

## UNIVERSAL TOOLS

These tools for use on the End-of-Course Assessment are available to **ALL STUDENTS** unless otherwise noted.

Please read the full description prior to usage.

- Tools with a code (Sxxx) need to be marked in Nextera prior to the assessment.
- Some tools are only for use by English Learner (EL) students (EL students are those marked LEP-RCV or LEP-NRC in Core Data).

Tool	Description	Code
<b>Answer Masking</b>	The Nextera student platform allows <b>all students</b> access to an embedded masking tool to block off answer choices that may be distracting.	S107
<b>Bilingual Dictionary</b>	<b>EL students</b> may have access to a physical Bilingual Dictionary for use <b>ONLY</b> on the Writing Prompt for the English I and English II assessments. If the Bilingual Dictionary is electronic, it may not connect to the Internet.  This tool must be chosen in Nextera under student accommodations prior to testing.	S431
<b>Break</b>	<b>All students</b> may take breaks of up to 20 minutes as needed. There is no limit to how many times a student may take a break during an assessment.	N/A
<b>Calculator</b>	The Nextera student platform features an embedded calculator for <b>all students</b> to use on the mathematics and science assessments.  <b>All students</b> may have access to a physical calculator for all mathematics and science assessments. The memory of the physical calculator must be cleared before and after testing by the test examiner.  <i>Please Note: Use of a calculator is only for the Mathematics and Science assessments.</i>	N/A
<b>Color Contrast</b>	The Nextera student platform allows <b>all students</b> to reverse the contrast of the display (black background and white text).  <b>All students</b> taking the Paper/Pencil assessment may have the test printed in different colors based on student needs or preferences.  This tool must be chosen in Nextera under student accommodations prior to testing.	S102
<b>Color Overlay</b>	The Nextera student platform allows <b>all students</b> to change the background color to blue, green, pink or yellow. The text remains black no matter the background color.  <b>All students</b> taking the Paper/Pencil assessment may have a color transparency placed over the test presented to them based on student needs or preferences.  This tool must be chosen in Nextera under student accommodations prior to testing.	S103
<b>English Dictionary</b>	<b>All students</b> may have access to a physical English Dictionary for use <b>ONLY</b> on the Writing Prompt for the English I and English II assessments. If the English Dictionary is electronic, it may not connect to the internet.	N/A
<b>Grammar Handbook</b>	<b>All students</b> may have access to a physical Grammar Handbook for use <b>ONLY</b> on the Writing Prompt for the English I and English II assessments. If the Grammar Handbook is electronic, it may not connect to the internet.  The Grammar Handbook must be one that is published. It cannot be a district, school or classroom made handbook.	N/A
<b>Highlighter</b>	The Nextera student platform allows <b>all students</b> access to an embedded highlighter for marking desired text.  <b>All students</b> may have access to a physical highlighter.	N/A

