



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

Washington Comprehensive  
Assessment Program

# Guidelines on Tools, Supports, and Accommodations

for State Assessments

2021–2022

# Revision Log

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Changes to this document made after July 9, 2021 will be noted in the table below.

Section	Page	Description of Revision	Revision Date

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# Structure of This Document

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## Overview

This document is divided into several parts. The following information provides a brief description of each section.

**Revision Log** — This section will be used to identify any changes made to this guide.

**Introduction** — This section introduces the document and the three-tiered conceptual model for accessibility that is the basis for the universal tools, designated supports, and accommodations.

**5-Step Decision Making Process** — This section introduces the Council of Chief State School Officers (CCSSOs) 5-step process that is used when deciding which accessibility features meet the needs of students and refers readers to the [CCSSO Accessibility Manual](#) for additional guidance and information.

**Section I Universal Tools** — This section introduces the universal tools available on assessments to all students.

**Section II Designated Supports** — This section introduces the designated supports available on assessments to students for whom a need has been indicated by educators, or educators with parents/ guardians and students.

**Section III Accommodations** — This section introduces the accommodations available on assessments for students receiving services documented in an Individualized Education Program (IEP) or 504 plan.

**Appendices** — This section provides a variety of supplemental information on implementation guidelines and clarifying details for the use of specific accessibility features.

**Resources** — This section provides the resources that have contributed to the tools, supports, and accommodations.

# Acronyms

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The following is a list of acronyms used throughout this document.

**ASL:** American Sign Language

**AT:** Assistive Technology

**CAT:** Computer Adaptive Test

**DA:** District Administrator

**DAC:** District Assessment Coordinator

**ELA:** English Language Arts

**ESSA:** Every Student Succeeds Act, 2015 re-authorization of the Elementary and Secondary Education Act

**GAAP Sign Guidance:** Guidelines for Accessible Assessment Project

**GTSA:** Guidelines on Tools, Supports, and Accommodations

**IDEA:** Individuals with Disabilities Education Act

**IEP:** Individualized Education Program

**ML:** Multilingual Learner

**OSPI:** Office of Superintendent of Public Instruction

**PT:** Performance Task

**RCW:** Revised Code of Washington

**SBA:** Smarter Balanced Assessment

**SC:** School Test Coordinator

**TA:** Test Administrators

**TAM:** Test Administration Manual

**TDS:** Test Delivery System

**TIDE:** Test Information Distribution Engine

**WA-AIM:** Washington Access to Instruction and Measurement

**WCAP:** Washington Comprehensive Assessment Program

**WCAS:** Washington Comprehensive Assessment of Science

# Introduction

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## Purpose of the 2021–22 Guidelines

The *Guidelines on Tools, Supports, and Accommodations (GTSA)* document identifies the accessibility features available to students during state testing, consistent with students' use in classroom instructional settings. The focus is first on supporting a student's initial learning then subsequent demonstration of acquired skills and knowledge through testing. Some accessibility features applicable in classroom instructional settings will not be permissible for the testing environment due to identified violations of the content constructs being assessed.

When thinking about state and district testing, educators must keep in mind federal and state legislation requires all students to participate. The Individuals with Disabilities Education Act of 2004 (IDEA 2004), the Every Student Succeeds Act (ESSA) of 2015, and Washington's Education Reform Act of 1993 require the participation of all students in the state-level assessment program.

When determining the appropriate accessibility for a student, it is important to focus on the specific student's learning needs and the content constructs to be measured. This will require that the educators involved with making accessibility decisions have a strong understanding of the learning standards and the assessment design. The goal in designing appropriate accessibility for a student in everyday classroom interaction is to reach the student where the student is, in order to advance learning. At the point of testing a student, the goal is to improve interaction with the assessment, and increase opportunities for students to demonstrate skills and knowledge with the content. The accessibility features in these *Guidelines* are permitted for state assessments. Any exceptions must be addressed with the Office of Superintendent of Public Instruction (OSPI) through the [\*Non-standard Accommodation and Designated Support Request\*](#) process outlined in Appendix B.

## Intended Audience and Recommended Use

These *Guidelines* provide information for classroom teachers, English development educators, special education teachers, and related services personnel to make decisions about accessibility consistent with the needs of the student and in keeping with the intent of the assessment's measurement constructs. The *Guidelines* should be viewed as supplemental information, used in support of local decision-making processes, to determine a student's accessibility needs specific to daily classroom interactions, as well as unique testing situations with the intent to retain the greatest continuity across both classroom instruction and testing.

These *Guidelines* are also intended for assessment staff and administrators who oversee test administration and accessibility decisions with the variety of computer-based applications and systems that support state and district testing.

These *Guidelines* apply to all students, even though many students may not need accessibility supports in order to access the assessments. The emphasis is on the individualized nature of instruction and assessment for students who have diverse needs. However, there are distinctions between what accessibility decisions are permissible during instruction and what are permissible during testing. This document focuses on accessibility needs of students during the learning and assessing of English language arts (ELA), math, and science.

Professional development materials that support the use of these *Guidelines* are available through the [\*WCAP portal\*](#). The tenets of these *Guidelines* are also supported by guidance within the *Test Administration Manual (TAM)*.

## Recognizing Access Needs in All Students

All students (including students eligible to receive special education or 504 services, multilingual learners (MLs), and multilingual learners (MLs) eligible to receive special education or 504 services) are to be held to the same learning expectations for instruction and assessment. What may not be the same is the accessibility needs of each student. This is the premise behind the *Guidelines* and other materials aimed to aid school and district level educators in support of student learning.

Figure 1 on the next page represents the conceptual model for Smarter Balanced accessibility frameworks (to the extent possible Washington applies the Smarter Balanced framework to the state science assessment, the Washington Comprehensive Assessment of Science (WCAS)). Washington's *Guidelines* incorporate the underlying premises of these models, while attempting to make student need the focus of decision-making, rather than the identified features. The figure describes the allowed accessibility features for the respective assessments. The framework portrays the additive and sequentially inclusive nature of these three aspects:

**Universal tools** are available to all students, including those receiving designated supports and those receiving accommodations.

**Designated supports** are available to any student within the boundaries set by these *Guidelines*. The use of the designated supports is made at the individual student level. These decisions should be made by adults who have knowledge of possible student needs, working with the parents and/or students, to make an explicit decision for use by the student of the indicated accessibility. Part of this process should include the adult(s) and the student trying out the accessibility feature being considered using the [practice and training tests](#) available in the applicable content area. Students using designated supports may also use the universal tools and accommodations, if applicable.

**Accommodations** are available only to those students with documentation of the need through a formal plan (i.e., IEP or 504 plan). Students using accommodations may also use the universal tools and designated supports, if applicable.

Some designated supports may also be an accommodation, depending on the content construct (see, for example, scribe).

**Multilingual Learners** OSPI is committed to the work of advancing equity and cultural sensitivity in the work that we do. Throughout this document we refer to different groups or categories of students using asset-based language. For example, students who are eligible for English development services are referred to as multilingual learners or MLs.

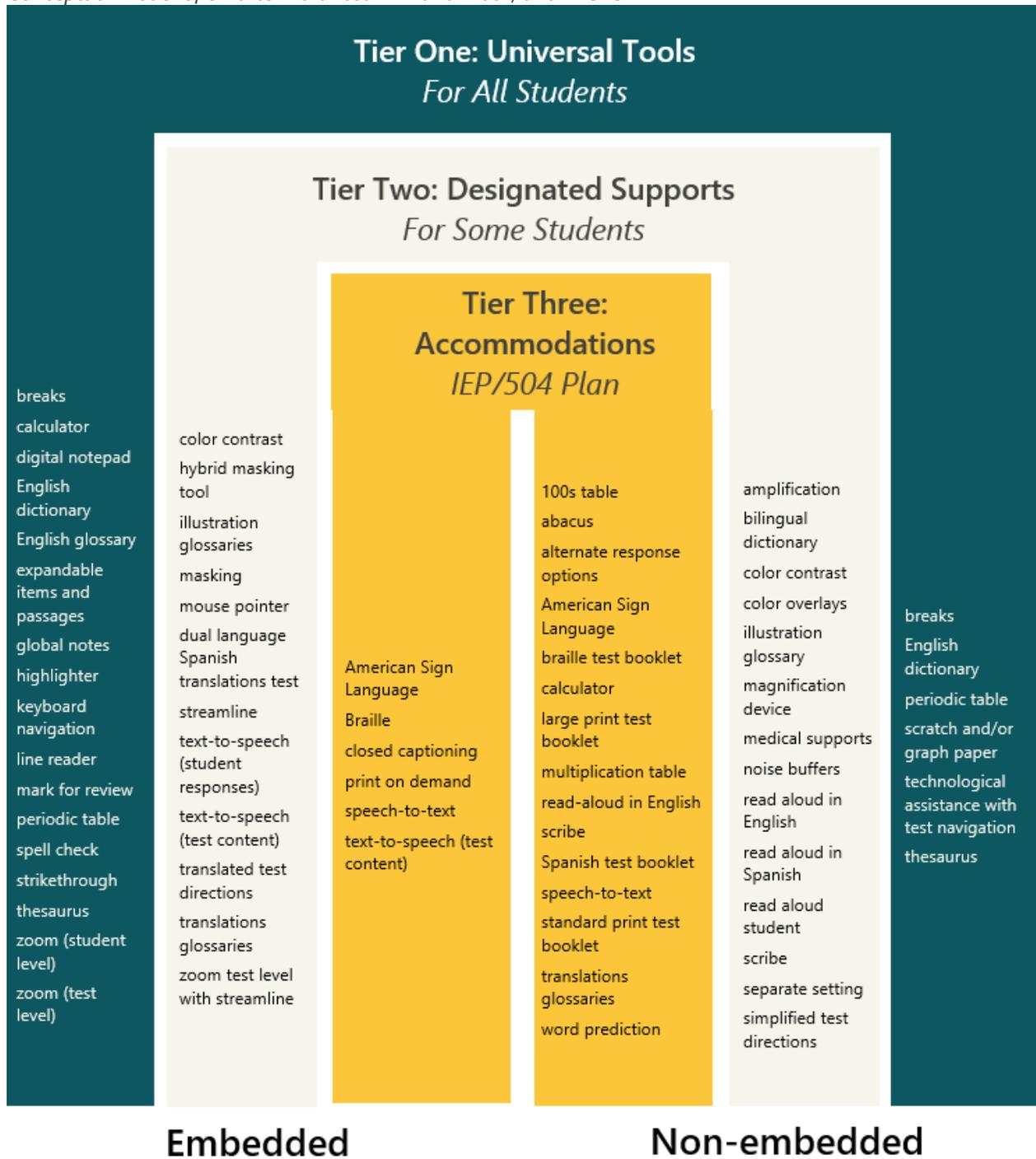
# Conceptual Model of Smarter Balanced and WCAS

Figure 1: Conceptual Model of Smarter Balanced ELA and Math, and WCAS, shows that for each category of identified accessibility – universal tools, designated supports, and accommodations – there exist embedded and non-embedded features:

**Embedded** features are provided as a digitally delivered component of the Test Delivery System (TDS).

**Non-embedded** features are provided outside of TDS and can support computer-based and/or paper-based testing. Most of the features below are common across all state assessments.

Figure 1. Conceptual Model of Smarter Balanced ELA and Math, and WCAS



## Washington Access to Instruction and Measurement (WA-AIM)

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The WA-AIM is the alternate ELA, math, and science assessment for students with significant cognitive disabilities. The WA-AIM was developed to allow the most flexibility to teachers in administering items that meet each student's unique learning and communication style. Test Administrators should refer to each Performance Task for allowable accommodations and test administration procedures.

## WIDA ACCESS

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Washington uses assessments from the WIDA consortium to measure the English language proficiency of multilingual learners in Washington State. WIDA provides guidelines for how to best support students taking WIDA assessments through the [Accessibility and Accommodations Supplement](#). WIDA developed the supplement to help educators understand and use the test administration considerations, universal tools, and accommodations for individual multilingual learners (MLs) in order to produce valid assessment results. The supplement covers accommodations for WIDA's multiple assessments.

