

## **UNIVERSAL TOOLS**

These tools for use on the Grade-Level 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 the eDIRECT Administration portal 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).

<b>Tool</b>	<b>Description</b>	<b>Code</b>
<b>Bilingual Dictionary</b>	<p><b>EL students</b> may have access to a physical Bilingual Dictionary for use <b>ONLY</b> on the ELA Writing Prompts. If the Bilingual Dictionary is electronic, it may not connect to the internet.</p> <p>This tool must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</p>	S431
<b>Break (Pause)</b>	<p><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.</p> <p>The INSIGHT student platform allows <b>all students</b> to pause the online assessment for up to 20 minutes. If the test is paused for more than 20 minutes, the student will have to log back in.</p> <p>If the need arises to move a student from one computer to another, pause the test and choose the exit button. The test will remain incomplete until the student logs back in and completes the test.</p>	N/A
<b>Calculator (For all Science Assessments and for Math items in grades 6-8 where allowed)</b>	<p>The INSIGHT student platform features an embedded calculator for <b>all students</b> to use on all science assessments and for mathematics items in grades 6-8 where calculator use is allowed.</p> <p><b>All students</b> may have access to a physical calculator for all science assessments and on mathematics items in grades 6-8 where calculator use is allowed. 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>	N/A
<b>Color Contrast – Online Testing</b>	<p>The INSIGHT student platform allows <b>all students</b> to adjust background or font color based on student needs or preferences.</p>	N/A
<b>Color Contrast – Paper Testing</b>	<p><b>All students</b> taking the paper/pencil assessment may have the test printed in different colors based on student needs or preferences.</p> <p>This tool must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</p>	S102
<b>Color Overlay</b>	<p><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.</p> <p>This tool must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</p>	S103
<b>English Dictionary</b>	<p>The INSIGHT student platform allows <b>all students</b> access to an embedded English Dictionary for use <b>ONLY</b> on the ELA Writing Prompts.</p> <p><b>All students</b> may have access to a physical English Dictionary for use <b>ONLY</b> on the ELA Writing Prompts. If the English Dictionary is electronic, it may not connect to the internet.</p>	N/A

## UNIVERSAL TOOLS

These tools for use on the Grade-Level 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 the eDIRECT Administration portal 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>Grammar Handbook</b>	<p><b>All students</b> may have access to a physical Grammar Handbook for use <b>ONLY</b> on the ELA Writing Prompts. If the Grammar Handbook is electronic, it may not connect to the internet.</p> <p>The Grammar Handbook must be one that is published. It cannot be a district, school or classroom made handbook.</p>	N/A
<b>Graphing Tool</b>	The INSIGHT student platform allows <b>all students</b> to use an embedded tool to graph functions.	N/A
<b>Highlighter</b>	<p>The INSIGHT student platform allows <b>all students</b> access to an embedded highlighter for marking desired text.</p> <p><b>All students</b> may have access to a physical highlighter.</p>	N/A
<b>Keyboard Navigation</b>	The INSIGHT student platform allows <b>all students</b> to navigate through the text by using the keyboard.	N/A
<b>Line Guide</b>	The INSIGHT student platform allows <b>all students</b> to use an embedded line guide that brings focus to a single line of text.	N/A
<b>Magnification</b>	<p>The INSIGHT student platform allows <b>all students</b> to magnify the screen by 1.5 or 2 times the original size.</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 DRC, 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 the eDIRECT Administration portal under student accommodations prior to testing.</p>	S105
<b>Mark For Review</b>	The INSIGHT student platform allows <b>all students</b> to mark an item for review.	N/A
<b>Masking – Online Testing</b>	The INSIGHT student platform allows <b>all students</b> access to an embedded masking tool to block off content that is not of immediate need or that may be distracting.	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 the eDIRECT Administration portal under student accommodations prior to testing.</p>	S107