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Tool	Description	Code
<b>Line-Reader / Masking – Online Testing</b>	<p>The Nextera student platform allows <b>all students</b> access to an embedded line-reader that brings focus to a single line of text.</p> <p>The bottom half of the line-reader is a masking tool that can be manipulated to block off content that is not of immediate need or that may be distracting.</p>	N/A
<b>Magnification (Zoom)</b>	<p>The Nextera student platform allows <b>all students</b> to magnify the screen 150%, 200% or 300% the standard view. This can be done either prior to the assessment by marking it in Nextera so that all items default to the chosen zoom level, or by the student manually zooming the screen on an item-by-item basis.</p> <p><b>All students</b> taking the Paper/Pencil or Large Print assessments may have access to a physical magnifying device.</p>	N/A
<b>Magnification – Assistive Technology</b>	<p><b>Students with visual impairments</b> may attempt to use assistive technology software that magnifies the screen beyond the built in capabilities of the embedded magnifier.</p> <p><i>Please Note: The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom. While the use of assistive technology software is not directly supported by Questar, the help desk will work with districts needing to use the software. The software must be provided by the district.</i></p> <p>This tool must be chosen in Nextera under student accommodations prior to testing.</p>	S105
<b>Mark For Review (Bookmark)</b>	The Nextera student platform allows <b>all students</b> to mark an item for review.	N/A
<b>Masking – Paper Testing</b>	<p><b>All students</b> taking the Paper/Pencil or Large Print assessments may use a masking tool to block off content that is not of immediate need or that may be distracting.</p> <p>This tool must be chosen in Nextera under student accommodations prior to testing.</p>	S107
<b>Pause Button</b>	<p>If a student hits the embedded pause button, they will be logged out. They can log back in anytime that same day.</p> <p>If the assessment needs to be reopened on a subsequent day, the proctor will have to input a password. More information on this process can be found in the Manual.</p> <p>If the need arises to move a student from one computer to another, pause the test to exit. The test will remain incomplete until the student logs back in and completes the test.</p>	N/A
<b>Protractor</b>	<b>All students</b> taking the Paper/Pencil, Large Print or Braille assessments may have access to a physical protractor for use on specific items where appropriate.	N/A
<b>Read Aloud</b>	<b><i>Please see the Read Aloud section after the universal tools/accommodations list.</i></b>	
<b>Read Aloud Test To Self</b>	<p><b>All students</b> may read aloud the test to themselves, either in a one-on-one setting or by using a device (such as a whisper phone) that does not disturb other students or allow other students to hear what is being said.</p> <p>In order to ensure that use of this tool does not disturb other students, the use of this tool may need to be paired with the use of separate setting (S501).</p>	N/A

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Tool	Description	Code
<b>Reference Sheet</b>	The Nextera student platform allows <b>all students</b> access to use an embedded reference sheet on applicable assessments. Not all assessments have a reference sheet.	N/A
<b>Ruler</b>	The Nextera student platform allows <b>all students</b> access to use an embedded ruler on specific items where appropriate.  <b>All students</b> taking the Paper/Pencil, Large Print or Braille assessments may have access to a physical ruler for use on specific items where appropriate.	N/A
<b>Scratch Paper (Note)</b>	The Nextera student platform allows <b>all students</b> access to use an embedded notepad to make notes about an item.  <b>All students</b> taking the online, Paper/Pencil, Large Print or Braille assessments may have access to physical scratch paper to make notes about an item. Scratch paper can be blank, ruled, graph or grid paper. Physical scratch paper should be collected and destroyed <b>IMMEDIATELY</b> upon the conclusion of a testing session.	N/A
<b>Scribe</b>	<b>Students with physical disabilities</b> that may prevent them from responding themselves may dictate their responses to a scribe, who must follow the scribing guidelines ( <a href="http://dese.mo.gov/sites/default/files/asmt-scribing-guidelines.pdf">http://dese.mo.gov/sites/default/files/asmt-scribing-guidelines.pdf</a> ).  <i>Please Note: DESE does not recommend the use of Scribe for students who do not use it as part of their everyday learning in the classroom. The use of Scribe for some students can prove distracting and become a hindrance to student performance. The Scribe should be familiar to the student and have scribing experience with the student in some capacity prior to the state assessment.</i>  <b>Students who obtain a physical injury prior to testing</b> that prevents them from responding may also dictate their responses to a scribe.  This tool must be chosen in Nextera under student accommodations prior to testing.	S351
<b>Separate Setting</b>	<b>All students</b> may be allowed to test in a separate setting from other students. This includes testing individually or testing as part of a smaller group.  This tool must be chosen in Nextera under student accommodations prior to testing.	S501
<b>Strikethrough (Answer Eliminator)</b>	The Nextera student platform allows <b>all students</b> access to use an embedded tool to cross out answer options.	N/A
<b>Thesaurus</b>	<b>All students</b> may have access to a physical Thesaurus for use <b>ONLY</b> on the Writing Prompt for the English I and English II assessments. If the Thesaurus is electronic, it may not connect to the internet.	N/A
<b>Translation</b>	<b><i>Please see the Translation section after the universal tools/accommodations list.</i></b>	
<b>Writing Tools</b>	The Nextera student platform allows <b>all students</b> access to use an embedded set of writing tools on specific items where appropriate. The tools include the ability to bold, italicize and underline text, create bullet points, undo/redo typing, create indents and copy/paste text the student has typed.	N/A

## ACCOMMODATIONS

These accommodations for use on the End-of-Course Assessment are available only to students with an IEP/504 plan. Please read the full description prior to usage.

