in NAEP reporting.

NAEP may be taken with or without accommodations, according to a student's IEP,

ILP, 504 plan and/or English language status. In order for students to receive accommodations on NAEP, they must be currently receiving accommodations for state assessments. School coordinators must enter requests for accommodations in the MyNAEP system according to the deadlines for each assessment.

Not all accommodations that are approved for use by a student's IEP on state assessments may be applicable for use on NAEP. For example, NAEP does not allow a read-aloud accommodation on reading tests, even if students receive this accommodation for Tennessee's ELA test. In these cases, students should be allowed to participate in NAEP without the accommodation.

Section 9. Alternate Assessments

All students have the right to meaningful access and opportunities for participation in instruction. The strategies, accessibility, and accommodations used during instruction need to also be available to the greatest extent possible for assessments.

Alternate assessments are designed for students with significant cognitive disabilities (about one percent of the student population). The structures of alternate assessments are designed around the students' physical and cognitive disabilities in a way that allows them to answer test questions and participate in the test as independently as possible. For example, a variety of accommodations are built into the test design in order to accommodate each student's personal mode of communication (e.g., sign language, eye gaze, augmentative communication devices, etc.).

Participation in the alternate assessments should only be considered for those students who meet all three of the following criteria:

Criteria #1: The student has a significant cognitive disability. Only students with the most significant cognitive ability should be considered for the alternate assessment.

Criteria #2: The student is learning content linked to (derived from) state content standards.

Criteria #3: The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade- and age-appropriate curriculum.

9.1. Multi-State Alternate Assessment (MSAA) Assessment Features and Accommodations

The MSAA is the ELA and math alternate assessment platform for the alternate assessment. It is computer-based and a few of the assessment’s accessibility features may be provided by the test administrator or may be enabled by the student at the time of the testing. Students and test administrators should become familiar with these features and may practice using them with sample items prior to the test administration.

The test can be administered in several sittings with students not needing to complete the test at one time. There are no time limitations for each question or for the entire test.

Some of the assessment’s accessibility features available for test administrators to provide or enable for students are:

- Answer masking
- Audio player
- Alternate color themes
- Increase size of text and graphics
- Increase volume
- Line reader tool
- Read aloud and reread item directions, response options, passage

Accommodations are changes in the materials or procedures of the assessment that do not alter the construct being measured. A student may use the accommodations that are in his/her IEP that are consistent with the MSAA accommodations policies. Refer to the MSAA Assessment User Guide for Test Administrators for directions on how to enable for student testing.

MSAA Allowable Accommodations	
Accommodations	How to Access
<p>Assistive Technology (AT)</p> <p>A student may use assistive technology devices for viewing, responding to, or interacting with test items. The student and test administrator should use the AT device with the sample items to ensure that it</p>	<p>Refer to MSAA Assessment System User Guide for Test Administrators for information about: Compatibility of MSAA Assessment Features and Compatibility of MSAA Assessment System with Assistive Technology Devices.</p>

functions properly with the MSAA Assessment System. The MSAA Assessment System supports various AT devices, such as alternate keyboard, switches and hub, head mouse, etc.	
Paper Version of Item/s	<p>Test administrators may print a copy of an item or items.</p> <p>This copy must be given to the BTC, as specified by the state, for secure shredding upon completion of the test.</p> <p>Large print forms are not available. Please refer to the MSAA Assessment System User Guide for Test Administrators for directions to use the assessment feature, Increase Size of Text and Graphics.</p>
<p>Scribe/Transcription</p> <p>Selected-Response Items</p> <p>Writing Test Constructed-Response Items</p>	<p>The test administrator is allowed to write what the student dictates. Two adults must be present during transcription.</p> <p>The test administrator is allowed to indicate a student’s provided response.</p>
Sign Language (e.g., ASL, PSE, SEE)	Test administrators may provide sign language interpretation to a student.

Note: The use of any physical prompting, including hand over hand, invalidates the results of the test of the student. The use of physical prompting is considered to be a modification or change to the Directions for Test Administration (DTA). **Physical prompting is not permitted, and it is considered to be an inappropriate test practice and a test irregularity.**

Most students who use an accommodation as defined in the chart above require the accommodation on a daily basis. IEPs for students who participate in the alternate assessment do not need to use the accommodations as they are part of the assessment design. Accommodation use may be listed in multiple places in the IEP including:

- Custom Classroom Accommodations (may be used to indicate paper use),
- Communication needs under the Narrative page (could be used to include Scribe and/or paper), and

- Custom Supplementary Aides.

9.1.1. Special Note Regarding Assistive Technology

Many students assessed on the alternate assessment require an assistive technology device to communicate. Students should continue to use the device during assessment. A variety of assistive technology devices may be used to respond to both selected response and open response item types on the assessment. An alternate keyboard, eye gaze, switch devices, speech-to-text, and other similar input devices are examples of compatible assistive technology devices.

