

Guide to Accommodations for Students with Disabilities

Acceptable accommodations for general summative assessments with specific guidance on each of the WV-MAP components in subsequent sections (WVGSA Grades 3-8, SAT School Day, WVASA, and ELPA21) are detailed below. Allowable NAEP accommodations are determined at the federal level and are described in the NAEP section of this document. Because the Grade 12 CCR Assessment is a retest of the SAT School Day, the same accommodations and universal tools will apply.

Standard designated supports and accommodations fall into three categories:

- *presentation*—affecting how test items are presented to students;
- *response*—affecting how students are allowed to convey their responses to items; and
- *setting and time*—affecting where, when, and on what schedule testing takes place.

All allowable options, supports and accommodations for students with disabilities fall into these categories and are described in detail by category of presentation, response, and timing. The codes to the left of each accommodation/option heading are the WVEIS codes associated with the allowed support or accommodation. Those with no WVEIS code and marked with a long dash (—) are standard options available to any student.

Presentation

Presentation supports and accommodations allow students to access instruction and assessments through alternate modes. These alternate modes of access include auditory, tactile, visual, and a combination of auditory and visual accommodations. Students who benefit most from presentation accommodations are those with print disabilities, defined as difficulty or inability to read standard print visually because of a physical, sensory, or cognitive disability.

The following is a list of all WVEIS presentation codes for accommodations for state assessments listed in WV-MAP.

P01 Text-to-speech (TTS), excluding ELA reading passages

Allowed for: WVGSA Grades 3-8

Description: 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 via a volume control.

Instructional practices: Text is read aloud to the student via embedded text-to-speech technology or a human. Teacher or assistant reads aloud instructions. Listening skills are taught using read-aloud material, and then students are checked for understanding. Students listen to a prerecorded audio interpretation (book-on-tape) of text or a book.

When to select: For students who are struggling readers and who 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. This accommodation is for students who are unable to decode text.

Notes for implementation:

- This designated support will likely be confusing and may impede the performance of students who do not regularly receive this support during instruction.
- Students who use text-to-speech will need headphones unless tested individually in a separate setting.

P02 Human read aloud, excluding ELA reading passages

Allowed for: WVGSA Grades 3-8 and ELPA21 (paper version)

Description: Text is read aloud to the student by a trained and qualified human reader. The trained

examiner reads aloud the directions, stimulus material, questions, and answer choices. This accommodation excludes passages.

Instructional practices: Text is read aloud to the student via embedded text-to-speech technology or a human. Teacher or assistant reads aloud instructions. Listening skills are taught using read-aloud material, and then students are checked for understanding. Students listen to a prerecorded audio interpretation (book-on-tape) of text or a book.

When to select: Students who are struggling readers and may need assistance accessing the assessment by having 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.

Notes for implementation:

- If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments.
- 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. This is difficult when a person is reading to an entire group of students. However, verbatim reading to a group of students is permitted in testing if the designated support is provided to the students on that basis during regular instruction.
- Test readers must be familiar with the terminology and symbols specific to the content see Appendix for Read Aloud Guidelines.
 - Readers ensure all students understand what is expected of them when reading test directions.
 - Readers must allow students an opportunity to ask questions about how to mark their answers before they begin taking the test
 - Readers must be prepared to answer questions about item format and timing.
 - Readers must NOT clarify, elaborate, or answer questions about test items; or give clues while reading items that indicate the correct answer or help eliminate answer choices.
 - This accommodation is often paired with T04 (extra time) or T09 (separate setting).

P03 Braille test booklet

Allowed for: WVGSA Grades 3-8, SAT School Day (See SAT School Day notes below), WVASA, and ELPA21

Description: This is a contracted braille paper form of the test. Uncontracted braille is not provided unless the Office of Assessment receives a special accommodations request. Braille is 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, thermoform or refreshable braille display when available). The student uses contracted braille (a system that reduces the number of cells by abbreviating words or parts of words), and Nemeth code braille (a system used to convey technical expressions that occur in mathematics and science).