## UNIVERSAL TOOLS

These tools for use on the Grade-Level 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 the eDIRECT Administration portal 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>Non-Accommodation Paper Based Assessment</b>	<p>This tool is available for the following scenarios:</p> <ul style="list-style-type: none"> <li>• For students that need to test off-site in a non-district building (e.g. hospital, juvenile facility, etc.)</li> <li>• For <b>EL students</b> who are using the Translation tool (S109) or Read Aloud – Native Language (S111), where the translator needs access to the assessment prior to administration to conduct translation services. Please see the section on <b>Translation</b> that follows the Tools/Accommodations lists for more information.</li> <li>• For students using Read Aloud – Human Reader (S043) where the examiner needs a paper copy to read from. Please see the section on <b>Read Aloud</b> that follows the Tools/Accommodations lists for more information.</li> </ul> <p>Answers from students who access the assessment using the Paper/Pencil format must be entered into INSIGHT prior to shipping the Paper assessment back. Please follow the return instructions found in the manual. All the answers given in the online system must be in English.</p> <p><i>Please Note: There is a \$15 charge to the district for each printed Paper/Pencil assessment not required by an IEP. If the student does have an IEP that requires using a Paper/Pencil assessment, use accommodation A102 instead.</i></p> <p>This tool must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</p>	S112
<b>Protractor</b>	<p>The INSIGHT student platform allows <b>all students</b> to use an embedded protractor on specific items where appropriate.</p> <p><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.</p>	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
<b>Reference Sheet</b>	<p>The INSIGHT student platform allows <b>all students</b> access to use an embedded reference sheet on applicable assessments. Not all assessments have a reference sheet.</p>	N/A
<b>Ruler</b>	<p>The INSIGHT student platform allows <b>all students</b> to use an embedded ruler on specific items where appropriate.</p> <p><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.</p>	N/A

## UNIVERSAL TOOLS

These tools for use on the Grade-Level 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 the eDIRECT Administration portal 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>Scratch Paper (Sticky Notes)</b>	<p>The INSIGHT student platform allows <b>all students</b> to use an embedded notepad (called Sticky Notes) to make notes about an item. Electronic notes <b>DO NOT</b> carry over from previous sessions. If a student logs off prior to finishing a session, any electronic notes <b>WILL NOT</b> carry over when the student logs back in.</p> <p><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.</p>	N/A
<b>Scribe</b>	<p><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>).</p> <p><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></p> <p><b>Students who obtain a physical injury prior to testing</b> that prevents them from responding may also dictate their responses to a scribe.</p> <p>This tool must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</p>	S351
<b>Separate Setting</b>	<p><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.</p> <p>This tool must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</p>	S501
<b>Strikethrough (Cross Off)</b>	<p>The INSIGHT student platform allows <b>all students</b> to cross out answer options.</p>	N/A
<b>Thesaurus</b>	<p><b>All students</b> may have access to a physical Thesaurus for use <b>ONLY</b> on the ELA Writing Prompts. If the Thesaurus is electronic, it may not connect to the internet.</p>	N/A
<b>Translation</b>	<p><b><i>Please see the Translation section after the universal tools/accommodations list.</i></b></p>	
<b>Writing Tools</b>	<p>The INSIGHT student platform allows <b>all students</b> to use writing tools on specific items where appropriate. The tools include the ability to bold, italicize and underline text, create bullet points, undo/redo typing, and copy/paste text the student has typed.</p>	N/A

## ACCOMMODATIONS

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

- All accommodations need to be marked in eDIRECT prior to the assessment.
- Some accommodations are only for use by English Learner (EL) students (EL students are those marked LEP-RCV or LEP-NRC in Core Data).