MSAA recommends testing Assistive Technology devices for compatibility using the sample items that are available on the MSAA Test Administration Portal. The MSAA online system allows a student or test administrator to use the shortcut keys on the keyboard to achieve basic functions when usage of a mouse is not an option. Students who require assistive technology to respond to test items should have the assistive technology need indicated in the IEP.

9.2. TCAP ALT (Science & Social Studies)

Test Administrators shall use the Directions for Test Administration (DTA) for all administration of the TCAP-ALT assessment in science and social studies. Questions and answer choices, unless specifically stated in the DTA, are read aloud to the students. The test can be administered in several sittings with students not needing to complete the test at one time. There are no time limitations for each question or for the entire test.

TCAP-Alt Allowable Accommodations	
Accommodations	How to Access
Assistive Technology (AT) or Assistive Communication Devices (AAC) For the TCAP-ALT assessment, students may use any electronic communication device or assistive technology that supports the student in interacting with the assessment and indicating their answer choice or writing response.	Electronic communication devices (e.g., cell phones, tablets, smart watches) are NOT allowed in the testing setting unless the device is used by the student on a daily basis as an augmentative assistive communication device (AAC) or assistive technology (AT).
Large Print	Large print forms are not available. An enlarged version may be created for a

	student with visual impairment. Enlargements must be returned with testing materials.
Manipulatives and Adaptive Writing Materials	For the TCAP-Alt assessment, students may be given manipulatives or tactile models as needed. They may also use adaptive writing materials, including a crayon or any other items the student uses on a daily basis to interact with instruction and to create an answer.
Visual Impairment	Some questions include specific teacher directions that are in a lighter shade of gray. These directions are shown in brackets in the DTA. Alternate text is also in brackets, but will be italicized. The alternate text is in place of the art in question stems and answer choices. Alternate text should be read aloud to students with visual impairment, if needed.
Scribe	The test administrator is allowed to write what the student dictates. The test administrator is allowed to indicate a student's provided response.
Sign Language (e.g., ASL, PSE, SEE)	The test administrator may provide sign language interpretation to a student.

Note: The use of physical prompting, including hand over hand, invalidates the results of the test of the student. The use of physical prompting is considered to be a modification or change to the Directions for Test Administration (DTA). **Physical prompting is not permitted and it is considered to be an inappropriate test practice and a test irregularity.**

Most students who use an accommodation as defined in the chart above required the accommodation on a daily basis. The vast majority of IEPs for students who participate in the alternate assessment will already include the accommodations as listed above.

Accommodation use may be listed in multiple places in the IEP including:

- Custom Classroom Accommodations (may be used to indicate paper use).
- Communication needs under the Narrative page (could be used to include Scribe and/or paper).

- Custom Supplementary Aides

9.3. Procedures for Assessing Students Who are Blind, Deaf, or Deaf/Blind

Students who are blind, deaf, or deaf/blind are assigned to the test form with items that reduce barriers for vision and hearing. Additional test administration procedures are also provided to the test administrator and include:

- Guidelines for administering items and suggestions for developing tactile symbols, using object replacements, and providing sign language interpretation.
- Alternative text to be read to a student who has vision impairment. For example, for an item that includes a bar chart, a verbal description of the bar chart is embedded in the item for a student who has difficulty seeing the bar chart.
- Reading foundational items (grades 3 and 4 tests only) in braille for students who use braille.

A student is assigned to this test form if the student has one or more of the following conditions:

- low vision; uses vision for some activities of daily living
- no functional use of vision for activities of daily living, or unable to determine functional use of vision
- hearing loss aided, but still with no significant loss
- profound hearing loss, even with aids; and/or undetermined functional use of hearing
- uses braille (contracted or uncontracted)

Section 10. Optional Grade 2 Assessment

The guidelines for grade 2 test administrations are the same as those in grades 3-8 general education assessments. This section serves as additional clarification on how to administer two of the specific accommodations available for this assessment. Due to the unique design of the optional grade 2 assessment, additional information has been detailed in the tables below to help schools determine how to best administer the assessment to students who have allowable accommodations indicated in their IEP/504, plan, ILP, or due to EL status. The following tables map out the subparts and sections in detail so that the proper testing settings can be arranged for all students. **Please note that the tables only point out where extended time and oral/signing presentation can be applied to the unique item types and administration allowances found only in the optional grade 2 assessment, since these two accommodations are the only ones that need special consideration for this assessment.** Detailed administration directions are provided in the accompanying TAPs.