Instructional practices: Instructional materials and assignments are completed in braille.

When to select: For students who are blind and read braille fluently or choose braille as their primary mode of reading. 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. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

Notes for implementation:

- Braille test editions are ordered **prior** to the assessment.
- Braille is considered an accommodation.

SAT School Day notes

- **One-day test administration**

- Students needing extended time must also have T04.
- Braille test editions are ordered **prior** to the assessment.
- Use of braille version of test
- Student will receive either an EBAE with Nemeth Math or UEB with Nemeth Math test book.
- Student will receive a Braille Figure Supplement
- Typically approved with another accommodation such as scribe or braillewriter to record answers.

P06 Test presented through sign language, locally provided

Allowed for: WVGSA Grades 3-8, SAT School Day (See SAT School Day notes below), WVASA, and ELPA21

Description: A trained examiner may present directions, stimulus material, questions, and answer choices in ASL or Signed Exact English (SEE). For SAT School Day, presentations must be in SEE.

Instructional practices: For students who are hearing impaired and use sign as the dominant mode of communication.

When to select: For students who are deaf or hard of hearing, and use sign as their mode of communication.

Notes for implementation:

- Locally provided interpreters, certified (in accordance with Policy 5202), are allowed – in lieu of the ASL videos when IEP documentation indicates ASL is not the students primary language or for ELA passages when P14 (Have test read aloud including passages.) is selected.
- Educational sign language interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items.
- A student’s teacher should not serve as the interpreter/translator in a testing situation unless a second person is present to monitor for quality and fairness.
- This accommodation is allowed on the WVGSA Grades 3-8 ELA and mathematics portion of the test when the student also receives P14.

SAT School Day notes

- **Presentation must be in SEE.**
- Interpreters must meet testing staff requirements.
- **Two-day test administration**
- Educational sign language interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items.
- A student’s teacher should not serve as the interpreter/translator in a testing situation unless a second person is present to monitor for quality and fairness.

P13 Text-to-speech (TTS), including ELA reading passages

Allowed for: WVGSA Grades 3-8, SAT School Day (See SAT School Day notes below), and WVASA

Description: Text is read aloud to the student via embedded text-to-speech technology or using assistive technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.

Instructional practices: Nearly all text is read aloud to the student via embedded text-to-speech technology or a human. Teacher or assistant reads aloud instructions. Listening skills are taught using read-aloud material, and then students are checked for understanding. Students listen to a prerecorded audio interpretation (book-on-tape) of text or a book. The student receives accessible educational materials (AEM) for instructional purposes and has a documented reading disability.

When to select:

WVGSA Grades 3-8 notes

This accommodation is appropriate for a very small number of students (estimated to be approximately 1-2 of students with disabilities participating in the WVGSA Grades 3-8) who have a documented reading disability. Text-to-speech is available as an accommodations for students whose need is documented in an IEP or 504 plan. This accommodation also may be needed by students who are blind and do not yet have adequate braille skills.

SAT School Day notes

- The student is blind or has a significant visual impairment.
- The student is a beginning braille reader who has not yet developed braille fluency.
- The student has a documented reading disability.
- The student whose disability severely impacts his/her ability to read passages independently and who utilize classroom supports such as text-to-speech, audio recordings, and/or a human reader during classroom instruction and during classroom assessments.

Notes for implementation:

- Students who use text-to-speech will need headphones unless tested individually in a separate setting.
- NAEP computer-based assessments have text-to-speech capability built into the universal design.
- For information on students who use screen readers, such as JAWS or Win-eyes or voiceover, see code **P21** (Use screen-reading software to access computer).
- For WVASA information concerning this accommodation, see Alternate Summative Assessment Section.