# Accessibility Features Available to Students

Table 1. Accessibility Features Available to Students

<b>Universal Tools Embedded</b>	<b>SBA Math</b>	<b>SBA ELA</b>	<b>WCAS Science</b>
Breaks	Yes	Yes	Yes
Calculator (online only)	Grades 6–8, and HS		Yes
Digital notepad	Yes	Yes	Yes
English dictionary		Full write only	
English glossary	Yes	Yes	Yes
Expandable items and passages	Yes	Yes	Yes
Global notes		PT only	
Highlighter	Yes	Yes	Yes
Keyboard navigation	Yes	Yes	Yes
Line reader	Yes	Yes	Yes
Mark for review	Yes	Yes	Yes
Periodic table (online only)			Grades 8 and 11
Spell check		Full write only	
Strikethrough	Yes	Yes	Yes
Thesaurus		Full write only	
Zoom–student level	Yes	Yes	Yes
Zoom–test level	Yes	Yes	Yes
<b>Universal Tools Non-embedded</b>	<b>SBA Math</b>	<b>SBA ELA</b>	<b>WCAS Science</b>
Breaks	Yes	Yes	Yes
English dictionary		Full write only	
Periodic table			Grades 8 and 11
Scratch and graph paper	Scratch and graph (required for grades 6–HS)	Scratch paper	Scratch and graph
Technological assistance w/navigation			Yes
Thesaurus		Full write only	
<b>Designated Supports Embedded</b>	<b>SBA Math</b>	<b>SBA ELA</b>	<b>WCAS Science</b>
Color contrast	Yes	Yes	Yes
Hybrid masking tool	Yes	Yes	Yes
Illustration glossaries	Yes		
Masking	Yes	Yes	Yes
Mouse pointer	Yes	Yes	Yes
Streamlined interface mode	Yes	Yes	Yes
Text-to-speech (student responses)	Yes	Yes	Yes
Text-to-speech (test content)	Stimuli and items	CAT items; PT passages, stimuli, items	Stimuli and items
Translations (dual language) Test Spanish	Yes		Yes
Translated test directions	Yes		Yes
Translations glossaries	Yes		Yes
Zoom test level w/streamline	Yes	Yes	Yes

<b><u>Designated Supports</u></b> <b><u>Non-embedded</u></b>	<b><u>SBA Math</u></b>	<b><u>SBA ELA</u></b>	<b><u>WCAS Science</u></b>
Amplification	Yes	Yes	Yes
Bilingual dictionary (word to word only)		Full write only	
Color contrast	Yes	Yes	Yes
Color overlays	Yes	Yes	Yes
Illustration glossaries	Yes		
Magnification device	Yes	Yes	Yes
Medical supports	Yes	Yes	Yes
Noise buffers	Yes	Yes	Yes
Read aloud in English	Stimuli and items	CAT items; PT passages, stimuli, items	Stimuli and items
Read aloud in Spanish	Yes		Yes
Read aloud student	Yes	Yes	Yes
Scribe	Yes	CAT and PT 1 only	Yes
Separate setting	Yes	Yes	Yes
Simplified test directions	Yes	Yes	Yes
Translated test directions	Yes	Yes	Yes
<b><u>Accommodations Embedded</u></b>	<b><u>SBA Math</u></b>	<b><u>SBA ELA</u></b>	<b><u>WCAS Science</u></b>
American Sign Language (ASL)	Yes	Listening items only	
Braille	Yes	Yes	
Closed captioning		Listening items only	
Print on demand	Yes	Yes	Yes
Speech-to-text	Yes	Yes	Yes
Text-to-speech (test content)		CAT passages, stimuli, items	
<b><u>Accommodations Non-embedded</u></b>	<b><u>SBA Math</u></b>	<b><u>SBA ELA</u></b>	<b><u>WCAS Science</u></b>
100's number table	Yes		
Abacus	Yes		Yes
Alternate response options	Yes	Yes	Yes
American Sign Language (ASL)			Yes
Braille test booklet	Yes	Yes	Yes
Calculator	Grades 6-8, and HS		Yes
Large print test booklet	Yes	Yes	Yes
Multiplication table	Yes		
Read aloud in English		CAT passages, stimuli, items	
Scribe		Full write only	
Spanish test booklet	Dual language		Yes
Speech-to-text	Yes	Yes	Yes
Standard print test booklet	Yes	Yes	Yes
Translations glossaries (paper tests)	Yes		Yes
Word prediction	Yes	Yes	Yes

# Materials Available by Assessment

Table 2. Materials Available by Assessment

Assessment	Embedded Tools	Non- embedded Tools	Embedded Designated Supports	Non-embedded Designated Supports	Embedded Accommodations	Non-embedded Accommodations
Smarter Balanced Mathematics	Breaks Calculator Digital notepad English glossary Expandable items and passages Highlighter Keyboard navigation Line reader Mark for review Strikethrough Zoom	Breaks Graph paper Scratch paper	Color contrast Hybrid masking tool Illustration glossaries Masking Mouse pointer Streamlined interface mode Text-to-speech (student responses) Text-to-speech (test content) Translated test directions Translations (dual language) Test Spanish Translations glossaries Zoom w/streamline	Amplification Color contrast Color overlays Illustration glossaries Magnification device Medical supports Noise buffers Read aloud English Read aloud Spanish Read aloud student Scribe Separate setting Simplified test directions Translated test directions	American Sign Language (ASL) Braille Print on demand Speech-to-text	100's number table Abacus Alternate response options Braille test booklet Calculator Large print test booklet Multiplication table Spanish test booklet Speech-to-text Standard print test booklet Translations glossaries (paper test) Word prediction
Smarter Balanced English Language Arts	Breaks Digital notepad English dictionary English glossary Expandable items and passages Global notes Highlighter Keyboard navigation Line reader Mark for review Spell check Strikethrough Thesaurus Zoom	Breaks English dictionary Scratch paper Thesaurus	Color contrast Hybrid masking tool Masking Mouse pointer Streamlined interface mode Text-to-speech (student responses) Text-to-speech (test content) Zoom w/streamline	Amplification Bilingual dictionary Color contrast Color overlays Magnification Medical supports Noise buffers Read aloud English Read aloud student Scribe Separate setting Simplified test directions Translated test directions	American Sign Language (ASL) Braille Closed captioning Print on demand Speech-to-text Text-to-speech (test content)	Alternate response options Braille test booklet Large print test booklet Read aloud English Scribe Speech-to-text Standard print test booklet Word prediction
Washington Comprehensiv e Assessment of Science	Breaks Calculator Digital notepad English glossary Expandable items and passages Highlighter Keyboard navigation Line reader Mark for review Periodic table Strikethrough Zoom	Breaks Graph paper Periodic table Scratch paper Technological assistance with navigation	Color contrast Hybrid masking tool Masking Mouse pointer Streamlined interface mode Text-to-speech (student responses) Text-to-speech (test content) Translated test directions Translations (dual language) Test Spanish Translations glossaries Zoom w/streamline	Amplification Color contrast Color overlays Magnification Medical supports Noise buffers Read aloud English Read aloud Spanish Read aloud student Scribe Separate setting Simplified test directions Translated test directions	Print on demand Speech-to-text	Abacus Alternate response options American Sign Language Braille test booklet Calculator Large print test booklet Spanish paper test booklet Speech-to-text Standard print test booklet Translations glossaries (paper test) Word prediction
WA-AIM	See WAIM Performance Tasks documents.					Paper pencil test*

\*See test specific *Test Administration Manuals* for additional information.

# 5-Step Decision Making Process

The CCSSO Accessibility Manual outlines a 5-step process for determining the accessibility needs of a student for both instruction — the area of greatest time commitment in a student’s education — and assessment.

School teams must carefully consider the selection, administration, and evaluation of accommodations for students with special needs. To assist in that process, users should examine the philosophical foundation outlined below. This foundation is built upon a five-step process for planning teams selecting accommodations for students with special needs.

The five essential steps are depicted in the graphic below:

**Step 1: EXPECT** students to achieve grade-level standards.

**Step 2: LEARN** about accessibility supports for instruction and assessment.

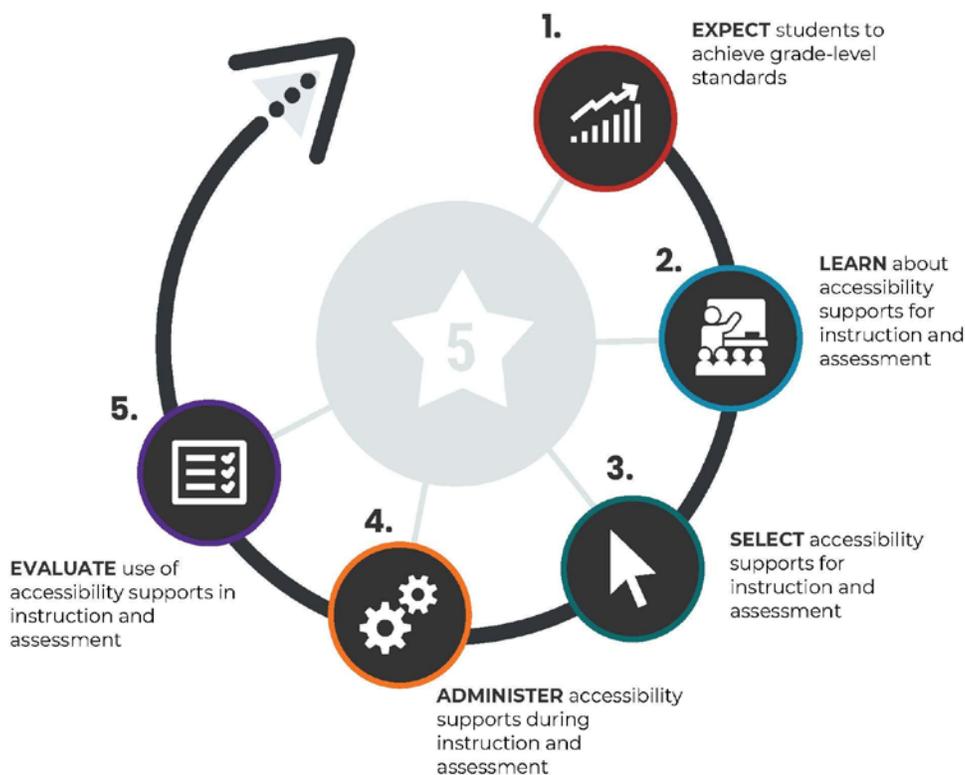
**Step 3: SELECT** accessibility supports for instruction and assessment.

**Step 4: ADMINISTER** accessibility supports during instruction and assessment.

**Step 5: EVALUATE** use of accessibility supports in instruction and assessment.

## 5-STEP DECISION-MAKING

Follow and repeat these steps in making decisions for administering accessibility supports



See [The Council of Chief State School Officers \(CCSSO\) Accessibility Manual - How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students](#) for specific guidance on the 5 Step Decision Making process.

# IEP/TIDE Crosswalk

OSPI recognizes that there may be naming differences between the tools, supports, and accommodations provided to students in daily instruction and those that are available for state assessments. The crosswalk below was created to assist teachers in linking typical everyday classroom supports to the names of those supports available in TIDE.

Table 3. IEP/TIDE Crosswalk

Presentation Accommodations	
Accommodation Examples in IEP/504	Possible Aligned Supports Listed in TIDE
Noise buffers; FM system; White noise machine	Amplification
ASL; Live signing; ASL interpreter; Sign language	American Sign Language; ASL
Present information in alternate formats; Present information visually	Audio transcriptions; Closed captioning
Paper test; Printed materials	Braille; Braille paper test booklet; Large print test booklet; Standard print test booklet; Print on demand
Color overlays; High contrast materials; Inverted colors	Color contrast; Color overlays
Magnification; Enlarged print; Enlarged monitor; Increased or decreased font, graphics, or navigation tools; Low vision devices	Magnification; Zoom; Mouse pointer
Line tracker; Mask	Masking; Line reader; Hybrid masking tool
Is a setting that allows use of an AT device; May see specific software/programs listed, ex. Franklin Speller.	Permissive mode
Simplified format; Simplified materials	Streamline
Repeat and clarify directions; Modify/model directions; Rephrase directions; Give short, concise directions; Give extra time to process information; Repeat directions in more than one way	Simplified test directions
Read aloud; Audio; Human reader; Auditory presentation of information	Text-to-speech; Read aloud
Translation Accommodations	
Accommodations Examples in IEP/504	Possible Aligned Supports Listed in TIDE
Human translator; Translation; Presentation in student's native language; native language supports	Bilingual dictionary; Read aloud Spanish; Translated test directions; Translations (dual language) Test Spanish; Translation glossaries
Response Accommodations	
Accommodations Examples in IEP/504	Possible Aligned Supports Listed in TIDE
Math tools; Manipulatives; Visual math supports	100s number table; Abacus; Calculator; Multiplication table
Assistance with technology	Keyboard navigation
Adapted keyboards; Large keyboard; Sticky keys; FilterKeys; Adapted mouse; Touch screen; Headwand; Switches	Alternate response options
Pop-up glossaries; Picture glossary	English glossary, Illustration glossaries
Dictation; Transcription; Software specific speech-to-text	Speech-to-text; Scribe
Spelling; grammar check	Spell check
May see specific software/programs listed	Word prediction
Setting Accommodations	
Accommodations Examples in IEP/504	Supports Listed in TIDE
Reduce environmental distractions;	Noise Buffers
Test in familiar environment; 1:1 setting; Small group; Preferential seating; Reduce environmental distractions; Separate location	Separate setting
Other	
Accommodations Examples in IEP/504	Supports Listed in TIDE
Allow breaks during testing	Breaks

Allow student cell phone to monitor medical issue; requires medical monitoring device.

Medical device

# Section I: Universal Tools

## What are Universal Tools?

Universal tools are provided to all students by default, and students choose when to use them based on student preference. Universal tools yield valid scores that count as participation in assessments that meet the requirements of the Every Student Succeeds Act when used in a manner consistent with these *Guidelines*.

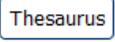
Universal tools are accessibility features and resources of the assessment that are either provided as digitally delivered embedded components within the Test Delivery System (TDS), or outside of TDS as non-embedded, which can support computer-based or accommodated form (paper) testing.

**Table 4: Embedded Universal Tools** lists the tools available within TDS for students taking computer-based tests. The table includes a description of each available tool, the content area for which each tool is available, directions for tool access, and resources that support student familiarity in everyday instruction.