Optional Grade 2 ELA Assessment:

Accommodations for Optional Grade 2 ELA Assessment per IEP/504/EL			
Accommodations	Section Details	Extended Time	Oral/Signing Presentation
Subpart 1			
Section 1	Passage 1: Reading/Writing passage (this passage will appear again in section 2 as a reading/writing passage) Passage 2: Reading passage	✓	✓
Section 2	Reading/writing passage and prompt - read aloud to all students	✓	N/A (read aloud to all students)
Subpart 2			
Section 1	Listening Items -read aloud to all students	✓	N/A (read aloud to all students)
Section 2	Two reading passages with passage based items	✓	✓
Subpart 3			

Section 1	Passage 1: Reading/Writing passage (this passage will appear again in section 2 as a reading/writing passage) Passage 2: Reading passage	✓	✓
Section 2	Reading/writing passage and prompt - read aloud to all students	✓	N/A (read aloud to all students)
Subpart 4			
Section 1	Two foundational fluency items - these items should NOT be read aloud or extended time given since the intent and the design of the item is measuring a student's ability to decode and comprehend text.	Not allowable	Not allowable
Section 2	Listening Items – both the stem and the answer choices are read aloud to all students	✓	N/A (this section is read aloud to all students)
Section 3	Two reading passages with passage based items	✓	✓

Optional Grade 2 Mathematics Assessment

Accommodations for Optional Grade 2 Math Assessment for IEP/504/EL			
Accommodations	Section Detail	Extended Time	Oral Presentation
Subpart 1			
Section 1	All items are read aloud by teacher to all students.	✓	N/A (this section is read aloud to all students)
Section 2	All items are read independently by students.	✓	✓
Subpart 2			

Section 1	All items are read aloud by teacher to all students.	✓	N/A (this section is read aloud to all students)
Section 2	All items are read independently by students.	✓	✓

Grade 2 Alternate Assessment

Districts who choose to participate in the grade 2 optional assessment must also participate in the grade 2 Alt assessment during the annual administration window for TCAP Alt. The grade 2 Alt test administration is the same as for the TCAP-Alt grades 3-11 administration for accessibility and accommodations. Refer to pages 21-22 for more information (TCAP-Alt Grades 3-11).

Section 11. WIDA ACCESS 2.0

Participation Requirements for ACCESS for ELLs

State and federal laws require that all ELs participate in annual English Language Program (ELP) assessments. These annual tests measure ELs' proficiency and progress in learning English in the language domains of listening, reading, speaking, and writing. **No student identified as an ELL may be exempted from these tests, including students with disabilities.**

The Individual with Disabilities Act requires that states provide appropriate accommodations where needed, in accordance with a student's Individual Education Program (IEP). A student who has a 504 Plan, or who is covered under Title II of the ADA, is also eligible to receive accommodations.

Below are the allowable accommodations for WIDA ACCESS 2.0. For more in depth guidance see the Accessibility and Accommodations Supplement ([here](#)).

WIDA Access 2.0 Accessibility and Accommodations Framework Components

Term	Who	Definition	Examples
Modifications	Not allowed to ELs during ELP testing.	Adjustments to test presentation, engagement, and response options that	Read-aloud of test items on the Reading domain

		<p>would change the construct being measured, creating nonstandard test administration, and altering the interpretation of student test scores. While sometimes allowed during classroom instruction, in testing situations, modifications change what is being measured, create nonstandard test administrations, and have an effect that alters the interpretation of student test scores.</p>	<p>Oral or written translations of test items into a language other than English signing of test items, passages, and/or response options (answer choices)</p> <p>Use of bilingual word-to-word dictionary</p> <p>Responding to test questions in a language other than English</p>
<p>Accommodations</p>	<p>Accommodations are available only to ELs with disabilities when listed in an approved IEP, ILP or 504 Plan, and only when the student requires the accommodation(s) to participate in an assessment meaningfully and appropriately.</p>	<p>Allowable adjustments to the test presentation, response method, timing, and setting in which assessments are administered¹, which reduce construct-irrelevant barriers due to a disability. Accommodations may be embedded and delivered within the online test platform, or non-embedded and delivered locally by a test administrator. These adjustments have the potential likelihood and are meant to reduce construct-irrelevant variance due to disability without providing an unfair advantage to a specific subgroup.</p>	<p>Interpreter signs test directions in American Sign Language</p> <p>Manual control of embedded audio Large Print test</p> <p>Scribed response Student uses assistive technology to respond to test items Extended Speaking test response time Extended testing</p>