SAT School Day notes

Text-to-speech (TTS) using MP3

- **Description:** Text is read aloud to the student via an MP3 file. The student is able to control the volume of the voice via a volume control.
- **Instructional practices:** Nearly all text is read aloud to the student via embedded text-to-speech technology or a human. Teacher or assistant reads aloud instructions. Listening skills are taught using read-aloud material, and then students are checked for understanding. Students listen to a prerecorded audio interpretation (book-on-tape) of text or a book. The student receives accessible educational materials (AEM) for instructional purposes and has a documented disability.
- **When to select:**
 - The student is blind or has a significant visual impairment.
 - The student is a beginning braille reader who has not yet developed braille fluency.
 - The student has a documented reading disability.
 - The student whose disability severely impacts his/her ability to read passages independently and who utilize classroom supports such as text-to-speech, audio recordings, and/or a human reader during classroom instruction and during classroom assessments.
- **Notes for implementation:**
 - **Two-day test administration**
 - Students who use text-to-speech will need headphones unless tested individually in a separate setting.
 - Audio version of the test in English, delivered on a flash drive.

- Students will be tested via a computer using MP3 files.
- Students with this accommodation using the MP3 format must be given 100% extended time on the entire assessment and an additional 45 minutes for the Writing and Language Section of the SAT School Day.
- Student MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.

Text-to-speech (TTS) using assistive technology

- **Description:** The test is presented on a computer using assistive technology.
- **Instructional practices:** Nearly all text is read aloud to the student via embedded text-to-speech technology or a human. Teacher or assistant reads aloud instructions. Listening skills are taught using read-aloud material, and then students are checked for understanding. Students listen to a prerecorded audio interpretation (book-on-tape) of text or a book. The student receives accessible educational materials (AEM) for instructional purposes and has a documented disability.
- **When to select:**
 - The student is blind or has a significant visual impairment.
 - The student is a beginning braille reader who has not yet developed braille fluency.
 - The student has a documented reading disability.
 - The student whose disability severely impacts his/her ability to read passages independently and who utilize classroom supports such as text-to-speech, audio recordings, and/or a human reader during classroom instruction and during classroom assessments.
- **Notes for implementation:**
 - **One-day test administration**
 - Students who use text-to-speech will need headphones unless tested individually in a separate setting.
 - When using this accommodation, students will be tested via a computer using assistive technology compatible (ATC) files from a jump drive.
 - Student would then use JAWS or similar programs for TTS.
 - Students with this accommodation will have standard time on the test (unless T04 is also an accommodation for the student) with the exception of Writing and Language Section of the SAT School Day, where the students receives 100% extended time.
 - Student MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.

P14 Human read aloud, including ELA reading passages

Allowed for: WVGSA Grades 3-8, SAT School Day (See SAT School Day notes below), and WVASA

Description: Text is read aloud to the student by a trained and qualified human reader. The trained examiner must follow administration guidelines. All or portions of the test may be read aloud including ELA reading passages, for any grade.

Instructional practices: Teacher or assistant reads aloud instructions. Listening skills are taught using read-aloud material, and then students are checked for understanding. Students listen to a prerecorded audio interpretation (book-on-tape) of text or a book. Students most likely qualify for AEM and have a

documented reading disability. Student may be blind and not yet be able to read braille fluently.

When to select:

WVGSA Grades 3-8 notes

This accommodation is appropriate for a very small number of students (estimated to be approximately 1-2 of students with disabilities participating in the WVGSA Grades 3-8) who have a documented reading disability. Text-to-speech is available as an accommodations for students whose need is documented in an IEP or 504 plan. This accommodation also may be needed by students who are blind and do not yet have adequate braille skills.

SAT School Day notes

- The student is blind or has a significant visual impairment.
- The student is a beginning braille reader who has not yet developed braille fluency.
- The student has a documented reading disability.
- The student whose disability severely impacts his/her ability to read passages independently and who utilize classroom supports such as text-to-speech, audio recordings, and/or a human reader during classroom instruction and during classroom assessments.

Notes for implementation:

- This accommodation is appropriate for a very small number of students (estimated to be approximately 1-2% of students participating in a general assessment).
- It is recommended readers 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.
- The use of this support may result in the student needing additional overall time to complete the assessment.