Table 4. Embedded Universal Tools

Embedded Universal Tools	Content	Description	Tool Access	Resources
<b>Breaks</b> 	ELA Math Science	<p>The number of items per session can be flexibly defined based on the student’s need. There is no limit on the number of breaks that a student might be given.</p> <p>Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student in ELA, math, and science. Refer to the pause rules in the applicable <i>Test Administration Manual (TAM)</i> for additional information.</p>	Available to student with TA permission.	Students can become familiar with this type of feature by accessing a <a href="#">Practice or Training Test</a> .
<b>Calculator</b>  Calculator	Math Science	<p><b>For calculator-allowed items in math grades 6–8 and HS, and available for all items in science grades 5, 8, and 11.</b></p> <p>An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator tool button.</p>	Appears automatically within TDS toolbar when calculator permitted items appear.  Cannot be turned off in TIDE.	When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), refer to <a href="#">Table 9, Calculator Accommodation</a> .
<b>Digital notepad</b>  Notepad	ELA Math Science	Allows students to make notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes.	Available to student in the item context menu.  This tool can be turned off in TIDE.	Students can become familiar with this type of feature by accessing a <a href="#">Practice or Training Test</a> .
<b>English dictionary</b>  Dictionary	ELA	<p><b>For full write only.</b> An English dictionary is available for the full write portion of an ELA performance task. A full write is the second part of a performance task.</p>	Appears automatically within TDS toolbar when dictionary permitted items appear.  This tool cannot be turned off in TIDE.	Students can become familiar with this type of feature by accessing the ELA <a href="#">Practice Test</a> .

Embedded Universal Tools	Content	Description	Tool Access	Resources
<b>English glossary</b> 	ELA Math Science	Grade and context appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window. The student can access the embedded English glossary by clicking on any of the pre-selected terms. If a student hovers over a term, the term with the attached glossary is highlighted. A student can click on the terms and a pop-up window will appear.	Available to student by clicking on pre-selected terms indicated throughout the test by a gray dotted outline.  This tool can be turned off in TIDE.	Students can become familiar with this type of feature by accessing a <a href="#">Practice or Training Test</a> .  Access to Translations Glossaries is a Designated Support.
<b>Expandable items and passages</b> 	ELA Math Science	The student is able to expand each stimulus or item so that it takes up a larger portion of the screen as the student reads. The student can then retract the screen to its original size. A student has the ability to change the screen display from the default of 40% stimulus and 60% item to 5% stimulus and 95% item or 95% stimulus and 5% item.	Available to student based on preference.  This tool can be turned off in TIDE.	Students can become familiar with this type of feature by accessing a <a href="#">Practice or Training Test</a> .
<b>Global notes</b> 	ELA	<b>During the ELA performance task</b> , notes are retained from segment to segment so that the student may go back to the notes even though the student is not able to go back to specific items in the previous segment.	Appears automatically within the TDS toolbar during the performance task.  This tool can be turned off in TIDE.	Students can become familiar with this type of feature by accessing the ELA <a href="#">Practice Test</a> .
<b>Highlighter</b> 	ELA Math Science	Allows the student to mark desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment.	Available to student in the item context menu.  This tool can be turned off in TIDE.	Students can become familiar with this type of feature by accessing a <a href="#">Practice or Training Test</a> .
<b>Keyboard navigation</b> 	ELA Math Science	Navigation throughout text can be accomplished by using a keyboard.	TA provided document accessed by student during testing.	See the <a href="#">Technical Skills for Keyboarding Shortcuts</a> document on the WCAP portal.
<b>Line reader</b> 	ELA Math Science	Assists in reading by highlighting a single line of text in a stimulus or question. When the line reader button is selected, use of the arrow keys will move the line up and down.  <i>It is strongly encouraged to use the up and down keyboard arrows for multiple choice and multiple select questions. This is because clicking on an answer option to highlight it with the line reader will select that option as the answer.</i>	Appears automatically in TDS (toolbar).  This tool can be turned off in TIDE.	Students can become familiar with this type of feature by accessing a <a href="#">Practice or Training Test</a> .
<b>Mark for review</b> 	ELA Math Science	Allows students to mark items for future review during the assessment. Marked items are still subject to pause rules, if applicable.	Available to student in the item context menu.  This tool can be turned off in TIDE.	Students can become familiar with this type of feature by accessing a <a href="#">Practice or Training Test</a> .

Embedded Universal Tools	Content	Description	Tool Access	Resources
<b>Periodic table</b>  Periodic Table	Science	<b>For science grades 8 and 11.</b> An embedded on-screen periodic table can be accessed for permitted items when students click on the periodic table tool button.	Appears automatically within TDS toolbar when periodic table permitted items appear.  This tool cannot be turned off in TIDE.	Students can become familiar with this type of feature by accessing the science <a href="#">Training Test</a> .
<b>Spell check</b> 	ELA	<b>For full write only.</b> A writing tool for checking the spelling of words in student responses. Spell check only highlights misspelled words; it does not provide the correct spelling.	Appears automatically within response box editing tools when spell check is permitted.  This tool cannot be turned off in TIDE.	Students can become familiar with this type of feature by accessing the <a href="#">Practice Test</a> .
<b>Strikethrough</b> 	ELA Math Science	Allows students to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.	Available to student in the item context menu.  This tool can be turned off in TIDE.	Students can become familiar with this type of feature by accessing a <a href="#">Practice or Training Test</a> .
<b>Thesaurus</b> 	ELA	<b>For full write only.</b> A thesaurus contains synonyms of terms while a student interacts with text included in the assessment.	Thesaurus is bundled with Dictionary in the TDS toolbar.  This tool cannot be turned off in TIDE.	Students can become familiar with this type of feature by accessing the ELA <a href="#">Practice Test</a> .
<b>Zoom student level</b> 	ELA Math Science	A tool for making text/graphics in a window/frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger or smaller by clicking the Zoom button to increase 1.5x, 1.75x, 2.5x, and 3x. The use of this tool may cause the need for more horizontal and vertical scrolling to see the entire item.	Available in TDS toolbar students may click up to four times.  <b>Available options:</b> 1.5x, 1.75x, 2.5x, and 3x.	Students can become familiar with this type of feature by accessing a <a href="#">Practice or Training Test</a> .
<b>Zoom test level</b>	ELA Math Science	Allows the test platform to be pre-set to be enlarged before the test begins. Test level zoom increases the text and graphics for the entire test to the setting indicated in TIDE.  For students with visual impairments that may need to increase text and other features beyond the 14-pt. font. A larger screen may be needed to function effectively.	Appears automatically to student upon logging into the test.  This tool is set in TIDE.  <b>Available options:</b> 1.5x, 1.75x, 2.5x, and 3x.	Students can become familiar with this type of feature by accessing a <a href="#">Practice or Training Test</a> .

**Table 5: Non-embedded Universal Tools** lists tools available to students for computer based or accommodated form testing. Non-embedded tools are externally delivered dependent upon tool type. Non-embedded universal tools are not marked in TIDE.

*Table 5. Non-embedded Universal Tools*

Non-embedded Universal Tools	Content	Description
Breaks	ELA Math Science	Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands.
English– dictionary	ELA	<b>For full write only.</b> An English dictionary can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task.
Periodic table	Science	<b>For grades 8 and 11.</b> A printable version of the periodic table is delivered with the accommodated paper test materials.
Scratch and/or graph paper	ELA Math Science	<p>Students may use blank scratch paper to make notes, write computations, record responses, or create graphic organizers.</p> <p><b>ELA:</b> Plain or lined scratch paper, whiteboards with markers to make notes or plan responses may be made available. Graph paper is not permitted.</p> <p><b>Math and science:</b> Plain or lined paper, graph paper, or whiteboard with a marker may be used on all math and science assessments. Graph paper is required for math in grades 6–8 and HS.</p> <p><b>Assistive Technology (AT) Devices:</b> As long as the construct being measured is not impacted, AT devices, including low-tech AT (Math Window) are permitted to make notes, including the use of digital graph paper. The AT device needs to be familiar to the student and/or consistent with the IEP or 504 plan. Access to internet must be disabled on AT devices. Permissive mode may be required to support AT devices.</p> <p><b>ELA/math CAT:</b> All scratch paper must be collected and securely destroyed at the end of each CAT assessment session to maintain test security. All notes on whiteboards or AT devices must be erased at the end of each CAT session.</p> <p><b>Science:</b> Scratch paper, whiteboards, and/or AT devices must be collected at the end of each session, securely stored, and made available to students at the start of the next testing session. Once each test is completed, all scratch paper must be collected and securely destroyed to maintain test security. In addition, all notes on whiteboards or AT devices must be erased at the end of each test session.</p> <p><b>ELA/math Performance Tasks:</b> If a student needs to take the performance task in more than one session, scratch paper, whiteboards, and/or AT devices must be collected at the end of each session, securely stored, and made available to the student at the start of the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed, whiteboards should be erased, and notes on AT devices erased to maintain test security.</p>
Technological assistance with test navigation	Science	Students without the necessary computer skills may have a trained TA help with mouse point-and-click and drag-and-drop items, onscreen tool and button navigation (e.g., back, next, submit, start, and stop), and keyboarding. TA assistance does not include identifying correct tool buttons. The TA is allowed to assist only with the technology as indicated by the student and must never assist with actual answer responses. Choosing answers for a student is a test incident and will result in invalidation of student test results.
Thesaurus	ELA	<b>For full write only.</b> A thesaurus, which contains synonyms of terms, can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task.

## Section II: Designated Supports

### What are Designated Supports?

Designated supports are those features that are available for use by any student for whom the need has been indicated by a team of educators with parent/guardian and student input.

Designated supports are accessibility features of the assessment that are either provided as digitally delivered embedded components within the Test Delivery System (TDS), or outside of TDS as non-embedded, which can support computer-based or accommodated form (paper) testing.

### Who Makes Decisions About Designated Supports?

Informed adults make decisions about designated supports. Ideally, the decisions are made by the educators familiar with the student’s characteristics and needs. Parent/guardian input to the decision is recommended. Student input to the decision, particularly for older students, is also recommended.

All educators making these decisions should be trained in a process of accessibility feature selection and should be aware of the range of designated supports available. A series of videos, produced by the California assessment department, will help inform educators about how the Designated Supports function within TDS. The series of videos is available on this [California webpage](#).

**Table 6: Embedded Designated Supports** lists the supports available in TDS to students for whom the need has been indicated. Once a decision has been made, the specific support must be selected for the student within TIDE prior to testing. Any non-embedded designated supports must be arranged for student use prior to testing and provided during testing by staff at the local level. The table below includes a description of each available support, recommendations for use, and TIDE settings information.

*Table 6. Embedded Designated Supports*

Embedded Designated Supports	Content	Description	Recommendation for Use	TIDE Settings Information
Color contrast	ELA Math Science	Allows the screen background or font color to be changed. This may include reversing the colors for the entire interface or choosing the color of font and background.	Students with attention difficulties may need this support for viewing test content. It may be needed by students with visual impairments or other print disabilities (including learning disabilities).  Choice of colors should be informed by evidence that specific text and background color combinations meet the student’s needs.	<b>Set in TIDE:</b> Yes <b>TIDE Label:</b> Color Contrast <b>Location:</b> Embedded Designated Supports <b>Default:</b> Black on White <b>Available options:</b> Black on Rose; Medium Gray on Light Gray; Yellow on Blue; and Reverse Contrast
Hybrid masking tool	ELA Math Science	Assists in reading by showing a single line of text in a stimulus or question, while masking the rest of the content on the screen. When the line reader button is selected, use of the arrow keys will move the visible line up and down through the text.	Students with attention difficulties or reading disabilities may need more assistance with tracking where they are reading than the line reader and masking tool can provide on their own. A very small percentage of students should need this designated support.	<b>Set in TIDE:</b> Yes <b>TIDE Label:</b> Line Reader <b>Location:</b> Embedded Universal Tools <b>Default:</b> System Default <b>Available options:</b> Hybrid Masking Tool