		Accommodations are intended to provide testing conditions that (a) do not result in changes in what the test measures, (b) provide comparable test results to those students who do not receive accommodations, and (c) do not affect the validity and reliability of the interpretation of the scores for their intended purposes.	time within a school day
Universal Tools ²	Allowed to all students taking the assessment; assigned based on preference or need.	Selectable embedded features or hand- held instruments used to carry out a particular purpose. Universal tools may either be embedded in the online test or provided to ELs by test administrators for online or paper tests.	Audio aids Highlighter Line guide Color contrast Screen magnifier Notepad Keyboard Shortcuts equivalents
Administrative Considerations	Allowed to any student taking the test, as needed, at the discretion of the testing coordinator (or principal or designee), provided that all security conditions and staffing requirements are met.	Adjustments to the standard test administration considerations described in the Test Administration Manual. These allowable variations provide flexibility to schools and districts in determining the conditions under which ACCESS for ELLs 2.0 can be administered most effectively, provided that all standardized testing and security requirements are met. Some of the items listed here as test	Read, repeat, explain, or clarify test directions Individual or small group administration Administration of test in a separate room Use of familiar school personnel to administer the assessment Providing frequent supervised

		<p>administration considerations might be listed in a student’s IEP to support the provision of accommodations. (Previously, many of these test administration considerations had been limited only to students with disabilities.)</p>	<p>breaks Allowing students to take the assessment in short segments</p>
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¹Other researchers are suggesting new categorizations for accommodations. In the APIP Primer, Russell et al. (2011) have reframed the four categories by which accommodations have been traditionally sorted into three categories: test presentation, engagement, and response options.

²In summer 2016, WIDA clarified its framework and adjusted the term accessibility tools to the term universal tools. (The word universal reflects Plain English more effectively than accessibility and aligns well with the common-used term Universal Design for Learning.)

11.1. Recommended Alternate ACCESS for ELLs Participation Criteria

IEP teams may use the following criteria to determine student eligibility for participation in Alternate ACCESS for ELLs:

- The student is classified as EL.
- The student has a significant cognitive disability and receives special education services.
- The student is or will be participating in his or her statewide alternate assessment based on alternate achievement standards.
- The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.
- See WIDA Accessibility and Accommodations Supplement for accommodations to the Alternate ACCESS for ELLs test (here).

Section 12. Determining Accommodations for Students with Disabilities

IEP and 504 Plan team members, including parents, must engage in a thoughtful process that determines the necessary accommodations to facilitate the student's

access to grade-level instruction and full participation in state and district assessments. The purpose of this section is to guide team members in selecting appropriate accommodations.

Accommodations tools and procedures are provide access to instruction and assessment for students with disabilities. Access is the opportunity and ability for an individual to participate in the instruction, discussions, activities, products, and assessment provided to all students within a public school. Accommodations are provided to “level the playing field.” Without accommodations, students with disabilities may not be able to access grade-level instruction or participate fully on assessments. They are intended to offset the effects of the disability and to provide students with the opportunity to demonstrate knowledge and skills. Accommodations are intended to reduce, or even eliminate, the effects of a student’s disability. They do not, however, reduce learning expectations and should not give a false picture of what a student knows and can do. Reliance on accommodations should never replace appropriate and rigorous instruction in the content area.
Accommodations are not designed to ensure proficiency.

Informed decision making regarding accommodations is critical for ensuring meaningful participation of students with disabilities in instruction and assessments. Ideally, accommodations should be the same or similar across classroom instruction, classroom tests, and state and district tests. However, it is important to note that some accommodations are only for use during instruction and cannot be used on state and district assessments. The IEP team should clearly distinguish between classroom and state accommodations when making these decisions. A student who is provided an accommodation during classroom instruction that is not allowed on a state test should be provided opportunities to practice without the use of that accommodation.

In order to make effective accommodations decisions, the IEP and 504 teams should gather and review information about the student’s present level of academic performance, their functional performance in relation to the curriculum, and the supports the student requires during instruction and classroom assessment. Team meetings could include discussions about providing the student meaningful and accessible learning opportunities and identifying practices and approaches intended to help the student overcome learning obstacles during instruction and assessment.

Accommodations are generally grouped into the following categories:

Presentation (e.g., repeat directions, read aloud): allows students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile and visual.

Response (e.g., mark answers in book, use reference aids, point, use of computer): allows students to complete activities assignments and tests in different ways to solve or organize problems using some type of assistive device or organizer.

Timing/Scheduling (e.g., extended time, frequent breaks): increases the allowable length of time to complete a test or assignment and may also change the way the time is organized.

Setting (e.g., study carrel, special lighting, separate room): changes the location in which a test or assignment is given or the conditions of the assessment setting.

12.1. Accommodations vs. Modifications

Accommodations are not the same as modifications. Accommodations change **how** the student is taught or expected to learn. They are intended to reduce or mitigate the effects of a student's disability; however, accommodations do not reduce learning expectations. Accommodations do not change the construct intended to be measured by the assessment or the meaning of the resulting score, they provide equity and serve to level the playing field for students with disabilities.

A modification is a change to the content of the standard, which will mean identifying standards that are fundamentally related but also developmentally appropriate. Modifications change **what** the student is taught or expected to learn. While modifications may be required by a few students, consistent use of modifications can increase the gap between achievement of students with disabilities and the grade-level expectations. Therefore, modifications should only be considered when accommodations are not sufficient to provide the student meaningful access.