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Accommodation	Description	Code
<b>Abacus</b>	<p><b>Students with this accommodation in their IEP/504 plan</b> may have access to an abacus.</p> <p>This accommodation must be chosen in Nextera under student accommodations prior to testing.</p>	A391
<b>Alternate Response Options</b>	<p><b>Students with this accommodation in their IEP/504 plan</b> may respond to items using an alternate option, including but not limited to: Adapted Keyboards, StickyKeys, MouseKeys, FilterKeys, Adapted Mouse, Touch Screen, Head Wand and Switches.</p> <p><i>Please Note: While the use of alternate response options is not directly supported by Questar, the help desk will work with districts needing to use one. The option must be provided by the district.</i></p> <p>This accommodation must be chosen in Nextera under student accommodations prior to testing.</p>	A441
<b>Braille</b>	<p><b>Students with visual impairments with this accommodation in their IEP/504 plan</b> may access the assessment via a Braille version. Tactile overlays and graphics tools may be used to assist the student in accessing the content.</p> <p><i>Please Note: Answers from students who access the assessment using the Braille format must be entered into the Nextera student platform prior to shipping the Braille assessment back. Please follow the instructions found in the Braille kit.</i></p> <p>This accommodation must be chosen in Nextera under student accommodations prior to testing.</p>	A012
<b>Large Print</b>	<p><b>Students with visual impairments with this accommodation in their IEP/504 plan</b> may access the assessment via a Large Print version.</p> <p><i>Please Note: Answers from students who access the assessment using the Large Print format must be entered into the Nextera student platform prior to shipping the Large Print assessment back. Please follow the instructions found in the Large Print kit.</i></p> <p>This accommodation must be chosen in Nextera under student accommodations prior to testing.</p>	A021
<b>Multiplication Table</b>	<p><b>Students with this accommodation in their IEP/504 plan</b> may have access to a single digit multiplication table.</p> <p>This accommodation must be chosen in Nextera under student accommodations prior to testing.</p>	A395

## ACCOMMODATIONS

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Accommodation	Description	Code
<b>Paper Based Assessment</b>	<p><b>Students with this accommodation in their IEP/504 plan</b> may take the assessment using the Paper/Pencil format.</p> <p><i>Please Note: Answers from students who access the assessment using the Paper/Pencil format must be entered into the Nextera student platform prior to shipping the Paper assessment back.</i></p> <p>This accommodation must be chosen in Nextera under student accommodations prior to testing.</p>	A102
<b>Read Aloud (ELA Reading Passages)</b>	<p><b><i>Please see the Read Aloud section after the universal tools/accommodations list.</i></b></p>	
<b>Specialized Calculator</b>	<p><b>Students with this accommodation in their IEP/504 plan</b> may have access to a specialized calculator. The specialized calculator can include a talking calculator or Braille calculator among others. The memory of the physical calculator must be cleared before and after testing by the test examiner.</p> <p><i>Please Note: Use of a calculator is only for the Mathematics and Science assessments.</i></p> <p>This accommodation must be chosen in Nextera under student accommodations prior to testing.</p>	A396
<b>Speech-To-Text – Assistive Technology</b>	<p><b>Students with this accommodation in their IEP/504 plan</b> may use that technology in conjunction with the Nextera student platform. The software must be provided by the district.</p> <p><i>Please Note: The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom. While the use of assistive technology software is not directly supported by Questar, the help desk will work with districts needing to use the software. The software must be provided by the district.</i></p> <p>This accommodation must be chosen in Nextera under student accommodations prior to testing.</p>	A352

## Read Aloud

**Read Aloud** for statewide testing should only be used with students who truly need it.

Any student taking the online, Paper/Pencil, Large Print or Braille assessments may have the test directions and items in English language arts, mathematics, science and social studies read aloud to them without an IEP/504 plan.