Embedded Designated Supports	Content	Description	Recommendation for Use	TIDE Settings Information
<b>Illustration glossaries</b>	Math	<b>For math items.</b> In addition to the English glossary, illustration glossaries are provided for selected construct-irrelevant terms for math items. Illustrations for these terms appear on the computer screen when students select the term. Students can also adjust the size of the illustration and move it around the screen.	Illustration glossaries for specific items are available for students who are: <ul style="list-style-type: none"> <li>• advancing toward dual language proficiency (including multilingual learners (MLs) and multilingual learners (MLs) with disabilities),</li> <li>• deaf or hard of hearing but who are not proficient in American Sign Language (ASL).</li> </ul>	<b>Set in TIDE:</b> Yes <b>TIDE Label:</b> Illustration Glossaries <b>Location:</b> Embedded Designated Supports <b>Default:</b> Off <b>Available options:</b> On
<b>Masking</b>	ELA Math Science	Allows the student to block off content that is not of immediate need or that may be distracting. Students are able to focus their attention on a specific part of a test item by masking.  Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus.	Students with attention difficulties may need to mask content. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments.	<b>Set in TIDE:</b> Yes <b>TIDE Label:</b> Masking <b>Location:</b> Embedded Designated Supports <b>Default:</b> Off <b>Available options:</b> On
<b>Mouse pointer</b>	ELA Math Science	Allows the mouse pointer to be set to a larger size and also for the color to be changed. Setting and color is based on student need or preference.  The mouse pointer can be used with the Zoom universal tool.	Students who are visually impaired and need additional enlargement or a mouse in a different color to more readily find their mouse pointer on the screen will benefit from the mouse pointer support. Students who have visual perception challenges will also find this beneficial.	<b>Set in TIDE:</b> Yes <b>TIDE Label:</b> Mouse Pointer <b>Location:</b> Embedded Designated Supports <b>Default:</b> System Default <b>Available options:</b> <b>Size:</b> Large and Extra Large <b>Colors:</b> Black; Green; Red; White; and Yellow
<b>Streamlined Interface Mode</b>	ELA Math Science	Provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.	Use may benefit a small number of students who have specific learning and/or reading disabilities in which the text is represented in a more sequential format. Students should have familiarity interacting with items in streamline format.  Use of streamline is required for zoom levels 5x--20x.	<b>Set in TIDE:</b> Yes <b>Location:</b> Embedded Designated Supports <b>TIDE Label:</b> Streamlined Interface Mode <b>Default:</b> Off <b>Available options:</b> On

Embedded Designated Supports	Content	Description	Recommendation for Use	TIDE Settings Information
Text-to-speech (student responses)	ELA Math Science	Text that the student entered into the response box for a constructed response is read aloud to the student via embedded text-to-speech technology when they select the  at the top of the response box.	Students who use text-to-speech will need headphones unless tested individually in a separate setting.	<p><b>Set in TIDE:</b> Yes</p> <p><b>TIDE Label:</b> Text-to-Speech (Student Responses)</p> <p><b>Location:</b> Embedded Designated Supports</p> <p><b>Default:</b> Off</p> <p><b>Available options:</b> On</p>
Text-to-speech (test content)	ELA Math Science	<p><b>The text-to-speech designated support is not for ELA CAT reading passages.</b></p> <p>Text in the items and/or stimuli is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.</p>	<p>Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills.</p> <p>Students would need to use this support regularly during instruction to meaningfully benefit from it on assessments. Students who use text-to-speech will need headphones unless tested individually in a separate setting.</p>	<p><b>Set in TIDE:</b> Yes</p> <p><b>TIDE Label:</b> Text-to-Speech (Test Content)</p> <p><b>Location:</b> Embedded Designated Supports</p> <p><b>Default:</b> None</p> <p><b>Available options:</b></p> <p><b>ELA CAT:</b> items</p> <p><b>ELA PT:</b> items; stimuli; and passages, stimuli, and items</p> <p><b>Math:</b> items; stimuli; and stimuli and items</p> <p><b>Science:</b> items; stimuli; and stimuli and items</p>
Translated test directions	Math Science	Spanish translation of test directions for the online tests is a language support available prior to beginning the actual test items.	Students who are advancing toward dual language proficiency (including multilingual learners (MLs), and multilingual learners (MLs) with disabilities) can use the translated directions support. This support should only be used for students who are proficient readers in Spanish and not proficient in English.	<p><b>Set in TIDE:</b> Yes</p> <p><b>TIDE Label:</b> None</p> <p><b>Location:</b> Embedded Designated Supports</p> <p>Available in TDS when student accesses the dual language Spanish test.</p>
Translations (dual language) Test Spanish	Math Science	<p>Provides the full Spanish translation of each test item above the original item in English.</p> <p>Students taking the Spanish math and science tests may respond to items in English, Spanish, or a combination of both.</p>	For students whose primary language is Spanish and who use dual language supports in the classroom, use of the dual language translation may be appropriate. This support will increase reading load and cognitive load.	<p><b>Set in TIDE:</b> Yes</p> <p><b>TIDE Label:</b> Presentation</p> <p><b>Location:</b> Embedded Designated Supports</p> <p><b>Default:</b> English</p> <p><b>Available options:</b> Spanish</p>

Embedded Designated Supports	Content	Description	Recommendation for Use	TIDE Settings Information
<b>Translations glossaries</b>	Math Science	<p>Translation of pre- selected construct- irrelevant terms appear on the computer screen when the student clicks on the word or term.</p> <p>Students can also select the audio icon next to the glossary term and listen to the audio recording of the glossary, when available.</p>	Students who have limited English language skills (whether or not designated as multilingual learners (MLs), and multilingual learners (MLs) with disabilities) can use the translation glossary for specific items.	<p><b>Set in TIDE:</b> Yes</p> <p><b>TIDE Label:</b> Translations Glossaries</p> <p><b>Location:</b> Embedded Designated Supports</p> <p><b>Default:</b> Off</p> <p><b>Available options:</b> Arabic; Burmese; Cantonese; Filipino; Hmong; Korean; Mandarin; Punjabi; Russian; Somali; Spanish; Ukrainian; and Vietnamese.</p> <p>Translations glossaries are not included as part of the dual language Spanish test and must be set separately.</p>
<b>Zoom test level with streamline</b>	ELA Math Science	<p>Allows the test platform to be pre-set to be enlarged more than the 3x level available as a universal tool.</p> <p>Test level zoom increases the text and graphics for the entire test to the setting indicated in TIDE.</p> <p>Use of zoom levels 5x–20x also require the streamlined interface mode which arranges the test content vertically.</p>	<p>For students with visual impairments that may need to increase text and other features beyond the 3x level available as a universal tool.</p> <p>Students can become familiar with the zoom levels by accessing the Practice or Training Tests. Educators should observe student use with the different zoom levels to help determine the appropriate level.</p>	<p><b>Set in TIDE:</b> Yes</p> <p><b>TIDE Label:</b> Zoom and Streamlined Interface Mode</p> <p><b>Location:</b> Embedded Universal Tools and Embedded Accommodations</p> <p><b>Default:</b> 1x and Off</p> <p><b>Available options:</b> <b>Zoom:</b> 5x, 10x, 15x, and 20x. <b>Streamlined Interface Mode:</b> On</p>

**Table 7: Non-embedded Designated Supports** lists the supports available to all students for computer based or accommodated form testing. Non-embedded supports are externally delivered dependent upon support type. Non-embedded designated supports are marked in TIDE. The table includes a description of each available support, recommendations for use, and TIDE settings information.

*Table 7. Non-embedded Designated Supports*

Non-embedded Designated Supports	Content	Description	Recommendation for Use	TIDE Information
<b>Amplification</b>	ELA Math Science	The student adjusts the volume control beyond the computer’s built in settings using headphones or other non-embedded devices.	Students may use amplification AT (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource likely requires a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security.	<b>Set in TIDE:</b> Yes <b>Location:</b> Non-embedded Designated Supports <b>TIDE Label:</b> Amplification The use of this device may require permissive mode to be set in TIDE. Delivered by TA with equipment, accessed by student during testing.
<b>Bilingual dictionary</b>	ELA	<b>Full writes only.</b> A bilingual/dual language word-to-word dictionary.	For multilingual learners (MLs) who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate.	<b>Set in TIDE:</b> Yes <b>Location:</b> Non-embedded Designated Supports <b>TIDE Label:</b> Bilingual Dictionary PT 2 TA provided support accessed by student during testing.
<b>Color contrast</b>	ELA Math Science	Test content of online items may be printed with different colors using Print on Demand.	Students with attention difficulties may need this support for viewing the test when digitally provided color contrasts do not meet their needs. This support also may be needed by students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence of those colors that meet the student’s needs.	<b>Set in TIDE:</b> Yes <b>Location:</b> Non-embedded Designated Supports <b>TIDE Label:</b> Color Contrast Delivered by TA, accessed by student during testing.
<b>Color overlays</b>	ELA Math Science	Color transparencies are placed over a paper assessment.	Students with attention difficulties may need this support to view test content. This support also may be needed by students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student’s needs.  The science tests are printed in colors specifically chosen to help students with color blindness. Adding a color overlay to these test booklets may make it harder for students to understand the content.	<b>Set in TIDE:</b> Yes <b>Location:</b> Non-embedded Designated Supports <b>TIDE Label:</b> Color Overlay TA provided support accessed by student during testing.

Non-embedded Designated Supports	Content	Description	Recommendation for Use	TIDE Information
Illustration glossaries	Math	Illustration glossaries are a language support. The illustration glossaries are provided for selected construct-irrelevant terms for math. Illustrations for these terms appear in a supplement to the paper pencil test and are identified by item number.	<p>Illustration glossaries for specific items are available for students who are:</p> <ul style="list-style-type: none"> <li>• advancing toward dual language proficiency (including multilingual learners (MLs), and multilingual learners (MLs) with disabilities),</li> <li>• deaf or hard of hearing but who are not proficient in American Sign Language (ASL).</li> </ul>	<p><b>Set in TIDE:</b> Yes  <b>TIDE Label:</b> Illustration Glossary  <b>Location:</b> Non-embedded Designated Supports  TA provided document accessed by student during testing.</p>
Magnification device	ELA Math Science	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, navigation buttons, and mouse pointer) may be adjusted by the student with an AT device or software.	Students used to viewing enlarged text or graphics, or navigation buttons with or without changes to color contrast, may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities.	<p><b>Set in TIDE:</b> Yes  <b>Location:</b> Non-embedded Designated Supports  <b>TIDE Label:</b> Magnification Device  TA provided support accessed by student during testing.</p>
Medical supports	ELA Math Science	Students may have access to medical supports for medical purposes (e.g., glucose monitor). The device may include a cell phone and should only support the student during testing for medical reasons.	Educators should follow local policies regarding medical devices and ensure students' health is the highest priority. Device settings must restrict access to other applications, or the TA must closely monitor the use of the device to maintain test security. Use of electronic devices may require a separate setting to avoid distractions to other test takers and to ensure test security.	<p><b>Set in TIDE:</b> Yes  <b>Location:</b> Non-embedded Designated Supports  <b>TIDE Label:</b> Medical Supports  Available to student for access during testing.</p>
Noise buffers	ELA Math Science	Ear mufflers, white noise, and/or other equipment used to block external sounds.	<p>Student wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom.</p> <p>Students who use noise buffers will need headphones unless tested individually in a separate setting.</p> <p>This option should be based on a student's individual needs and should not be applied on a group basis.</p>	<p><b>Set in TIDE:</b> Yes  <b>Location:</b> Non-embedded Designated Supports  <b>TIDE Label:</b> Noise Buffers  TA provided support accessed by student during testing.</p>

Non-embedded Designated Supports	Content	Description	Recommendation for Use	TIDE Information
Read aloud in English	ELA Math Science	<p><b>See non-embedded accommodations for ELA reading passages.</b></p> <p>Text is read aloud to the student by a trained and qualified test reader who follows the <i>Read Aloud Guidelines for Washington State Assessments</i>.</p> <p><b>ELA CAT:</b> Only the items may be read aloud. The reading passages shown on the left side of the screen CANNOT be read.</p> <p><b>ELA PT:</b> All of the content may be read aloud, including the stimuli on the left side of the screen.</p> <p><b>Math and science:</b> All of the content may be read aloud.</p>	<p><b>ELA, math, and science:</b></p> <p>Students who are struggling readers may need assistance accessing assessments by having all or portions of the assessment read aloud. This support may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. If not used regularly during instruction, this support is likely to be confusing and may impede performance on assessments.</p> <p>Read aloud is available for both online and paper tests. Read aloud should be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text.</p>	<p><b>Set in TIDE:</b> Yes</p> <p><b>Location:</b> Non-embedded Designated Supports</p> <p><b>TIDE Label:</b> Read aloud – English</p> <p><b>Available options:</b></p> <p><b>ELA CAT:</b> Read aloud items</p> <p><b>ELA PT:</b> Read aloud items; Read aloud stimuli; and Read aloud passages, items, and stimuli</p> <p><b>Math:</b> Read aloud items; Read aloud stimuli; and Read aloud items and stimuli</p> <p><b>Science:</b> Read aloud items; Read aloud stimuli; and Read aloud items and stimuli</p> <p>Delivered by trained staff who provide read aloud support to students during testing.</p>
Read aloud in Spanish	Math Science	<p><b>Online only.</b> Spanish text is read aloud to the student by a trained and qualified test reader who follows the <i>Read Aloud Guidelines for Washington State Assessments</i>. All of the content may be read aloud.</p>	<p>Students receiving the dual language translations designated support and who are struggling readers may need assistance accessing the assessment by having all, or portions of the assessment read aloud. This support may be needed by students with reading-related disabilities. If not used regularly during instruction, this support is likely to be confusing and may impede performance on assessments. A student should have the option of asking a reader to slow down or repeat text.</p>	<p><b>Set in TIDE:</b> Yes</p> <p><b>Location:</b> Non-embedded Designated Supports</p> <p><b>TIDE Label:</b> Read Aloud – Spanish</p> <p><b>Math:</b> Read aloud items, Read aloud stimuli, and Read aloud items and stimuli</p> <p><b>Science:</b> Read aloud items, Read aloud stimuli, and Read aloud items and stimuli</p> <p>Delivered by trained staff who provide Spanish read aloud support to students during testing.</p>
Read aloud student	ELA Math Science	<p>Student reads the test content out loud to themselves.</p>	<p>Students who are beginning readers may need to hear themselves read in order to comprehend text. Students who tend to rush through assessments and not read text fully, may need to read the test aloud.</p>	<p><b>Set in TIDE:</b> No</p> <p>Available option for student during testing.</p>