12.2. State and Federal Law Regarding Assessment Accommodations

Current federal and state laws require students who attend public schools to participate in annual testing in specific academic areas and grades outlined in the law, including students with disabilities. Requiring the inclusion of all students with disabilities in state and district-wide assessments helps ensure that schools, school districts, and states are held accountable for the achievement of all students. These laws also require students with disabilities (those individuals covered under an IEP or Section 504 Plan) to be provided with appropriate accommodations necessary to participate in these tests.

The use of accommodations which invalidate the intended learning outcome does not give an accurate measure of the student's skills and could result in an invalidation of test scores which would count the student as non-proficient. All IEP and 504 Plan team members need to be familiar with state policies and guidelines

regarding the use of accommodations on state assessments.

Making sound decisions about testing accommodations requires all team members to know:

- The test (content, types of test questions, and testing conditions);
- The state's testing guidelines; and
- The state's accommodation guidelines.

12.3. Selecting Accommodations

All students with disabilities (those with an active IEP or 504 Plan) are entitled to the appropriate accommodations that allow them to fully and meaningfully participate in state and district testing. The student's IEP or 504 Plan team determine the accommodations for both instruction and assessments. Accommodations should be annually determined on the basis of the individual student's needs, not on the basis of disability category, grade level, or instructional setting. Once selected, accommodations should be used consistently for instruction and assessment. Each teacher and others responsible for the implementation of the accommodations must be informed of the accommodations that must be provided.

12.4. Determining Accommodations

Determining necessary accommodations should be part of the development of each IEP or 504 Plan. The following questions should be considered in the selection process:

- What are the student's learning strengths and needs?
- How do the student's learning needs affect the achievement of the grade-level content standards?
- What specialized instruction does the student need to achieve the grade-level content standards?

Next, discuss and review the accommodations the student has already been using. Ask the following questions:

- What accommodations is the student regularly using in the classroom and on assessments?
- Has the student been willing to use the accommodation?
- What is the student's perception of how well an accommodation has provided access?

- What are the perceptions of the parents, teachers, and others about how the accommodations appear to have provided access?
- Have there been difficulties administering the necessary accommodations?

The following are questions that IEP and 504 Plan teams should ask about assessment accommodations:

Is the student using any accommodations during classroom instruction that will not be allowed when taking state or district-wide assessments?

Because of the nature of certain accommodations, they are only allowed for instruction, not testing. A student who is provided an accommodation during classroom instruction that is not allowed on a state test should be provided the opportunities to practice without the use of that accommodation.

Are the assessment accommodations selected allowed for the specific assessment?

There is a tremendous variance among acceptable accommodations for specific assessments. Be sure to follow specific assessment guidance documents which will list acceptable accommodations.

Does the student show a documented need for all selected accommodations?

Research has shown that IEP or 504 Plan teams frequently select accommodations in a bundle, such as extended time and a different setting. However, the student might only need one of these accommodations. The IEP team has a responsibility to make sure the student is neither under or over accommodated.

Are all selected accommodations documented in the IEP or 504 Plan?

The student's active IEP or 504 Plan should contain documentation for all accommodations that have been selected, for both instruction and assessment. Once documented in the IEP or 504 Plan, accommodations must be provided. Implementation of accommodations is mandatory, not optional.

Does the student understand how to use the selected assessment accommodations?

Students should have ample time to learn to use the accommodations available to them during assessment. Be sure the student is willing to use the accommodation and has used the accommodation before test day.

Does the school have an advance planning process to ensure the proper implementation of the testing accommodations chosen and documented in my child's IEP or 504 Plan?

Accommodations are only as effective as their proper implementation. Unfortunately, implementation of accommodations can become difficult on testing days when school employees are stretched. Advance planning for accommodations such as quiet space, readers, or accommodated forms is critical to the ethical administration of assessment accommodations.

Evaluating Accommodations

Evaluating how effective the accommodations are should be an ongoing process; only by closely reviewing the impact of an accommodation can improvements happen. IEP or 504 Plan teams should determine that accommodation needs annually. The team should review:

- each accommodation and the results of tests when the accommodation was used;
- student's perspective of how well each accommodation is working;
- effective combinations of accommodations; and
- perceptions of teachers, paraprofessionals, and other specialists about how the accommodations appear to be working.

Finally, the team should ensure that accommodations do not lead to inappropriate testing practices such as:

- coaching students during testing;
- editing student work;
- allowing a student to answer fewer questions or reduce the number of responses required;
- giving clues to test answers in any way; and/or
- changing the content by paraphrasing or offering additional information.

For additional guidance in developing appropriate IEPs, please refer to the [Special Education Framework](#).