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 the eDIRECT Administration portal 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 DRC, 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 the eDIRECT Administration portal 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 eDIRECT prior to shipping the Braille assessment back. Please follow the instructions found in the virtual Braille kit (available in eDIRECT).</i></p> <p>This accommodation must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</p>	A012
<p><b>*INVALIDATION*</b></p> <p><b>Calculator (For Non-Calculator Allowed Items Only)</b></p> <p><b>GRADE 3 ONLY</b></p> <p><b>*INVALIDATION*</b></p>	<p><b>Students in 3<sup>rd</sup> grade with this accommodation in their IEP/504 plan</b> may have access to a physical calculator, on mathematics items where calculator use is not allowed. The memory of the physical calculator must be cleared before and after testing by the test examiner.</p> <p><i>Please Note: Use of this accommodation will cause an invalidation for the Mathematics Assessment and the student will receive the Lowest Obtainable Scale Score (LOSS).</i></p> <p>This accommodation must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</p>	A392
<p><b>Calculator (For Non-Calculator Allowed Items Only)</b></p> <p><b>GRADES 4-8</b></p>	<p><b>Students in grades 4-8 with this accommodation in their IEP/504 plan</b> may have access to a physical calculator, on mathematics items where calculator use is not allowed. The memory of the physical calculator must be cleared before and after testing by the test examiner.</p> <p>This accommodation must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</p>	A393

## ACCOMMODATIONS

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

- All accommodations need to be marked in eDIRECT prior to the assessment.
- Some accommodations are only for use by English Learner (EL) students (EL students are those marked LEP-RCV or LEP-NRC in Core Data).

Accommodation	Description	Code
<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 eDIRECT prior to shipping the Large Print assessment back. Please follow the instructions found in the virtual Large Print kit (available in eDIRECT).</i></p> <p>This accommodation must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</p>	A021
<p><b>*INVALIDATION*</b></p> <p><b>Multiplication Table</b></p> <p><b>GRADE 3 ONLY</b></p> <p><b>*INVALIDATION*</b></p>	<p><b>Students in 3<sup>rd</sup> grade with this accommodation in their IEP/504 plan</b> may have access to a single digit multiplication table.</p> <p><i>Please Note: Use of this accommodation will cause an invalidation for the Mathematics Assessment and the student will receive the Lowest Obtainable Scale Score (LOSS).</i></p> <p>This accommodation must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</p>	A394
<p><b>Multiplication Table</b></p> <p><b>GRADES 4-8</b></p>	<p><b>Students in grades 4-8 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 the eDIRECT Administration portal under student accommodations prior to testing.</p>	A395
<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 eDIRECT prior to shipping the Paper assessment back. Please follow the return instructions found in the manual.</i></p> <p>This accommodation must be chosen in the eDIRECT Administration portal 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>Sign Language</b>	<p><b>Hearing Impaired students with this accommodation in their IEP/504 plan</b> may have ELA listening items translated into American Sign Language (ASL), Signing Exact English (SEE) or any other form of sign language.</p> <p><i>Please Note: Signing of ELA Listening items will require the download of a script. See the Test Administration Manual for more details.</i></p> <p>This accommodation must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</p>	A052

## ACCOMMODATIONS

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

- All accommodations need to be marked in eDIRECT prior to the assessment.
- Some accommodations are only for use by English Learner (EL) students (EL students are those marked LEP-RCV or LEP-NRC in Core Data).

Accommodation	Description	Code
<b>Specialized Calculator (For Calculator Allowed Items Only)</b>	<p><b>Students with this accommodation in their IEP/504 plan</b> may have access to a specialized calculator, on items where calculator use is allowed. 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 the eDIRECT Administration portal 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 INSIGHT testing platform.</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 DRC, 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 the eDIRECT Administration portal 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 and Science read aloud to them without an IEP/504 plan.

In order to have reading passages in English Language Arts read aloud, a student would need 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 a clearly 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 limits 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 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**

- **For students who have Read Aloud of ELA Reading Passages in their IEP, you only need to choose the appropriate code below. This is a change from previous years, where you also had to choose the code in conjunction with a corresponding code from above.**
- 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.
- Use of Text-To-Speech, Human Reader, Assistive Technology or Native Language for students in grades 3-5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS). This excludes blind students who do not yet possess adequate Braille skills.