Non-embedded Designated Supports	Content	Description	Recommendation for Use	TIDE Information
Scribe	ELA Math Science	<p>Available only as an accommodation for ELA performance task full writes.</p> <p>Students dictate their responses to a trained and qualified human scribe who records verbatim what the student dictates. The scribe must follow the <i>Scribing Protocol for Washington State Assessments</i>.</p> <p><b>ELA CAT:</b> All item responses may be dictated.</p> <p><b>ELA PT:</b> Only the item responses in Part 1 may be dictated. The full write response CANNOT be dictated.</p> <p><b>Math and science:</b> All item responses may be dictated.</p>	<p>Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. Scribing is available for both the online and accommodated form paper tests.</p>	<p><b>Set in TIDE:</b> Yes</p> <p><b>Location:</b> Non-embedded Designated Supports</p> <p><b>TIDE Label:</b> Scribe</p> <p><b>Available options:</b></p> <p><b>ELA CAT:</b> Scribe CAT</p> <p><b>ELA PT:</b> Scribe PT 1</p> <p><b>Math:</b> Scribe Items</p> <p><b>Science:</b> Scribe Items</p> <p>Delivered by trained staff, accessed by student during testing.</p>
Separate setting	ELA Math Science	<p>Test location is altered so that the student is tested in a setting different from that made available for most students.</p>	<p>Students who are easily distracted (or may distract others) in the presence of other students may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows a student to work individually or among a smaller group to use a device requiring voicing (e.g., Whisper Phone). Or, the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around.</p>	<p><b>Set in TIDE:</b> Yes</p> <p><b>Location:</b> Non-embedded Designated Supports</p> <p><b>TIDE Label:</b> Separate Setting</p> <p>Pre-planned option available to student if indicated.</p>
Simplified test directions	ELA Math Science	<p>The TA simplifies or paraphrases the test directions found in the appropriate <i>TA Script of Student Directions</i> following the directions outlined in the <i>Guidelines for Simplified Test Directions for Washington State Assessments</i>.</p>	<p>Students who need additional support understanding the test directions may benefit from this resource. This support may require testing in a separate setting to avoid distracting other test takers.</p>	<p><b>Set in TIDE:</b> Yes</p> <p><b>Location:</b> Non-embedded Designated Supports</p> <p><b>TIDE Label:</b> Simplified Test Directions</p> <p>TA delivered support available to students.</p>

Non-embedded Designated Supports	Content	Description	Recommendation for Use	TIDE Information
Translated test directions	ELA Math Science	PDF of translated test directions in each language currently supported available for printing on the WCAP portal. A bilingual adult can read to student or the directions can be printed and given to students for them to read.	Students who are advancing toward dual language proficiency (including multilingual learners (MLs), and multilingual learners (MLs) with disabilities) can use the translated test directions. In addition, a bilingual adult trained in test administration can read the test directions to the student.	<b>Set in TIDE:</b> Yes <b>Location:</b> Non-embedded Designated Supports <b>TIDE Label:</b> Translated Test Directions Delivered by trained staff who read translated directions

## Section III: Accommodations

### What are Accommodations?

Accommodations allow identified students to show what they know and can do. Accommodations are available for students for whom there is documentation of the need on an Individualized Education Program (IEP), 504 plan, or other similar learning plans. Accommodations are changes in procedures or materials that increase accessibility during state and district assessments.

Accommodations are accessibility features and resources of the assessment that are either provided as digitally delivered embedded components within the Test Delivery System (TDS), or outside of TDS as non-embedded, which can support computer-based or accommodated (paper) form testing.

### Who Makes Decisions About Accommodations?

IEP teams (if the student has an IEP) and educators make decisions about accommodations. The documentation from these team decisions provide evidence of the need for accommodations as noted on an IEP or 504 plan. It is recognized that accommodations can increase cognitive load or create other challenges for students who do not need them or who have not had experience using them. Because of this possibility, **a student’s parent/guardian should know about the availability of specific designated supports and accommodations through the IEP Team process.** This information ensures that parents/guardians are aware of the conditions under which their student participates in classroom learning as well as testing.

**Table 8: Embedded Accommodations** lists the accommodations available in TDS for those students for whom the accommodations are included on an IEP or 504 plan. Once a decision has been made, the specific accommodations must be selected for the student within TIDE prior to testing. The table includes a description of each available accommodation, recommendations for use, and TIDE settings information.

*Table 8. Embedded Accommodations*

Embedded Accommodations	Content	Description	Recommendation for Use	TIDE Information
American Sign Language (ASL)	ELA Math	<p><b>For ELA listening items only.</b></p> <p><b>For math items only.</b></p> <p>Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed.</p>	Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in the listening stimuli and items.	<p><b>Set in TIDE:</b> Yes</p> <p><b>Location:</b> Embedded Accommodations</p> <p><b>TIDE Label:</b> American Sign Language</p> <p><b>Default:</b> Do not show ASL videos</p> <p><b>Available options:</b></p> <p><b>ELA CAT:</b> Show ASL videos</p> <p><b>Math:</b> Show ASL videos</p>

Embedded Accommodations	Content	Description	Recommendation for Use	TIDE Information
<p><b>Braille</b></p> <p>For additional information and settings for online braille, see <a href="#">Table 10: Embedded Braille Testing Supports</a>.</p>	<p>ELA Math</p>	<p>A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform).</p>	<p>Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch.</p>	<p><b>Set in TIDE:</b> Yes <b>Location:</b> Embedded Designated Supports <b>TIDE Label:</b> Presentation <b>Default:</b> English <b>Available options:</b> Braille</p>
<p><b>Closed captioning</b></p>	<p>ELA</p>	<p><b>ELA listening items only.</b> Text that appears on the computer screen as listening stimuli are played.</p>	<p>Students who are deaf or hard of hearing and who typically access information presented via audio by reading words that appear in synchrony with the audio presentation may need this support to access audio content.</p> <p>For many students who are deaf or hard of hearing, viewing words (sometimes in combination with reading lips and ASL) is how they access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in the listening stimuli.</p>	<p><b>Set in TIDE:</b> Yes <b>Location:</b> Embedded Accommodations <b>TIDE Label:</b> Closed Captioning <b>Default:</b> Off <b>Available options:</b> On</p>
<p><b>Permissive mode</b></p>	<p>ELA Math Science</p>	<p>Use of an AT device may require permissive mode to be set in TIDE (e.g., alternate response options, non-embedded speech-to-text programs, math windows, whiteboard).</p>	<p>Access to internet must be disabled on AT devices. Functionality must be verified with the test platform. AT devices, including low-tech AT (math window), are permitted to make notes.</p> <p>Students should practice the use of AT devices in the practice and training tests using the secure test browser to ensure functionality.</p>	<p><b>Set in TIDE:</b> Yes <b>Location:</b> Embedded Accommodations <b>TIDE Label:</b> Permissive Mode <b>Default:</b> Off <b>Available options:</b> On</p>

Embedded Accommodations	Content	Description	Recommendation for Use	TIDE Information
Print on demand	ELA Math Science	<p>The student uses paper copies of individual test items printed from the Test Delivery System (TDS). The student requests the printing from within the secure browser and the TA prints the materials from the TA Interface. The student or a scribe enters student answers to items into the TDS.</p> <p><b>For ELA and math:</b></p> <p>Print on demand allows the student to receive items based on the adaptive nature of the online test.</p>	Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation.	<p><b>Set in TIDE:</b> Yes</p> <p><b>Location:</b> Embedded Accommodations</p> <p><b>TIDE Label:</b> Print on Demand</p> <p><b>Available Options:</b></p> <p><b>ELA:</b> items; stimuli; and passages, stimuli and items</p> <p><b>Math:</b> items; stimuli; and stimuli and items</p> <p><b>Science:</b> items; stimuli; and stimuli and items</p> <p>Accessed by student and delivered by TA during testing.</p>
Speech-to-text	ELA Math Science	<p>The embedded speech-to-text feature only supports dictation of student responses to test questions. It does not support verbal system commands such as "back" or "next". For dictation of student responses and verbal system command support students should use a non-embedded speech-to-text device.</p> <p><b>For math and science:</b></p> <p>If "English only" is selected, the student will only be able to dictate their responses in English.</p> <p>If "English &amp; Spanish" is selected, the student will be able to dictate in either English or Spanish. The student will see Español in the menu bar of the response box and dictate in Spanish; they can change that drop-down menu to English and then dictate in English.</p>	<p>Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce text or commands using computer keys may need alternative ways to work with computers.</p> <p>Speech-to-text technology requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential.</p> <p>Students who use speech-to-text will need headphones unless tested individually in a separate setting.</p>	<p><b>Set in TIDE:</b> Yes</p> <p><b>Location:</b> Embedded Accommodations</p> <p><b>TIDE Label:</b></p> <p>Speech-to-Text (ELA) Speech-to-Text (math/science)</p> <p><b>Default:</b> Off</p> <p><b>Available Options:</b></p> <p><b>ELA:</b> On</p> <p><b>Math/Science:</b> English only, and English &amp; Spanish</p>
Text-to-speech (test content)	ELA	<p><b>For ELA CAT reading passages.</b></p> <p>Passage text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice.</p>	This accommodation is appropriate for a very small number of students. Students who use text-to-speech will need headphones unless tested individually in a separate setting.	<p><b>Set in TIDE:</b> Yes</p> <p><b>Location:</b> Embedded Designated Support</p> <p><b>TIDE Label:</b> Text-to-Speech (Test Content)</p> <p><b>Default:</b> Off</p> <p><b>Available options:</b></p> <p><b>ELA CAT:</b> passages; and passages, stimuli, and items</p>

**Table 9: Non-embedded Accommodations** lists accommodations available to students for computer based or accommodated form testing. Non-embedded accommodations are externally delivered dependent upon accommodation type. Non-embedded accommodations are marked in TIDE. The table includes a description of each available accommodation, recommendations for use, and TIDE settings information.

*Table 9. Non-embedded Accommodations*

Non-embedded Accommodations	Content	Description	Recommendation for Use	TIDE Information
100s number table	Math	A paper-based table listing numbers from 1–100 published by Smarter Balanced and available for printing on the WCAP portal.	Students with visual processing or spatial perception needs may find this beneficial.	<p><b>Set in TIDE:</b> Yes</p> <p><b>Location:</b> Non-embedded Accommodations</p> <p><b>TIDE Label:</b> 100s Number Table</p> <p>TA provided document accessed by student during testing.</p>
Abacus	Math Science	This accommodation may be used in place of scratch paper for students who typically use an abacus.	Some students, including students with visual impairments or with documented processing impairments.	<p><b>Set in TIDE:</b> Yes</p> <p><b>Location:</b> Non-embedded Accommodations</p> <p><b>TIDE Label:</b> Abacus</p> <p>TA provided support accessed by student during testing.</p>
Alternate response options	ELA Math Science	Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, FilterKeys, adapted mouse, touch screen, head wand, and switches.	Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and compatible with TDS.	<p><b>Set in TIDE:</b> Yes</p> <p><b>Location:</b> Non-embedded Accommodations</p> <p><b>TIDE Label:</b> Alternate Response Options</p>
American Sign Language (ASL)	Science	District provides student access to the assessment through a trained adult interpreter. Test content is translated by a human signer into ASL. The human ASL signer and the test content (online or paper) are viewed by the student. The adult interpreter adheres to the GAAP Sign Guidance.	Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information.	<p><b>Set in TIDE:</b> Yes</p> <p><b>Location:</b> Non-embedded Accommodations</p> <p><b>TIDE Label:</b> American Sign Language</p> <p>Delivered by a trained adult ASL interpreter, accessed by student during testing.</p>
Braille test booklet	ELA Math Science	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform).	Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch.	<p><b>Set in TIDE:</b> Yes</p> <p><b>Location:</b> Non-embedded Accommodations</p> <p><b>TIDE Label:</b> Paper Pencil Braille</p>

Non-embedded Accommodations	Content	Description	Recommendation for Use	TIDE Information
Calculator	Math Science	<p><b>For grades 6–HS on calculator-allowed math items. For all science items.</b></p> <p>A non-embedded, stand-alone calculator for students needing a specialized calculator, such as a braille calculator or a talking calculator, currently unavailable within TDS.</p>	<p>Students who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator.</p> <p>TAs will ensure that the calculator is available only for designated calculator items and that calculator functions are consistent with those of the embedded calculator for each grade level. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed. Administration directions will identify items open to calculator use. In those instances, TAs will make calculators available to students.</p> <p>For additional information on calculator use and restrictions see the <a href="#">Calculator Policy</a>.</p>	<p><b>Set in TIDE:</b> Yes</p> <p><b>Location:</b> Non-embedded Accommodations</p> <p><b>TIDE Label:</b> Calculator</p> <p>TA provided accommodation accessed by qualifying student during testing.</p>
Large print test booklet	ELA Math Science	<p>A large print paper form of the test that is provided to the student with a visual impairment. The font size for the large print form is 18 point on paper sized 11 x 17.</p>	<p>This accommodation is appropriate for a very small number of students. Students with visual impairments who may not be able to use zoom or magnifying devices to access the online test may need a large print paper test.</p>	<p><b>Set in TIDE:</b> Yes</p> <p><b>Location:</b> Non-embedded Accommodations</p> <p><b>TIDE Label:</b> Paper Pencil Large Print</p> <p>Test booklets are ordered for a student by selecting Paper Pencil Large Print in the non-embedded accommodations section of TIDE student settings during the initial orders window. Test booklets ordered after the initial orders window closes will be ordered in TIDE additional orders.</p>
Multiplication table	Math	<p>A paper-based multiplication table containing numbers 1–12, available for printing on the WCAP portal.</p>	<p>For students with a documented and persistent calculation disability (e.g., dyscalculia).</p>	<p><b>Set in TIDE:</b> Yes</p> <p><b>Location:</b> Non-embedded Accommodations</p> <p><b>TIDE Label:</b> Multiplication Table</p> <p>TA provided document accessed by student during testing.</p>