SAT School Day notes

- **Two-day test administration**
- Student will be read the SAT School Day aloud by an adult.
- Student must be in a one-to-one setting with an adult.
- Readers must meet testing staff requirements.
- Student automatically receives 50% extended time and extra breaks on all sections.
- Student MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even though they are the only student testing.

P15 Item specific directions read aloud

Allowed for: WVGSA Grades 3-8 (This accommodation is not necessary for the WVASA or SAT School Day.)

Description: A trained examiner reads aloud, verbatim, the item directions contained within the test.

When to select: Students who are struggling readers may need assistance accessing the assessment. Having a human reader for item specific test directions may assist students in accessing the assessment.

Notes for implementation:

- This accommodation does not apply to general test directions read to all students prior to the test.
- This specific accommodation applies to items within the test with directions specific to the item.
- This may need to be paired with T04 (extra time) and/or T09 (separate setting).

P16 Directions presented through sign language, locally provided

Allowed for: WVGSA Grades 3-8, SAT School Day (See SAT School Day notes below), and ELPA21. This accommodation is not needed for the WVASA.

Description: A qualified examiner presents test directions in sign language. Certified (in accordance

with Policy 5202) locally provided interpreters are allowed in lieu of the ASL videos when IEP documentation indicates ASL is not the student's primary language.

Instructional practices: Students who are hearing impaired and use an interpreter for instructional presentation of materials and directions.

When to select: For students who are deaf or hard of hearing who receive this support from an interpreter.

Notes for implementation:

- Educational sign language interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items.
- A student's teacher should not serve as the interpreter/translator in a testing situation unless a second person is present to monitor for quality and fairness. This accommodation can be provided in the regular session in the back of the room (or wherever it is typically provided to the student for classes).

SAT School Day notes

- Student will receive test directions (only listening portion of the SAT School Day) in ASL or SEE by a trained examiner.
- Test examiners must meet testing staff requirements.
- Signed Exact English
- **One-day test administration**
- Educational sign language interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items.
- A student's teacher should not serve as the interpreter/translator in a testing situation unless a second person is present to monitor for quality and fairness. This accommodation can be provided in the regular session in the back of the room (or wherever it is typically provided to the student for classes).

P17 Braille computer test

Allowed for: WVGSA Grades 3-8 and SAT School Day

Description: Use braille for computer presented testing. This is for students who will use the computer for braille testing including options for refreshable braille displays for ELA and/or use of embossers to print the ELA and mathematics sections. If available, P35- tactile graphics, may provide assistance with embossing needs for mathematics sections.

Instructional practices: Students who use instructional materials and assignments are provided using refreshable braille or an embosser.

When to select: For students who are blind or visually impaired, when it is the typical learning medium is braille.

Notes for implementation:

WVGSA Grades 3-8 notes

- The type of braille presented to the student (contracted or uncontracted) must be identified.
- The default setting is contracted braille. Uncontracted braille is available and can be locally set.
- For ELA braille will be presented via embosser or refreshable braille display.
- For mathematics, the embosser provides access to the tactile graphics. The use of this accommodation may result in the student needing additional overall time to complete the assessment. The files for the embosser will need to be downloaded and may take additional time to print.

- This accommodation may need to be paired with T04 (extra time).

SAT School Day notes

- **One-day test administration**
- Request ATC, test file on a jump drive, and use refreshable braille display.
- Student is automatically given 100% extended time on the Writing and Language section only. If additional time is required on other sections, it must be requested separately.
- Student **MUST** use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.
- It is recommended the student test their refreshable braille display, using an ATC practice test, to ensure compatibility. <https://www.collegeboard.org/students-with-disabilities/after-approval>

P18 Simplified test directions

Allowed for: WVGSA Grades 3-8

Description: The test administrator simplifies or paraphrases the test directions found in the test administration manual according to the [Simplified Test Directions guidelines \(see Appendix S\)](#).