<b><u>READ ALOUD - ACCOMMODATIONS</u></b>	
<b>Accommodations</b>	<b>Code</b>
<b>Read Aloud (ELA Reading Passages) – Text-To-Speech (Grades 3-5)*</b>	A040
<b>Read Aloud (ELA Reading Passages) – Text-To-Speech (Grades 6-8)</b>	A043
<b>Read Aloud (ELA Reading Passages) – Human Reader (Grades 3-5)*</b>	A041
<b>Read Aloud (ELA Reading Passages) – Human Reader (Grades 6-8)</b>	A045
<b>Read Aloud (ELA Reading Passages) – Assistive Technology (Grades 3-5)*</b>	A042
<b>Read Aloud (ELA Reading Passages) – Assistive Technology (Grades 6-8)</b>	A044
<b>Read Aloud (ELA Reading Passages) – Native Language (Grades 3-5)*</b>	A111
<b>Read Aloud (ELA Reading Passages) – Native Language (Grades 6-8)</b>	A112
<b>Read-Aloud (ELA Reading Passages) – Blind Students (All Grades)</b>	A046

## Read Aloud Scenarios

\* Students 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). If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, then choose code <b>A040</b> (Grades 3-5) or <b>A043</b> (Grades 6-8).</p> <p>This can be done individually or in a group setting. Student(s) will need to be provided headsets to listen with.</p> <p>Use of Text-To-Speech for students in grades 3-5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS).</p>	<p>Choose code <b>S042</b> for the students. If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, then choose code <b>A042</b> (Grades 3-5) or <b>A044</b> (Grades 6-8).</p> <p>The student should test in a one-on-one setting. Code <b>S501</b> should be marked for separate setting.</p> <p>Use of Assistive Technology for students in grades 3-5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS).</p>	<p><b>Computer Based Assessment:</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 choose code <b>A041</b> (Grades 3-5) or <b>A045</b> (Grades 6-8).</p> <p>Then choose one of the following options:  <b>Option #1:</b> Read the items and answer choices off of student’s screens – either a single student or multiple students.  <b>Option #2:</b> Attach a second display to a system being used by a single student.  <b>Option #3:</b> Print off a paper copy and read to the group from the paper copy. In order to use this option, choose code <b>S112</b> for a single student in the group. That student should log on as normal and take the test online.</p> <p>Use of Human Reader for students in grades 3-5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS).</p> <p><b>Paper Based Assessment:</b> For students using code <b>S112</b> or <b>A102</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 choose code <b>A041</b> (Grades 3-5) or <b>A045</b> (Grades 6-8).</p> <p>This can be done either one-on-one or in a small group setting. Code <b>S501</b> should be marked for separate setting. 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> <p>Use of Human Reader for students in grades 3-5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS).</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>	
Type	Code
Read Aloud (Not Including ELA Reading Passages) – Native Language	S111
Read Aloud (ELA Reading Passages) – Native Language (Grades 3-5)*	A111
Read Aloud (ELA Reading Passages) – Native Language (Grades 6-8)	A112
Translation	S109 (Use with code A102)

## Translation Scenarios

There are multiple factors to consider when 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 the student has an IEP/504 plan that allows the Read Aloud – Native Language for ELA Reading Passages, mark code **A111 (for grades 3-5) or A112 (for grades 6-8)**. Note that use of code **A111** for students in grades 3-5 will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS). This excludes blind students who do not yet possess adequate Braille skills.
- 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:
  - Choose code **S112** for a single student in the group. That student should log on as normal and take the test online.
- 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:
    - Choose code **S112** for a single student. That student should log on as normal and take the test online.
- 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. The examiner should make a copy of one student’s 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.