Non-embedded Accommodations	Content	Description	Recommendation for Use	TIDE Information
Read aloud in English	ELA	<p><b>For ELA reading passages.</b> Text is read aloud to the student by a trained and qualified test reader who follows the <i>Read Aloud Guidelines for Washington State Assessments</i>.</p> <p><b>ELA CAT:</b> All of the content may be read aloud, including the reading passages on the left side of the screen.</p>	<p>This accommodation is appropriate for a very small number of students (estimated to be approximately 1–2% of students with disabilities participating in state assessments) for whom there is no other way to access the reading passages (e.g., a student who is blind and doesn't read braille). It is not necessarily appropriate for students who have reading skills below grade level as that is what we are measuring (a student's at grade level reading skills) regardless of a student's disability. This accommodation should only be provided to those who receive it (or audio/read aloud) daily for instruction across environments or subjects.</p>	<p><b>Set in TIDE:</b> Yes</p> <p><b>Location:</b> Non-embedded Accommodations</p> <p><b>TIDE Label:</b> Read aloud passages - English</p> <p><b>Available Options:</b></p> <p><b>ELA CAT:</b> Read aloud stimuli; and Read aloud passages, stimuli, and items</p> <p>Delivered by trained staff, accessed by student during testing.</p>
Scribe	ELA	<p>Students dictate their response to a trained and qualified human scribe who records verbatim what the student dictates. The scribe must follow the <i>Scribing Protocol for Washington State Assessments</i>.</p> <p><b>ELA PT:</b> The full write response is dictated.</p>	<p>Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. For many of these students, dictating to a scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the scribe, and to view what they produce while composing via dictation to the scribe.</p> <p>Scribing is available for both the online and paper tests.</p>	<p><b>Set in TIDE:</b> Yes</p> <p><b>Location:</b> Non-embedded Accommodations</p> <p><b>TIDE Label: ELA:</b> Scribe PT 2</p> <p>Delivered by trained staff, accessed by student during testing.</p>
Spanish print test booklet	Math Science	<p><b>Math:</b> Provides the full Spanish translation of each test item above the original item in English.</p> <p><b>Science:</b> Provides entire test translated in Spanish.</p>	<p>This accommodation is appropriate for a very small number of students. Students with impairments or a medical condition (e.g., concussion) which precludes them from taking an online test, and whose primary language is Spanish, may use the Spanish paper test.</p> <p>Students taking the Spanish math and science tests may respond to items in English, Spanish, or a combination of both.</p>	<p><b>Set in TIDE:</b> Yes</p> <p><b>Location:</b> Non-embedded Accommodations</p> <p><b>TIDE Label:</b></p> <p><b>Math:</b> Paper Pencil Spanish SBA</p> <p><b>Science:</b> Paper Pencil Spanish WCAS</p> <p>Test booklets are ordered for a student by selecting Paper Pencil Spanish in the non-embedded accommodations section of TIDE student settings during the Initial orders window. Test booklets ordered after the initial orders window closes will be ordered in TIDE additional orders.</p>

Non-embedded Accommodations	Content	Description	Recommendation for Use	TIDE Information
Speech-to-text	ELA Math Science	Voice recognition software allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own AT devices.	<p>Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. If students use their own AT devices, all assessment content must be deleted from these devices after the test for security purposes.</p> <p>For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.</p>	<p><b>Set in TIDE:</b> Yes</p> <p><b>Location:</b> Non-embedded Accommodations</p> <p><b>TIDE Label:</b> Speech-to-Text</p> <p>The use of this device may require permissive mode to be set in TIDE.</p> <p>AT device provided to student for use during testing.</p>
Standard print test booklet	ELA Math Science	A standard print paper form of the test. The font size for the standard print form is 14 point on paper sized 8.5 x 11.	This accommodation is appropriate for a very small number of students. Students with impairments or a medical condition (e.g., concussion) which precludes them from being able to use the online tests may use a paper version of the test.	<p><b>Set in TIDE:</b> Yes</p> <p><b>Location:</b> Non-embedded Accommodations</p> <p><b>TIDE Label:</b> Paper Pencil Standard</p> <p>Test booklets are ordered for a student by selecting Paper Pencil Standard in the non-embedded accommodations section of TIDE student settings during the initial orders window. Test booklets ordered after the initial orders window closes will be ordered in TIDE additional orders.</p>

Non-embedded Accommodations	Content	Description	Recommendation for Use	TIDE Information
Translations glossaries for paper testing	Math Science	<p><b>For math and science paper tests only.</b></p> <p>Translated paper glossaries are provided for selected construct-irrelevant terms. Only state approved glossaries posted on the WCAP portal may be provided to students.</p>	<p>Students who have limited English language skills (whether or not designated as multilingual learners (MLs), and multilingual learners (MLs) with disabilities) can use the translations glossaries for specific items.</p> <p>Translation glossaries for math are available in the following languages: Arabic, Burmese, Cantonese, Filipino, Hmong, Korean, Mandarin, Punjabi, Russian, Somali, Spanish, Ukrainian, and Vietnamese.</p> <p>Translation glossaries for science are available in Spanish.</p>	<p><b>Set in TIDE:</b> No</p> <p>TA provided document accessed by student during testing.</p>
Word prediction	ELA Math Science	<p>Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary.</p> <p>Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program which reads back the information the student has written. If further supports are needed for speech output, see the <i>Read Aloud Guidelines for Washington State Assessments</i>.</p>	<p>Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of AT, may use word prediction. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. Use of word prediction does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word prediction also be able to develop planning notes and review their writing with or without word prediction.</p> <p>Students who use word prediction in conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own AT devices.</p>	<p><b>Set in TIDE:</b> Yes</p> <p><b>Location:</b> Non-embedded Accommodations</p> <p><b>TIDE Label:</b> Word Prediction</p> <p>The use of this device may require permissive mode to be set in TIDE.</p> <p>AT device provided to student for use during testing.</p>

# Appendix A: Online Braille Testing

## Online Braille Testing

Braille testing through the Test Delivery System (TDS) is available for ELA and math tests only. TDS delivers the test content to a braille embosser or a Refreshable Braille Display (RBD) via the JAWS screen reader. Questions that contain only text are sent to an RBD. Questions containing text and images that cannot be read by an RBD are sent to a braille embosser. All math test content is delivered in Nemeth Braille via a braille embosser.

When planning for the administration of the online braille test, arrange for students to have additional testing time to complete the test. Frequent breaks, short sessions, one-on-one, and small group testing should be considered. For security purposes, tablets are not supported for braille testing.

### Practice

Prior to testing, all students should be given the opportunity to practice with all accommodations set using the practice and training tests. This not only promotes familiarity with accommodations but also allows adjustments to be made in advance of testing. JAWS voice settings are based on a student's individual needs and preferences. The voice profile, speaking rate, and punctuation settings must be set prior to administering assessments.

### Testing

Students taking a braille test in TDS will receive online tests in an accessible format via streamlined mode. Streamlined mode facilitates the supported screen reading software and printing to Braille embossers. Streamlined mode arranges the test content vertically. The stimuli appear at the top of the page, and questions appear in sequence below their associated stimulus.

### Additional Support for ELA

Braille transcriptions are available for the listening passages in the ELA CAT portion of the test. When this tool is enabled, any audio associated with the listening passages and items will have an associated transcript in the TDS toolbar that can be read by the student's RBD.

### Additional Support for Math

Pre-embossed braille graphics are available if districts do not have an embosser.

### Security

Embossed braille printouts must be collected and inventoried at the end of each test session and securely shredded immediately. DO NOT keep printed test items/stimuli for future test sessions.

Table 10. Embedded Braille Testing Supports

Braille Online Test Supports	Available for	Description	Additional Information	Location
Braille	ELA Math	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform).	Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch.  Alternative text descriptions are embedded in the assessment for all graphics.	Set in TIDE: Yes Location: Embedded Designated Supports TIDE Label: Presentation: Braille Default: Off Available options: English and Braille

Braille Online Test Supports	Available for	Description	Additional Information	Location
Braille graphics	Math	Pre-embossed braille graphics for the online math assessment. Contact Doug Trent at American Printing House at: <a href="mailto:dtrent@aph.org">dtrent@aph.org</a> .	Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch.	<p>Set in TIDE: Yes</p> <p>Location: Non-embedded Accommodations</p> <p>TIDE Label: Braille Graphics</p> <p>TA provided document accessed by student during testing.</p>
Braille transcript	ELA	<p><b>For ELA listening stimuli.</b></p> <p>A braille transcript of the audio of the listening passages. Braille transcripts are available in UEB contracted and UEB uncontracted.</p>	<p>Students may have difficulty hearing the listening portion of the passage and also do not have enough functional vision to read the closed captioning provided for the passage.</p> <p>Students who are visually impaired or blind and deaf or hard of hearing AND who use braille may have access to braille transcripts.</p>	<p>Set in TIDE: Yes</p> <p>Location: Embedded Accommodations</p> <p>TIDE Label: Braille Transcript</p> <p>Default: Off</p> <p>Available options:</p> <p>ELA CAT: On</p>
Braille type	ELA Math	<p>Refreshable braille is only available for ELA because Nemeth Braille code cannot be supported using refreshable braille.</p> <p>For math, braille will be presented via an embosser; embosser-created braille can also be used for ELA.</p>		<p>Set in TIDE: Yes</p> <p>Location: Embedded Accommodations</p> <p>TIDE Label: Braille Type</p> <p>Default: No Braille</p> <p>Available options:</p> <p>ELA:</p> <p>UEB contracted</p> <p>UEB uncontracted</p> <p>Math:</p> <p>UEB contracted</p> <p>UEB uncontracted with Nemeth math</p> <p>UEB contracted</p> <p>UEB uncontracted with UEB math</p>
Emboss	ELA Math	<p>Emboss is selected if an embosser is being used as opposed to using JAWS. Allows braille to be presented via embosser; used for ELA and math when Braille is selected in Presentation.</p> <p>The content of a test determines whether passages and questions are delivered to a Braille embosser or to a Refreshable Braille Display (RBD) via JAWS.</p>	<p><b>ELA:</b> Test content is presented to students with questions in either contracted or uncontracted literary Braille: Questions containing only text are sent to an RBD. Questions containing text and images that an RBD cannot read are sent to a Braille embosser.</p> <p><b>Math:</b> All test content is delivered in Nemeth Braille via a Braille embosser.</p>	<p>Set in TIDE: Yes</p> <p>Location: Embedded Accommodations</p> <p>TIDE Label: Emboss</p> <p>Default: None</p> <p>Available options:</p> <p>ELA CAT: stimuli and items</p> <p>ELA PT: stimuli and items</p> <p>Math: stimuli and items</p>

\*Emboss request type has been removed from the online braille settings table because it is no longer an available setting within TIDE. Online Braille tests with Emboss changed from the default will all be set to auto request.

## Appendix B: Non-standard Accommodation Request

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### Addressing the Unique Access Needs of Students

OSPI may issue temporary approvals (e.g., one assessment administration), on an individual basis, for unique student accessibility need. OSPI will evaluate formal requests for accessibility need and determine whether or not the request conflicts with the measurement construct.

The *Guidelines on Tools, Supports, and Accommodations* provides information on the allowable designated supports and accommodations for state assessments. These are intended to provide maximum access to the assessments, giving students eligible to receive special education or 504 services the opportunity to demonstrate their knowledge and skills on the Smarter Balanced, WCAS, and WIDA assessments.

Washington recognizes that there are unique circumstances in which a student with a documented disability may require an accommodation or support that is not detailed in these *Guidelines*, in order to access the assessment. If a student's IEP or 504 plan documents the need for an accommodation or designated support that is not addressed within these *Guidelines*, the student's IEP team or educator may request that the DAC submit a Non-standard Accommodation Request to the state. When applying for more than one assessment, address each assessment separately.

The [Non-standard Accommodation Request](#) is available on the WCAP portal. Once completed, DACs will send an email to [Assessment@k12.wa.us](mailto:Assessment@k12.wa.us) requesting access to our secure .email portal. Do not include any identifying student information in non-secure communication with OSPI. Assessment Operations will send the DAC a secure email and DACs can attach the request(s) and send to the state for processing.

Non-standard accommodations and designated supports are subject to approval by the Office of Superintendent of Public Instruction (OSPI). Approvals are only valid for the test administration (2021–22 school year) listed on the request.