Instructional practices: For students who need directions broken into steps and/or into more simple language. Simplifying test directions should be consistent with classroom instruction and includes repeating or rephrasing.

When to select: Students who need additional support understanding the test directions may benefit from this resource. Students with difficulties in auditory processing, short-term memory, attention, or decoding may benefit from having test directions simplified for them.

Notes for implementation:

- This accommodation may require testing in a separate setting to avoid distracting other test takers.
- This accommodation may include breaking Test Administration Manual (TAM) directions into parts or segments or using similar words or phrases, but it should *exclude* defining words or concepts.
 - Test administrators must be familiar with the vocabulary used in the TAM directions and be able to speak clearly and at a normal pace with clear pronunciation.
- Test administrators must be patient and repeat test directions.
- It is recommended that the same test administrator be assigned to students for each day of testing.
- May not be used for the SAT School Day.

P19 Large print paper test

Allowed for: WVGSA Grades 3-8, SAT School Day (See SAT School Day notes below), and ELPA21

Description: The student uses a large print paper version of the assessment.

Instructional practices: Students who need a large print paper version for access.

When to select: For a student who needs a large print paper pencil version of the assessment due to a vision impairment.

Notes for implementation:

WVGSA Grades 3-8 notes

- All text and graphic materials, including labels and captions on pictures, diagrams, maps, charts, exponential numbers, notes, and footnotes, are presented in at least 18- point type for students who need large print.
- The large print version does not contain contrast and is useful for students who have

vision impairment or have difficulty in discriminating shades of contrast in graphs and charts.

- For online assessments, after a student completes a large print edition of a test, student responses must be transcribed to the computer by the student or an examiner if scribing is selected.

SAT School Day notes

- **One-day test administration**
- For SAT School Day, font sizes available are 14, 20, and 24. Contact College Board SSD office if a larger size is required.

P21 Screen-reading software used with computer

Allowed for: WVGSA Grades 3-8 and SAT School Day (See SAT School Day notes below)

Description: Screen-reading software provides text-to-speech translation for students who are visually impaired or blind. *Job Access with Speech (JAWS)* is a screen reader program that allows blind and visually impaired users to read the screen either with text to speech output or by a refreshable braille display. JAWS provides speech and braille output for most computer applications.

Instructional practices: For students who routinely use JAWS or other screen reader for navigation and access to screen information.

When to select: For students who are vision impaired and for whom the use of screen-reading software is the typical mode of navigation of computer and accessing written material.

Notes for implementation:

- Screen readers are allowed only when it is typical access.
- On NAEP the text-to-speech function is a built-in universal design element. This is not the same accommodation as a text to speech (see P01 or P13).
- JAWS 18 is the recommended version for ELA and mathematics. Lower versions are not supported.
- See test administration manuals for more information and select other accommodations that could provide access when the student uses earlier versions of JAWS or another screen reading software is used to provide access.

SAT School Day notes

- **One-day test administration**
- Assistive Technology Compatible Format (ATC) and Assistive Technology
 - Use of assistive technology (e.g., screen reader/text-to-speech, ...)
 - Digital version of the test, delivered on a flash drive
 - For use with screen readers and other assistive technology
 - Student is automatically given 100% extended time on the Writing and Language section only.
 - Student **MUST** use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.
 - Screen readers are allowed only when they are typical access for students.

P22 Enlarge text on computer screen

Allowed for: WVGSA Grades 3-8, SAT School Day (See SAT School Day notes below), WVASA, and ELPA21

Description: The size of font and or specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student. Screen-enlarging software may involve the use of enlarged computer monitors or computers with screen-enlargement programs. Some students use

closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.

Instructional practices: Students receive large-print texts or use of magnifying devices during instruction large-print versions of state textbooks, or other text, to enable access to curriculum. Students have access to enlarged mathematics problems to make sure all steps are completed.

When to select: For students with vision impairment and for whom computer screen adjustment is the typical mode of navigating and accessing onscreen written material.