12.5. Guide to Choosing Accommodations

Guide to Choosing Accommodations			
Presentation Accommodations			
May Require for Access	Questions to Ask	Instruction Examples	Assessment Examples
Students with print disabilities, defined as difficulty or inability to visually read standard print because of a physical, sensory or cognitive disability.	<ul style="list-style-type: none"> Can the student read and understand directions? Does the student need text routinely read aloud? Has the student been identified as having a reading disability? 	<ul style="list-style-type: none"> Large print Magnification devices Human reader Audio tapes Digital textbooks Talking materials (calculators, clocks, timers) 	<ul style="list-style-type: none"> Screen reader Text to speech Braille Visual representations for math
Response Accommodations			
May Require for Access	Questions to Ask	Instruction Examples	Assessment Examples
Students with physical, sensory, or learning disabilities (including difficulties with memory sequencing, directionality, alignment, and organization)	<ul style="list-style-type: none"> Can the student use a pencil or other writing instrument? Does the student have a disability that affects his ability to spell? Does the student have trouble tracking from one page to another and maintaining her place? 	<ul style="list-style-type: none"> Scribe Note-takers Tape recorder Respond on test booklet Spelling and grammar devices Graphic organizers 	<ul style="list-style-type: none"> Speech to text Adult transcription Word prediction
Timing and Scheduling Accommodations			
May Require for Access	Questions to Ask	Instruction Examples	Assessment Examples
Students who need more time, cannot concentrate for extended periods, have health-related disabilities, fatigue easily, special diet and/or medication needs	<ul style="list-style-type: none"> Can the student work continuously during the entire time allocated for test administration? Does the student tire easily because of health impairments? Does the student need shorter working periods and frequent breaks? 	<ul style="list-style-type: none"> Extended time Frequent breaks Multiple testing sessions 	<ul style="list-style-type: none"> Extended time Frequent breaks
Setting Accommodations			
May Require for Access	Questions to Ask	Instruction Examples	Assessment Examples
Students who are easily distracted in large group settings or concentrate best in small groups	<ul style="list-style-type: none"> Do others easily distract the student? Does the student have trouble staying on task? Does the student exhibit behaviors that would disrupt other students? 	<ul style="list-style-type: none"> Change of room or location in room Earphones or headphones Study carrels 	

Appendix A: Oral Presentation Guidance Document

Oral presentation is an accommodation available to students with an IEP, 504 plan, or identified as EL if the IEP, 504 or ILP team determines that oral presentation is required for the student to access the assessment. Eligibility guidance for oral presentation on state assessments can be found in the manual (p.13). This guidance does not address all possible test questions, so test administrators are allowed to generalize from these guidelines when reading aloud other types of test questions. Please note that students receiving the oral presentation accommodation should be tested in an area separate from students that are not eligible for the accommodation.

Guidance for Mathematics

- Abbreviations
 - Most abbreviations may be read aloud as the word or words they represent.
 - Initialisms and acronyms may be read aloud as letters or words according to customary usage.
- Algebraic Expressions/Equations
 - Variables may be read aloud as the letter not as the word it represents.
Example: $d=2r$ should be read as “d” equal “2” “r”, not as diameter equal two times the radius.
- Other Equations
 - May be read aloud in the same way they are read in the classroom.
- Geometric Symbols
 - May be read aloud the same way they are read in the classroom.
- Graphics
 - Words and numbers in graphics may be read aloud.
- Numerical Expressions
 - Numbers 0-99 may be read as the number, numbers over 100 should be read as individual digits.
- Decimals
 - Decimals in numbers may be read aloud as “point”.
- Degrees
 - Read ° symbol aloud as degrees.
- Exponents
 - Exponents to the second or third power may be read aloud as “squared” or “cubed”. Exponents greater than 3, should be read as “to the nth power”.
- Fractions
 - May be read as “[Expression] over [Expression].

- Functional Expressions
 - May be read aloud as “f of ___”.
- Money
 - May be read aloud in terms of appropriate denominations.
- Ordered Pairs
 - Coordinates may be read aloud as individual numbers without parentheses or comma.
- Parentheses and Brackets
 - May not be read aloud.
- Ratios
 - Ratio symbol (:) may be read as “to”.
- Subscripts
 - May be read aloud as numbers when used with variables.
Example: H₂O should be read as “H 2 O”
- Symbols
 - May be read as the word or words they commonly represent
 - Do not read <, >, or equal; replace with “symbol”

Guidance for English/Language Arts

- Abbreviations
 - Abbreviations may be read aloud as the word or words they represent.
 - Initialisms and acronyms may be read aloud as letters or words according to customary usage.
- Numbers
 - May be read aloud as they are in the classroom.
- Graphics
 - Words and numbers may be read aloud.
 - Do NOT describe any part of the graphic that may interpret information for students.
 - For students with a visual impairment, you may read the provided alternate text.
- Verbatim Text
 - Read the text as it appears in passages and questions verbatim.
 - Do NOT give emphasis for italicized text.
 - Emphasis may be given to boldface words.
 - Move from top to bottom, left to right.