# Appendix C: Frequently Asked Questions

## Overview

The following FAQ may be used by districts to ensure understanding among staff and schools regarding the universal tools, designated supports, and accommodations available to students. Schools may use them with decision-making teams (including parents) as decisions are made and implemented with respect to use of these *Guidelines*.

Additional information to aid in the implementation of these *Guidelines* is available in the [Individual Student Assessment Accessibility Profile \(ISAAP\) Module](#) and the [Individual Student Assessment Accessibility Profile Guide](#).

The FAQ is organized into four sections. First are general questions. Second is a set of questions about specific universal tools, designated supports, and accommodations. Questions that pertain specifically to multilingual learners (MLs) comprise the third section of the FAQ, and questions that pertain specifically to students with disabilities comprise the fourth section.

## GENERAL FAQS

1. **What are the differences among the three categories of universal tools, designated supports, and accommodations?**

**Universal tools** are accessibility features that are available to all students based on student preference and selection.

**Designated supports** are accessibility features that are available for use by any student (including multilingual learners, students eligible to receive special education or 504 services, and multilingual learners eligible to receive special education or 504 services) for whom the need has been indicated by an educator or team of educators (with parent/ guardian and student input as appropriate).

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

These *Guidelines* identify accommodations for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 plan. Universal tools, designated supports, and accommodations may be either embedded in TDS or provided outside the test platform as non-embedded.

*Table 11. Are Tools Available for my Student?*

Category	All Students	Multilingual Learners (MLs)	Students with Disabilities	MLs with Disabilities
Universal Tools	Yes	Yes	Yes	Yes
Designated Supports	Yes (see note)	Yes (see note)	Yes	Yes
Accommodations	No	No	Yes	Yes

*Note: Only for instances that an adult (or team) has deemed the supports appropriate for a specific student's testing needs.*

2. **What is the difference between embedded and non-embedded accessibility? How might educators decide what is most appropriate?**

Embedded versions of the universal tools, designated supports, and accommodations are provided within the TDS as a programmed feature while non-embedded versions are provided at the local level through means other than the TDS. The choice between embedded and non-embedded universal tools, designated supports,

and accommodations should be based on the individual student's needs. The decision should reflect the student's prior use of, and experience with each feature.

**3. Under which conditions may a state elect not to make available to its students an accommodation that is allowed by a testing consortia?**

Testing consortia acknowledge the careful balance needed between standardization across member states and individual state autonomy. To maintain this balance, individual states may elect not to make available an accessibility feature if there is a conflict with the member state's laws, regulations, or policies.

**4. Can consortia member states allow additional universal tools, designated supports, or accommodations to individual students on a case by case basis?**

Yes, but only under specific circumstances. To address emergent issues that arise at the local level, authorized staff in member states will have the authority to approve temporary unique testing conditions for individual students. Because it is unknown whether a temporarily provided universal tool, designated support, or accommodation actually belongs in the defined categories, all such temporary testing conditions are considered to be unique decisions. Authorized state staff includes only those individuals who are familiar with the constructs to be measured by the applicable assessment, so students are not inadvertently provided with universal tools, designated supports, or accommodations in violation of the test designs. The unique accommodations approved by a state for individual students will be submitted to the applicable testing consortium as part of an annual review process. Temporary unique accommodations accepted by a testing consortium will be incorporated into official guidance released for the subsequent year.

**5. Where can a person go to get more information about making decisions on the use of designated supports and accommodations?**

Aside from the abridged information in this document and the referenced CCSSO document that is the foundation for the identified 5-Step process, additional information on practices that can be applied to the decision-making for student accessibility can be found on the [WCAP portal](#) or on the [Smarter Balanced website](#).

**6. Who is supposed to input information about designated supports and accommodations into the TIDE? How is the information verified?**

Generally, a school or district will designate a person to enter information into TIDE. Often this person is a School Test Coordinator.

**7. What happens if the accommodations presented in a student's IEP or 504 plan do not match any of the accommodations listed in these Guidelines?**

IEP and 504 teams should consider accommodations a student needs and if it is decided that a specific accommodation is needed that is not included in this guidance document, the team should submit a [Non-Standard Accommodation or Designated Support Request](#) to the state. The state will evaluate whether the proposed accommodation or designated support poses possible violation to the constructs measured by the applicable assessment. Based on this evaluation, the state will either issue a temporary approval or will deny the request. Temporary approvals will be forwarded to a standing committee of the applicable testing consortium for consideration and possible recommendation for future incorporation of new features into the guidelines.

**8. What is the process and timeline for updating and making changes to the accessibility guidance?**

The testing consortia asks members to request changes to the governing documents once each year. The process for making changes is initiated through a survey administered in the spring. States submit requests via the survey, and upon collecting the results, the testing consortium engages a process of examining

available research, soliciting feedback from external experts and advisory committees, and discussing requests with the respective standing committee. Any new policy and/or change to existing policy the committee recommends is brought to the governance group of the consortium for a vote. If accepted the guidance document is updated during the summer for the new school year.

**9. Why are calculators only allowed in Smarter Balanced math assessments grades 6–8 and HS?**

The development of computational fluency in the Common Core Standards in grades 3–5 is grounded in the use of strategies to perform operations taken together with the accuracy of the results. The focus and coherence described in the standards document requires that aligned assessments include items that measure the connections across standards.

After grade 5, the primary focus of the standards shifts from students' understanding of operations to expanding how they use them in domains such as ratios and proportional relationships and algebra.

**10. What is the difference between an item, passage, and stimuli?**

A stimuli (also referred to as passage for ELA) is what a student will see on the left hand side of the screen. Most items/tasks for assessment include a stimulus along with a set of questions (items) to which the student responds. Stimulus materials are used in ELA and science assessments to provide context for assessing the knowledge and skills of students. These stimuli are diverse. They can be traditional passages but viewed on a computer screen; audio presentations with images for students to listen to; simulated web pages for students to use for research; or scenarios to react to. An item is the question, answer options, answer space, etc. Items may have one or more parts (e.g., Part A, Part B). A student will see items on the right-hand side of the assessment screen.

## UNIVERSAL TOOLS AND DESIGNATED SUPPORTS FAQs (AVAILABLE FOR ALL STUDENTS)

**11. Is the digital notepad universal tool fully available for ELA, math and science? Will a student's notes be saved if the student takes a 20 minute break?**

The digital notepad is available on all items in ELA, math, and science. If the break exceeds 20 minutes, the notes will not be saved. There is no limit on the number of pauses that a student can take in one test sitting.

**12. For the global notes universal tool, if a student takes a break of 20 minutes do the notes disappear?**

No. Global notes, which are used for ELA performance tasks only, will always be available until the student submits the test, regardless of how long a break lasts or how many breaks are taken.

**13. For the highlighter universal tool, if a student pauses a test for 20 minutes, do the highlighter marks disappear?**

Yes. If a student is working on a passage or stimulus on a screen and pauses the test for 20 minutes to take a break, the student will still have access to the information visible on that particular screen. However, students do lose access to any information highlighted on a previous screen.

**14. How are students made aware that the math universal tools (e.g., calculator) are available when moving from item to item?**

Tools that are available in the TDS toolbar (e.g. calculator) will appear in the toolbar when they are available. If the tool is available in the item context menu (e.g., highlighter) the student needs to select the context menu to see that it is available.

**15. How are students made aware that the spell check universal tool for ELA is available when moving from item to item?**

When a student selects the spell check button a line will appear under misspelled words in the student response.

**16. For the zoom universal tool, is the default size specific to certain devices? Will the TAM provide directions on how to do this adjustment?**

The default size is available to all students and is not specific to certain devices. Information on how to use the zoom universal tool is included in the directions at the beginning of each test. Please note that in addition to zoom, students may have access to magnification, which is a non-embedded designated support.

**17. For the English glossary universal tool, how are terms with grade- and context-appropriate definitions made evident to the student?**

Selected terms have a light rectangle around them. If a student hovers over the terms, the terms with the attached glossary are highlighted. A student can click on the terms and a pop-up window will appear. In addition, a student can click on the audio button next to each term to hear it.

**18. For the mark-for-review universal tool, will selections remain visible after a 20 minute break?**

No. If a student takes a break for longer than 20 minutes, the student will not be able to access items from previous screens.

**19. Can universal tools be turned off if it is determined that they will interfere with the student's performance on the assessment?**

Yes. If an adult (or team) determines that a universal tool might be distracting or that students do not need to use them or are unable to use them. This information must be noted in TIDE prior to test administration.

## **FAQS PERTAINING TO MULTILINGUAL LEARNERS (MLS)**

**20. How are the language access needs of MLs addressed in these Guidelines?**

The language access needs of MLs are addressed through the provision of numerous universal tools and designated supports. These include universal tools such as English dictionaries for full writes and English glossaries, and designated supports such as translated test directions and glossaries. These are not accommodations in the state program specific to language access; accommodations are to documented disabilities.

**21. What languages are available to MLs in Text-to-Speech?**

Text-to-speech is currently available only in English. However, the translated glossaries include an audio component automatically available to any student with the translated glossaries embedded designated support.

**22. For which content areas will Smarter Balanced provide translation supports for students whose primary language is not English?**

For the listening portion of the English language arts assessment, Smarter Balanced will provide full translations in American Sign Language delivered through the Test Delivery System (TDS).

For math, the test supports full translations in American Sign Language and Spanish (referenced as dual language translations in Spanish), and primary language pop-up glossaries in various languages and dialects including Arabic, Burmese, Cantonese, Filipino, Hmong, Korean, Mandarin, Punjabi, Russian, Somali, Spanish, Ukrainian, and Vietnamese.

For science (which is not a Smarter Balanced assessment), the test supports full translations Spanish (referenced as dual language translations in Spanish with Spanish translation presented directly above the English item), and primary language pop-up glossaries in various languages and dialects including Arabic, Burmese, Cantonese, Filipino, Hmong, Korean, Mandarin, Punjabi, Russian, Somali, Spanish, Ukrainian, and Vietnamese.

Only translations that have gone through the translation process outlined in the [Smarter Balanced Translation Framework](#) would be an accepted support.

**23. Does a student need to be identified as a multilingual learner in order to receive translation and language supports? What about International Education Exchange students?**

Translations and language supports are provided as universal tools and designated supports. Universal tools are available to all students. Designated supports are available to those students for whom an adult (or team) has determined a need for the support. Thus, these are available to all students, regardless of their status as a multilingual learner (ML). International Education Exchange students would have access to all universal tools and those designated supports that have been indicated by an adult (or team).

**24. For the translated test directions designated support, what options are available for students who do not understand the language available in the digital format? Can a human reader provide directions in the native language?**

If a student needs a Read aloud/text-to-speech accommodation in another language, then the test directions should be provided in that other language. The reader or text-to-speech device must be able to provide the directions in the student's language without difficulty due to accent or register. To ensure quality and standardized directions, the reader or text-to-speech device should only use directions that have undergone professional translation by the Consortium prior to testing.

Translated test directions for ELA, math and science are available in the following languages: Arabic, Burmese, Cantonese, Filipino, Hmong Green, Hmong White, Korean, Mandarin, Punjabi East, Punjabi West, Russian, Somali, Spanish, Ukrainian, and Vietnamese.

**25. How is the translations glossaries non-embedded designated support different from the bilingual dictionary?**

The translations glossaries non-embedded designated support includes the customized translation of pre-determined construct-irrelevant terms that are most challenging to multilingual learners. The translation of the terms is context-specific and grade-appropriate.

Bilingual dictionaries often do not provide context-specific information nor are they customized. In addition, the translation glossaries include audio support.

## FAQS PERTAINING TO STUDENTS WITH DISABILITIES

### 26. Is an embedded ASL accommodation available on ELA items that are not part of the listening portion of the test?

The embedded ASL accommodation is not available on any ELA items that are not part of the listening claim. For the listening portion of the test, a deaf or hard of hearing student who has a documented need in an IEP or 504 plan may use ASL.

### 27. Can interpreters be used for students who are deaf or hard of hearing who do not use ASL?

The applicable testing consortia have consulted with external experts who have unanimously advised against this practice. Research indicates severe challenges with standardization and quality of different formats. If local administrators believe a need exists to use a sign format other than ASL, administrators will need to work through the [Non-standard Accommodation or Designated Support Request](#) process.

### 28. What options do districts have for administering state assessments to students who are blind?

Students taking the braille assessment online will have access to either refreshable braille available for ELA or embosser-created braille for available ELA and math. Text-to-speech is also available and can be used in conjunction with embedded braille. Students should participate in decisions about accommodation preference and can make modifications if they find a feature distracting. Accommodated braille paper tests are available for ELA, math, and science. Read aloud is available can be used in conjunction with the accommodated form.

### 29. Why is the non-embedded abacus an accommodation for the non-calculator items? Doesn't an abacus serve the same function as a calculator?

An abacus is similar to the sighted student using paper and pencil to write a problem and do calculations. The student using the abacus has to have an understanding of number sense and must know how to do calculations with an abacus.

### 30. For the print on demand accommodation, how are student responses recorded – by a teacher using a computer or some other method?

The method of recording student responses depends on documentation in the IEP or 504 plan. After recording responses on the paper version, the student could enter responses into the computer or the teacher could enter responses into the computer. Scribes who enter student responses into the computer must be trained in the *Scribing Protocols for Washington State Assessments* and sign a *Test Security Staff Assurance* form.