Notes for implementation:

- The WVGSA Grades 3-8 platform has a default of 14 point font size. The universal tool allows for the screen to be increased from 1.5X to 3.0X default size. This can be set in TIDE locally by the test coordinator prior to the test.
- NAEP Writing has the universal design element of text enlargement up to a 48-point font for prompts, stimuli, and responses, not tool icons, menus, etc.
- Use the text size typically used by the student to gain access to materials.

SAT School Day notes

- **One-day test administration**
- Assistive Technology Compatible Format (ATC) and Assistive Technology
- Digital version of the test, delivered on a flash drive
- Student is automatically given 100% extended time on the Writing and Language section only.
- Student MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.

P23 Magnifying device to enlarge assessment material

Allowed for: WVGSA Grades 3-8, SAT School Day (See SAT School Day notes below), and ELPA21

Description: Magnification devices include eyeglass-mounted magnifiers, free-standing or hand-held magnifiers, or a lens placed over the computer monitor and may include the use of video magnifiers. The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device.

Instructional practices: Students receive large-print texts or use of magnifying devices during instruction to enable access to curriculum. Some students with specific learning disabilities may use this feature to enlarge mathematics problems to make sure all steps are completed.

When to select: This is for students who are vision impaired and for whom the use of magnifying equipment is the typical mode of accessing written material. Students used to viewing enlarged text or graphics, or navigation buttons may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities.

Notes for implementation:

- Use whatever magnifier the student uses during instruction.
- Use visual magnifying equipment (standard option).
- The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device.
- Magnification allows increasing the size to a level not provided for by the Zoom universal tool.

SAT School Day notes

- **One-day test administration**
- Use the magnifier the student uses during instruction. Use visual magnifying equipment (standard option). The size of specific areas of the screen (e.g., text, formulas, tables,

graphics, and navigation buttons) may be adjusted by the student with an assistive technology device. Magnification allows increasing the size to a level not provided for by the Zoom universal tool.

- The magnifying device must not be connected to the internet or have the ability to record images.
- The use of this designated support may result in the student needing additional overall time to complete the assessment.
- Use of visual aids (e.g., closed circuit television, magnification devices)

P24 Translator (Human)

Allowed for: WVASA

Description: Test administrators may translate the text for the students who are English language learners. Language translations are not provided via the computer. This accommodation also includes using translators or bilingual word to word dictionaries. Translations may be used to present directions, stimulus material, questions, and answer choices. Translators are limited to word-to-word.

Instructional Practices: For students who are English learners (ELs) or respond best to a language other than English and who are using a human translator or electronic language translator as a language support.

When to select: For students who are ELLs, when it is typical access, refer to section for English language learners.

P27 Approved bilingual word to word dictionary for directions only

Allowed for: WVGSA Grades 3-8. (For SAT School Day a word-to-word glossary is allowed for the complete test including directions, use P41.)

Description: A bilingual/dual-language paper word-to-word dictionary is a language support.

Instructional practices: For students who are ELs who are using approved bilingual word to word dictionary as a language support. Students use electronic or paper bilingual/dual-language dictionaries to look up word meanings during instruction.

When to select: For students who are ELs who use this instructionally as a language support. For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. Refer to English Learners Section of this document.

Notes for implementation:

- For the WVGSA Grades 3-8 the ELA portion bilingual word to word dictionaries are allowed (see R15) and a bilingual/dual language word-to-word dictionary is allowed for the ELA writing assessment.
- The use of this support may result in the student needing additional overall time to complete the assessment.
- For more information refer to R15 and or the English Learners Section of this document.
- This support is not allowable for ELPA21.

P28 High contrast for computer-based assessments

Allowed for: WVGSA Grades 3-8, SAT School Day (See SAT School Day notes below), and ELPA21

Description: Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background. Reverse contrast turns the screen from white to black and creates text in white. The selection of color is locally set.

Instructional practices: Students have instructional materials that have different font or background paper color(s). Students use one color for a main idea and another color for details when outlining or taking notes. Students need varying contrast to see visually presented material.