Guidance for Social Studies

- Abbreviations
 - Abbreviations may be read aloud as the word or words they represent.
 - Initialisms and acronyms may be read aloud as letters or words according to customary usage.
- Dates
 - B.C. or A.D. or similar designation may be read as letters.
 - Read as phrases.
- Dashes
 - May be read as “to” or “through”.
- Decimals
 - May be read as point.
- Graphics
 - Words and numbers may be read aloud.
 - Do NOT describe any part of the graphic that may interpret information for students.
 - Move from top to bottom, left to right.
- Percents
 - Read % symbol as percent.
- Roman Numerals
 - Read as the number they represent.
- Text Boxes
 - Read aloud in its entirety, including the attribute line.

Guidelines for Science

- Abbreviations
 - Abbreviations may be read aloud as the word or words they represent.
 - Initialisms and acronyms may be read aloud as letters or words according to customary usage.
- Equations and Scientific Expressions
 - Equations, formulas, and scientific expression may be read as they are read in the classroom.
- Capital and Lowercase Letters
 - No emphasis needed when reading chemical formulas.
 - Make distinction when reading genotypes.
- Graphics
 - Words and numbers may be read aloud.
 - Do NOT read any information that may interpret information for students.
 - Move from top to bottom, left to right.

- Numerical Expressions
- Dashes
 - Read as “to” or “through” depending on context.
- Dates
 - Read as phrases not individual digits.
- Decimals
 - Read aloud as “point”.
- Degrees
 - Read ° symbol aloud as degrees.
- Exponents
 - Exponents to the second or third power may be read aloud as “squared” or “cubed”. Exponents greater than 3, should be read as “to the nth power”.
- Percents
 - Read the % symbol as percent.
- Roman Numerals
 - Read aloud as the number they represent.

Appendix B: TCAP Calculator Guidance for Grades 3-EOC

The TCAP Calculator Policy is based on two concepts:

1. Calculators are important tools and, in order to be ready for career and college, students need to understand how to use calculators effectively.
2. In order to demonstrate mastery of the mathematics standards, students must demonstrate many skills without reliance on calculators.

Therefore, at all grade levels and in all courses, the math assessment will include both calculator- permitted subparts and calculator-prohibited subparts.

- There will be one calculator-prohibited subpart and two calculator-permitted subparts at all grade levels.
- Information on the types of questions on the calculator-prohibited section of TCAP can be found here.

Rationale

Calculator functionalities should align with the mathematics in each grade band.

In grades 3-5 mathematics, our state standards focus on solidifying a student's computational fluency with whole numbers. Students are also developing an understanding of fractions and beginning the process of developing computational fluency with fractions. Students should not have calculator functionalities available to them for concepts that are in the developmental stage. Students in grades 3-5 will be allowed a four-function calculator, which does not include any of the prohibited functionalities, such as fractions, on the calculator-permitted subparts.

In grades 6-8 mathematics, our state standards focus on solidifying a student's computational fluency with rational numbers. Students are also developing an understanding of linear graphing. Students should not have calculator functionalities available to them for concepts that are in the developmental stage. Students in grades 6-8 will be allowed a four-function or scientific calculator, which does not include any of the prohibited functionalities, such as linear graphing, on the calculator-permitted subparts.

In high school mathematics, our state standards focus on solidifying a student's ability to connect multiple representations for course-appropriate function types. Students are also developing an understanding of solving multiple types of algebraic equations. Students should not have calculator functionalities available to them for

concepts that are in the developmental stage. Students in end-of-course (EOC) mathematics will be allowed a four-function, scientific, or graphing calculator, which does not include any of the prohibited functionalities, on the calculator-permitted subparts.

Students should have the opportunity to interact with technology and the opportunity to demonstrate critical thinking and problem solving with the aid of a calculator. However, in order to provide an equitable assessment experience for all Tennessee students, the type of calculator used by students should be consistent in functionality.

Test Administration Guidelines

- It is the responsibility of the test administrator to ensure the regulations outlined in this policy pertaining to calculator use are followed.
- All memory and user-entered programs and documents must be cleared or removed before and after the test.
- A student may use any grade band-specific permitted calculator on the calculator-permitted subparts.
- Students should have access to no more than one handheld calculator device for calculator-permitted subparts.

Handheld Calculator Types

Below are guidelines of permitted and prohibited calculators and functionalities for each grade band. Please note that the guidelines for each grade band are in addition to those for all grades.

This is not an exhaustive list of calculator types, and students should be familiar with particular functions at the appropriate grade level.