### 31. If students are using their own devices that incorporate word prediction, will this impact their score?

The students' score will not be affected under these circumstances. Students using these devices must still use their knowledge and skills to review and edit their answers.

### 32. How are Assistive Technology (AT) devices certified for use with the state assessments?

AT device manufacturers may use the practice and training tests, through the secure browser as a method of determining whether a device works with the assessment. In addition, schools and districts can use the secure browser practice test to evaluate devices to ensure their functions are consistent with those allowed in these *Guidelines*.

## Appendix D: Glossary

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### Glossary

**Abacus:** Also called a counting frame, an abacus is a manual computing device used for performing arithmetic processes. Abaci usually consist of a frame holding parallel rods strung with movable beads.

**Accommodations:** Changes in procedures or materials that increase equitable access during the state assessments. Assessment accommodations generate valid assessment results for students who need them; they allow students to show what they know and can do.

**Alternate Assessments:** Testing instruments used to evaluate the performance of students who are unable to participate in regular state assessments even with accommodations. Washington's Access to Instruction and Measurement (WA-AIM) is the state's alternate assessment and is designed specifically for students with the most significant cognitive disabilities to participate in the state accountability system. Students must meet criteria to participate. The WIDA Alternate ACCESS is used to assess the language proficiency for multilingual learners (MLs) with the most significant cognitive disabilities.

**American Sign Language (ASL):** A complete, complex language that employs signs made by moving the hands combined with facial expressions and postures of the body. It is the primary language of many North Americans who are deaf and is one of several communication options used by people who are deaf or hard of hearing.

**Assistive Technology (AT):** Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of students with disabilities. For additional information visit <https://www.specialedtechcenter.org/>.

**Braille:** A system of raised dots that can be read with the fingers by people who are blind or who have low vision.

**Designated Supports:** Are features that are available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student) and allowed on state assessments.

**Disability:** According to the Individuals with Disabilities Education Act (IDEA) 2004, the term "child with disability" means a child with an intellectual disability, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities; and who, by reason thereof, needs special education and related services. Children with disabilities who qualify for special education are also automatically protected by Section 504 of the Rehabilitation Act of 1973 and under the Americans with Disabilities Act (ADA). However, all modifications that can be provided under Section 504 or the ADA can be provided under the IDEA if included in the student's IEP.

**Disability (Section 504):** Under Section 504 of the Rehabilitation Act of 1973, a person with a disability is any person who (1) has a physical or mental impairment which substantially limits one of more major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. An impairment need not prevent or severely or significantly restrict a major life activity to be considered substantially limiting. Major life activities include, but are not limited to, functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating, and "major bodily functions," such as the functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

**Every Student Succeeds Act (ESSA):** Is the most recent reauthorization of the Elementary and Secondary Education Act as of 2015.

**Exempt Students:** Multilingual learners (MLs) who first enrolled in a U.S. public school within the past 12 calendar months are not required to take the ELA state assessment. Multilingual learners (MLs) new to the U.S. are required to take the math and science state assessments.

## Glossary

**Guidelines for Accessible Assessments (GAAP):** The goal of GAAP was to develop research-based sign guidelines that can be used across states, consortia, and assessment vendors to produce reliable and valid signed representations of assessment items and tasks for students who communicate using sign language.

**Individuals with Disabilities Education Act (IDEA):** Is a United States federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities. It addresses the educational needs of qualifying students eligible to receive special education or 504 services, from ages three through 21, in cases that involve 14 specified categories of disability. In defining the purpose of special education, IDEA 2004 clarifies Congress' intended outcome for each child with a disability: students must be provided a Free Appropriate Public Education (FAPE) that prepares them for further education, employment, and independent living.

**Individualized Education Program (IEP):** Means a written statement of an educational program for a student eligible for special education that is developed, reviewed, and revised by an IEP team in accordance with both the IDEA 2004 and Washington state law.

**Item:** The questions or stems that initiate the responses students provide on tests. The items are the elements of the test that are scored.

**Passages:** The embedded text associated with ELA items that provide the context, information, and details that students use in responding to the various items. Not all ELA items require an associated passage.

**Permissive Mode:** Is a feature in TIDE that must be enabled to use non-embedded assistive technology (AT). When permissive mode is enabled, students can use accessibility software in addition to the secure browser. The permissive mode feature will allow other windows to float on top of the secure browser and essentially lower the security on the machine to allow the two pieces of software to inter-operate— for example, Speech-to-Text software. Permissive Mode becomes enabled when the student is approved for testing. Students who have the Permissive Mode setting enabled must *not* continue with the login process until their accessibility software is correctly configured or they will have to log out and resume the login process. Permissive Mode is relaxed enough for the students to use the AT that they would typically use for other activities. We recommend that students have ample practice with the software before testing and that they use the secure practice/training tests or interims to ensure that they are able to navigate the test.

**Reliability:** Refers to the consistency of measurements.

**Section 504:** Of the Rehabilitation Act of 1973 is a federal law that protects the rights of individuals with disabilities in programs and activities that receive Federal financial assistance. Section 504 regulations require public school districts that receive Federal financial assistance to provide a "Free Appropriate Public Education" (FAPE) to each qualified student with a disability within the district's jurisdiction, regardless of the nature or severity of a student's disability. FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of non-disabled students are met.

**Section 504 Plan:** A student with a 504 plan qualifies a student with a disability under Section 504 of the Rehabilitation Act of 1973. A section 504 plan describes any services or accommodations that a school will provide to alleviate the impact of a student's disability on his or her education. A student eligible under Section 504 may or may not meet the eligibility criteria for special education under the IDEA if the student can be accommodated without the need for specially designed instruction. A 504 plan is not an Individualized Education Program (IEP) as is required for students in special education.

**Significant Cognitive Disabilities:** A student eligible for and receiving special education services who has a significant cognitive challenge and requires intensive, highly individualized, specially designed instruction and who by reason of their disability, require multiple opportunities to acquire and generalize knowledge and skills.

## Glossary

**Smarter Balanced Assessments (SBA):** Are aligned to [Washington K–12 Learning Standards](#) in English language arts/literacy (ELA/literacy) and math for grades 3–8 and 10. The assessments—which includes both summative assessments for accountability purposes and optional interim assessments for instructional use—are designed for use of computer adaptive testing technologies to provide meaningful feedback and actionable data that teachers and other educators can use to help students succeed. For additional information visit: [Smarter Balanced Assessments](#).

**Special Education Services:** Specially designed instruction, at no cost to parents, to meet the unique needs of a student eligible for special education, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings. A student receiving special education services is an eligible student who has been identified through a comprehensive evaluation as having a disability which adversely affects the educational performance of said student, therefore resulting in the student needing specially designed instruction.

**Stimuli:** The supporting materials embedded in the test (all content areas) that link to the responses that students generate on a test.

**Streamlined Interface Mode:** Takes away some of the visuals that a student would see during a typical test session. It modifies the layout content to be vertical and optimized and increases overall white space.

**Universal Tools:** Accessibility features available to all students based on student preference and selection.

**Validity:** The extent to which a test measures what it is supposed to measure.

**Washington Comprehensive Assessment of Science (WCAS):** The Washington Comprehensive Assessment of Science (WCAS) measures the level of proficiency that Washington students have achieved based on the Washington State 2013 K–12 Science Learning Standards, which are the Next Generation Science Standards (NGSS). All students are assessed on their knowledge of the standards through the WCAS in grades 5, 8, and 11. The tests fulfill the federal Every Student Succeeds Act (ESSA) requirement that students be tested in science once at each level: elementary, middle, and high school.

**Writing Prompt:** Generated as the prime contextualized reference that students write to in responding on the full write portion of the ELA assessment. The prompt for the full write should be viewed in the same manner as an item in the math, science, or remainder of the ELA assessment.

## References

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- Smarter Balanced. (2012). Accommodations for English Language Learners and Students with Disabilities: A Research-Based Decision Algorithm. Available at: <https://portal.smarterbalanced.org/library/en/accommodations-for-english-language-learners-and-students-with-disabilities-a-research-based-decision-algorithm.pdf>.
- State Curriculum and Assessment, And Relevant Federal and State Legislation Resources
- [Washington K–12 Learning Standards](#)
- [Individuals with Disabilities Education Act of 2004 \(IDEA\) Rule for the Provision of Special Education WAC 392-172A Section 504 of the Rehabilitation Act 1973](#)
- [Washington Comprehensive Assessment Program](#)
- [State Transitional Bilingual Instructional Program Discrimination Prohibition](#)
- [Equal Educational Opportunity](#)

# Documents and Websites Referenced

Table 12. Documents and Websites Referenced

Resource	Description
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**Non-Standard Accommodation or Designated Support Request**

OSPI may issue temporary accommodations (e.g., one assessment administration) on an individual basis for unique student accessibility needs. OSPI will evaluate formal requests for accessibility needs and determine whether to allow the request to proceed with the measurement construct. If a student's IEP or 504 plan documents the need for an accommodation or designated support that is not addressed within the Guidelines on Tools, Supports, and Accommodations, the student's IEP team or educator may request that the DC submit this form to the state. Non-standard accommodations and designated supports are subject to approval by the Office of Superintendent of Public Instruction (OSPI). This approval is only for the current test administration. When applying for more than one assessment, address each assessment separately.

Student Name \_\_\_\_\_ TID# \_\_\_\_\_  
Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_  
District \_\_\_\_\_ School \_\_\_\_\_

Student has an  IEP  Section 504 plan  EL Accommodation *(If none, stop here. Student does not qualify.)*

Summative Assessment:  Smarter Balanced  WCAS  WIDA  
 WIDA Alternate ACCESS

Subject Area (select all that apply):  ELA  Math  Science  Social  
 Speaking  Reading  Writing  Listening

Answer each of the following questions in section 1 and section 2 and submit to OSPI.

Section 1: Classroom and/or Instructional Use

1. What accommodation or designated support is being requested?

2. Explain how the requested accommodation or designated support is currently being used and implemented for the student during classroom instruction.

## 2021–22 Non-standard Accommodations Form

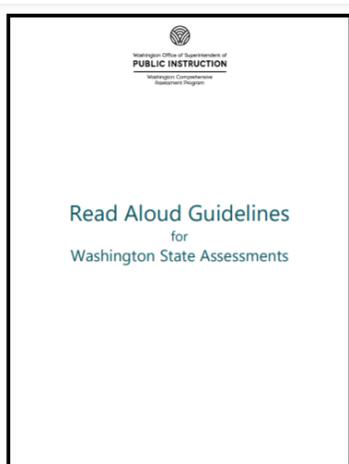
This form is used in unique circumstances in which a student with a documented disability may require an accommodation or support that is not detailed in the *Guidelines for Tools, Supports, and Accommodations*.

### Location:

<https://wa.portal.cambiumast.com> > Summative Smarter Balanced ELA and Math Assessments > Smarter Balanced Accessibility Supports > Associated Resources > General Information

### Web address:

<https://wa.portal.cambiumast.com/summative-accessibility-supports.html>



## 2021–22 Read Aloud Guidelines and Scribing Protocol

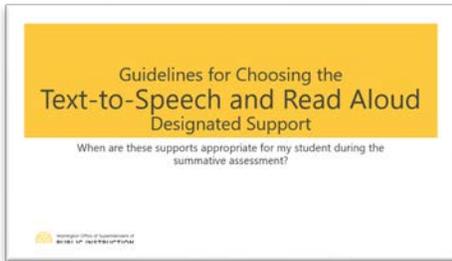
The *Read Aloud Guidelines* provides instructions for test readers who provide oral presentation of the assessment text to eligible students.

### Location:

<https://wa.portal.cambiumast.com> > Summative Smarter Balanced ELA and Math Assessments > Smarter Balanced Accessibility Supports > Associated Resources > General Information

### Web address:

<https://wa.portal.cambiumast.com/summative-accessibility-supports.html>

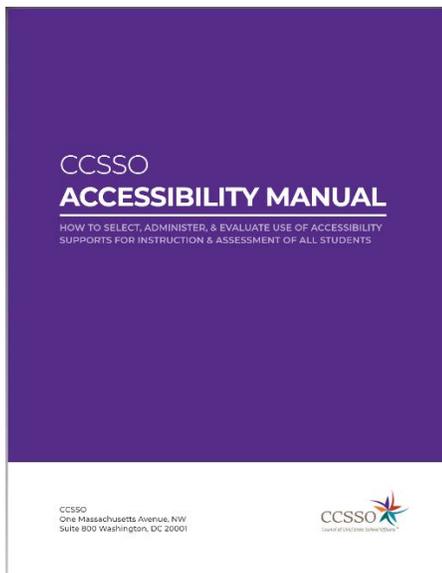


Guidelines for Choosing the Text-to-Speech and Read Aloud Designated Support

Presentation and questionnaires available.

**Location:** <https://wa.portal.cambiumast.com> > Summative Smarter Balanced ELA and Math Assessments > Smarter Balanced Accessibility Supports > Associated Resources > General Information

**Web address:** <https://wa.portal.cambiumast.com/summative-accessibility-supports.html>



2021–22 CCSSO Accessibility Manual

*How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of all Students*

**Web address:** [CCSSO Accessibility Manual |](#)