In order to have reading passages in English language arts read aloud, a student needs that accommodation listed in their IEP/504 plan.

The **Read Aloud** tool for statewide testing should only be available to students who can benefit from it. **Read Aloud** can be over-used when it is provided to every struggling student including those who can decode but have poor comprehension skills and those who simply have not mastered decoding skills.

### How To Determine If The Student Needs Read Aloud

Providing **Read Aloud** to students who do not need it can have negative consequences for instruction and decoding and comprehension skills. For example, some educators might assume that students who receive **Read Aloud** no longer need to be instructed on decoding and fluency skills, which is clearly an inappropriate assumption.

Additionally, the use of **Read Aloud** for some students can prove distracting and become a hindrance to student performance.

Here are some questions in helping to make a determination:

- Does this student have an identified reading-based disability that affects the student's decoding, fluency or comprehension skills?
- Is there evaluative information indicating that, even after explicit and systematic reading instruction, the student's disability precludes or severely limits the student's ability to decode print?
- Has the student been provided systematic, explicit, research based reading intervention(s) to improve decoding skills?
- Would the student's functioning reading level affect his or her performance on a state test that does not measure reading comprehension?
- Is there evidence that the student's access to, and/or performance on, print-based tasks improves when information is presented to the student in auditory formats?
- Is the student provided instructional materials in auditory formats? Does the student use **Read Aloud** during formative assessments or during other assessments? (If a student receives **Read Aloud** for instruction but not for formative assessments, it is likely that the student does not need **Read Aloud** for the state content assessments.)
- When test items are read aloud for classroom assessments is every item read aloud or only items requested by the student?
- Does someone (e.g., teacher, paraprofessional, another student, parent) regularly read aloud to the student in school?
- If the student is blind or visually impaired, has it been determined that his or her disability precludes or severely limits the ability to access and/or develop proficiency in Braille?
- If the student is hearing impaired, is there evidence demonstrating that the student's disability precludes or severely limit his or her ability to decode printed text (possibly due to other co-occurring disabilities or long-term language deprivation in early childhood)?

Additionally, time should be set aside to talk to the student about his or her reading skills and the need for **Read Aloud**. Asking whether it is easier to read for themselves or to listen to someone read may provide an indication that **Read Aloud** may be appropriate. Caution needs to be exercised here, however, because struggling readers may indicate a preference for **Read Aloud** even though they do not understand better when the accommodation is provided.

**Even if *Read Aloud* is not chosen for the student, the examiner may still read one word per sentence to any student.**

For all content areas and subjects, readers may not clarify, elaborate, paraphrase, assist or cue a student through uneven voice inflection.

### **Choosing The Correct Read Aloud**

There are multiple ways to use the **Read Aloud** tool and accommodations.

- Embedded **Text-To-Speech** technology – The computer reads to the student.
- **Assistive Technology** – The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom. While the use of assistive technology software is not directly supported by our testing vendors, the appropriate help desk will work with districts needing to use the software. The software must be provided by the district.
- **Native Language** – *Please see the section on Translation that follows this.*
- **Human Reader** – A human reader should:
  - Be trained on the administration, security policies and procedures of the assessment.
  - Have extensive practice in providing read aloud support and must be familiar and comfortable with the process before working directly with a student. Ideally, they are familiar with the student, and are typically responsible for providing this support during educational instruction and assessments.
  - Read each question exactly as written, as clearly as possible.
  - Strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
  - Avoid gestures, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
  - Avoid conversing with the student about test questions, as this would be a violation of test security.
  - Not paraphrase, interpret or define any items, words, or instructions, as this would be a violation of test security.
  - Not spell any words requested by the student.