All Grades	Permitted	Prohibited
Calculators	<ul style="list-style-type: none"> • Casio HS 4 Basic • Sharp ELSI Mate EL-2405A • TI-108 	<ul style="list-style-type: none"> • Casio CFX-9970 • HP-40G • TI-89 • TI-NSpire (CAS version)
Functionalities	<ul style="list-style-type: none"> • Addition • Subtraction • Multiplication 	<ul style="list-style-type: none"> • Any calculator with CAS (computer algebra system) capabilities (including any

	<ul style="list-style-type: none"> • Division • Square root (\sqrt{xx}) • % 	<ul style="list-style-type: none"> • program or application) • Wireless communication capability • QWERTY keyboard • Cell phones, tablets, iPads, etc.
Grades 3-5	Permitted	Prohibited
Calculators	See All Grades	<ul style="list-style-type: none"> • Casio FX260 • Sharp EL344RB • TI-15 • TI-30XA • TI-30IIS • TI-34 • TI-84 plus family • TI-NSpire (non-CAS) and TI-NSpire-CX (non-CAS)
Functionalities	See All Grades	<ul style="list-style-type: none"> • Fraction manipulation • Fraction to decimal conversions/decimal to fraction conversions • Square Key (x^2 or xy) • Pi (π) • Graphing capability • Data entry • Matrices • Regression • Trigonometric functions (sine, cosine, tangent) • Logarithm (log and/or ln) and exponential functions (ax and/or ex)
Grades 6-8	Permitted	Prohibited
Calculators	<ul style="list-style-type: none"> • Casio FX260 • Sharp EL344RB • TI-15 • TI-30XA • TI-30IIS 	<ul style="list-style-type: none"> • TI-84 plus family • TI-NSpire (non-CAS) and TI-NSpire-CX (non-CAS)

	<ul style="list-style-type: none"> TI-34 	
Functionalities	<ul style="list-style-type: none"> Fraction manipulation Square Key (x2 or xy) Pi (π) Trigonometric functions (sine, cosine, tangent) 	<ul style="list-style-type: none"> Graphing capability Matrices Regression
EOC	Permitted	Prohibited
Calculators	<ul style="list-style-type: none"> Casio FX260 Sharp EL344RB TI-15 TI-30XA TI-30IIS TI-34 TI-84 plus family TI-NSpire (non-CAS) and TI-NSpire-CX (non-CAS) 	See All Grades
Functionalities	<ul style="list-style-type: none"> Fraction manipulation Graphing capability Data entry Square Key (x2 or xy) Pi (π) Trigonometric functions (sine, cosine, tangent) Matrices Regression 	See All Grades

Appendix C: WIDA ACCESS 2.0 Accommodations Checklist

Student:	Student ID:				Date:
Grade:	Recommended test administration (check state policy): Online? Paper?				Team Members:
School:	District:				Completed by:
Accommodation	Access for ELLs 2.0 Test Domains				Key Information Refer to the Accessibility and Accommodations Supplement for complete information.
	Listening	Reading	Speaking	Writing	
Extended testing of a test domain multiple days (EM) Must have state approval.					Must provide written request and evidence supporting the need due to a student's illness, disability, or extended interruption in testing, to the state assessment office.
Extended Speaking test response time (ES)	N/A	N/A		N/A	This feature provides twice the programmed time to complete. Must be pre-selected in AMS.
Extended Testing Time within the school day (ET)			N/A		Listening, Reading and Writing domains may have until the end of the school day. Speaking domain see ES.
Human reader for response options (HR)		No	N/A	N/A	The reader must read answer choice text exactly as it appears on screen. This is for non-readers.

Human reader for repeat of response options one time (RR)		No	N/A	N/A	Option to repeat one time only. The reader must read text exactly as it appears on screen. This is for non-readers.
Interpreter signs test directions in ASL (SD)					Directions refer to administration logistics, test directions and practice items provided prior to the first test item.
Manual Control of Item Audio (MC)		No			Allows the play button to be enabled by the student one time but cannot be paused or stopped. Must be pre-selected in AMS.
Repeat Item Audio (RA)		No			Listening Audio may be repeated only one time. Speaking and Writing audio can be repeated multiple times. Must be pre-selected in AMS.
Scribed Response (SR)			N/A		For students who are unable to write due to a disability. TA types student responses as the student dictates responses directly into the test platform
Student responds using a recording device, which is played back and transcribed by the student (RD)	N/A	N/A	N/A		Student uses a recording device to respond; and then the student transcribes the response into the test.
Test may be administered by school personnel in non-school setting (NS)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Must be approved by SEA.

Word processor or similar keyboarding device to respond to test items (WD)			N/A		Responses must be transcribed verbatim onscreen as soon as possible after testing by TA.
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