**In order to be sure that the student correctly receives *Read Aloud*, the tool MUST be marked in the system AT LEAST 48 HOURS PRIOR TO ADMINISTRATION.**

## **Choosing The Correct Read Aloud - Codes**

For those without an IEP, the **test directions and items** in English Language Arts, Mathematics, Science and Social Studies can read aloud to them via:

<b><u>READ ALOUD – UNIVERSAL TOOLS</u></b>	
<b>Tools</b>	<b>Code</b>
<b>Read Aloud (Not Including ELA Reading Passages) – Text-To-Speech</b>	S041
<b>Read Aloud (Not Including ELA Reading Passages) – Human Reader</b>	S043
<b>Read Aloud (Not Including ELA Reading Passages) – Assistive Technology</b>	S042
<b>Read Aloud (Not Including ELA Reading Passages) – Native Language</b>	S111

In order to have **reading passages in English Language Arts** read aloud, a student would need that accommodation listed in their IEP/504 plan.

### **Please Note The Following**

- **Text-To-Speech for the Reading Passages is NOT available for the End-of-Course Assessment.** Students with the accommodation to have reading passages read to them must use Human Reader.
- Marking one of these accommodations only triggers the allowance of ELA Reading Passages. When using one of these accommodations, they need to be marked in conjunction with one of the ***Read Aloud*** universal tools.
- Blind students who do not yet possess adequate Braille skills with this accommodation in their IEP/504 plan may have the ELA Reading Passages read aloud by a human reader.

<b><u>READ ALOUD - ACCOMMODATIONS</u></b>		
<b>Accommodations</b>	<b>Code</b>	<b>Use With</b>
<b>Read Aloud (ELA Reading Passages) – Human Reader</b>	A045	S043
<b>Read Aloud (ELA Reading Passages) – Assistive Technology</b>	A044	S042
<b>Read Aloud (ELA Reading Passages) – Native Language</b>	A112	S111
<b>Read-Aloud (ELA Reading Passages) – Blind Students</b>	A046	S043

## Read Aloud Scenarios

\* Student testing using Native Language – Please see the section on Translation that follows this. \*

Text-To-Speech	Assistive Technology	Human Reader
<p>Choose code <b>S041</b> for the student(s). This can be done individually or in a group setting. Student(s) will need to be provided headsets to listen with.</p> <p><b>NOTE:</b> If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, then they must use Human Reader.</p>	<p>Choose code <b>S042</b> for the student. If the student has an IEP/504 plan that allows ELA Reading Passages to be read to them, then also choose code <b>A044</b>.</p> <p>The student should test in a one-on-one setting. Code <b>S501</b> should be marked for separate setting.</p>	<p><b>Computer Based Assessment:</b></p> <p><b>Option #1:</b> Choose code <b>S043</b> for the student(s). If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, then also choose code <b>A045</b>. Read the items and answer choices off of student’s screens – either a single student or multiple students.</p> <p><b>Option #2:</b> Choose code <b>S043</b> for the students. If the students have an IEP/504 plan that allows ELA Reading Passages to be read to them, then also choose code <b>A045</b>. Attach a second display to a system being used by a single student.</p> <p><b>Option #3:</b> Print off a paper copy and read to the student(s) from the paper copy. In order to use this option, follow these instructions:</p> <ul style="list-style-type: none"> <li>• In the Administration Platform&gt;Test Administrations, next to the student login information, there will be a link to print a PDF copy of the assessment for the examiner to read from. After testing is complete, mark that copy as a “Examiner Copy” and send it back to the vendor with the other student paper assessments.</li> </ul> <p><b>Paper Based Assessment:</b></p> <p>Choose code <b>S043</b> for the student(s). If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, then also choose code <b>A045</b>. This can be done either one-on-one or in a small group setting. Code <b>S501</b> should be marked for separate setting. All students need to have code A102 marked. The examiner should make a copy of one students test to read from. After testing is complete, mark that copy as a “Examiner Copy” and send it back to the vendor with the other student paper assessments.</p>

# Translation

**Translation** for statewide testing should only be used with students who truly need it.

Any English Learner (EL) taking the online, Paper/Pencil, Large Print or Braille assessments may have the test directions and items in English language arts, mathematics, science and social studies read aloud to them in their native language without an IEP/504 plan. In order to have reading passages in English Language Arts read aloud in their native language, a student would need that accommodation listed in their IEP/504 plan.

Additionally, any EL taking the online, Paper/Pencil, Large Print or Braille assessments may respond to the assessment in their native language. The answers would need to be translated and transcribed into the system.

## How To Determine If The Student Needs Translation

Here are some questions you can ask about the student to help make a determination:

- Does the student have an overall WIDA score of 3 or lower?
- Has the student attended a school where his/her first language is the primary language of instruction?
- Has the student ever received instruction in his/her first language?
- Does the student perform better when class assignments or assessments are translated?

Additionally, time should be set aside to talk to the student about his or her reading skills and the need for **Translation**. Asking whether it is easier to read for themselves in English or to listen to someone read in their native language may provide an indication that **Translation** may be appropriate. Caution needs to be exercised here, however, because struggling readers may indicate a preference for **Translation** even though they do not understand better when the accommodation is provided.

## Choosing the correct Translation – Codes

Read Aloud via Native Language can only be done by a human reader. There is no Native Language Text-To-Speech option.

## When Using A Translator

- The district must find and contract with the translator on their own. DESE does NOT provide a list of translation services available.
- The district must provide the translator to do the oral reading at their own cost.
- The translator cannot be a family member of the student.
- The district must train the translator just as they would a test examiner.
- If the translator is not a district employee, a trained examiner from the district should be a part of the test session as well.

<u>TRANSLATION</u>		
Accommodation	Code	Use With
Read Aloud (Not Including ELA Reading Passages) – Native Language	S111	
Read Aloud (ELA Reading Passages) – Native Language	A112	S111
Translation	S109	A102

## Translation Scenarios

There are multiple factors to consider in using choosing the correct **Translation** tools and accommodations.

- How many students are being tested?
- Is the student using the Read Aloud – Native Language tool?
- Does the student’s IEP/504 plan allow the use of Read Aloud – Native Language for the ELA Reading Passages? If so what grade is the student in?
- Does the translator doing the Read Aloud need an advance copy of the assessment to translate technical terms?
- Is the student going to respond in their native language?
- Is the student testing online or does the student’s IEP/504 plan allow them to test via Paper/Pencil, Large Print or Braille?

## Marking Codes

- If the student is testing alone or in a small group, mark code **S501** for separate setting.
- If the student is using Read Aloud – Native Language for test directions and items, mark code **S111**.
- If they also have an IEP/504 plan that allows the Read Aloud – Native Language for ELA Reading Passages, mark codes **A112** and **S111**.
- If the student will be responding in their Native Language, mark code **S109**.
- If the person doing the Read Aloud **DOES** need a copy of the assessment in advance:
  - In the administration platform, choose one of the students and under special forms, choose the paper option (code **A102**). Print the paper copy and then go back into the special forms section and choose none. This will send the student back to an online assessment. Then choose code **S111** for the student to assign them to the correct form.
- The translator doing the Read Aloud has three options for reading the assessment to the student(s) taking a computer based assessment:
  - **Option #1:** Read the items and answer choices off of student’s screens – either a single student or multiple students.
  - **Option #2:** Attach a second display to a system being used by a single student.
  - **Option #3:** Print off a paper copy and read to the group from the paper copy. In order to use this option, follow these instructions:
- In the Administration Platform>Test Administrations, next to the student login information, there will be a link to print a PDF copy of the assessment for the examiner to read from. For students taking the assessment via Paper/Pencil – This can be done either one-on-one or in a small group setting. Code **S501** should be marked for separate setting. After testing is complete, mark that copy as a “Examiner Copy” and send it back to the vendor with the other student paper assessments.