When to select: For students who have vision or perception difficulties and use this accommodation instructionally. Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities).

Notes for implementation:

- Choice of colors should be informed by evidence that color selection meet the student’s needs. See test administration manual for color options.

SAT School Day notes

- **One-day test administration**
- Assistive Technology Compatible Format (ATC) and Assistive Technology
- Digital version of the test, delivered on a flash drive
- Student is automatically given 100% extended time on the Writing and Language section only.
- Student MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.

P30 Translated test directions

Allowed for: SAT School Day (See SAT School Day notes below)

Description: Translation of test directions is a language support. For online assessments translated test directions are offered via PDF (available on the DTC OneDrive).

Instructional practices: Written translated test directions are provided on the page, on the board, or on a classroom visual media device. Students are provided both English and native-language directions to build skill and understanding in classroom directions. Students have their assignment directions translated into their native language.

When to select: Students who have limited English language skills can use the translated directions support. This support should only be used for students who are proficient readers in the other language and not proficient in English. Refer to English Learners Section of this document.

Notes for implementation:

- WVGSA Grades 3-8 – translated test directions are available at the WV Portal located at <http://wv.portal.airast.org/>

SAT School Day notes

- For English Learners – request in SSD Online not required.
- Printed test directions in Albanian, Arabic, Bengali, Chinese/Mandarin, Gujarti, Haitian-Creole, Hindi, Polish, Portuguese, Russian, Spanish, Urdu, and Vietnamese. (PDF available for download)
- Translated test directions may be offered via a biliterate adult trained in the test administration manual.

P32 Stacked translations for computer-based assessments

Allowed for: WVGSA Grades 3-8 – for mathematics items only

Description: Stacked translations are a language support. Stacked translations are **available in Spanish only**; stacked translations provide the full translation of each test item above the original item in English.

Instructional practices: Students utilize bilingual glossaries in the rear of textbooks to find unknown word meanings. Students use bilingual word list(s) appropriate to the subject area and language acquisition. Students use bilingual translations during their instruction (homework, worksheets, etc.).

When to select:

- For students whose primary language is not English and who use dual language supports in the classroom, use of the stacked (dual language) translation may be appropriate.
- Students participate in the assessment regardless of the language.
- This support will increase reading load and cognitive load.
- The use of this support may result in the student needing additional overall time to complete the assessment.
- Refer to English Learners Section of this document.

P33 Turn off any universal tools for computer-based assessments

Allowed for: WVGSA Grades 3-8

Description: Disabling any universal tools that might be distracting or that students do not need to use, or are unable to use.

Instructional practices: Blocking off any tool that is not of immediate need or that may be distracting to the student. Students are not able to focus and maintain attention if there is too much stimuli.

When to select: For students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools. Knowing which specific tools may be distracting is important for determining which tools to turn off.

Notes for implementation:

- This designated support must consider the impact that eliminating a tool might have on student performance.
- The tools turned off or left enabled are determined locally and based on a plan.

P34 Embedded American Sign Language

Allowed for: WVGSA Grades 3-8 – excluding writing

Description: 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.

Instructional practices: An ASL interpreter or ASL-certified instructor signs during instruction.

When to select: 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. The use of this accommodation may result in the student needing additional overall time to complete 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 a listening test.

Notes for implementation:

- This accommodation must be carefully monitored to ensure that signing is working for the items which is allowed.

P35 Braille computer-based fixed form with paper booklet for tactile graphics

Allowed for: WVGSA Grades 3-8 (mathematics) and SAT School Day

Students who use braille. The mathematics braille booklet provides the tactile graphics necessary for the mathematics portion of the assessment. This will allow the student the opportunity to interact with the

assessment via the computer and may decrease the amount of time required for online braille testing. Embossing of the tactile graphics is not required.

Description: This braille math is an online fixed form. It is expected that this is a very time efficient way to access information. The tactile graphics are provided (e.g., maps, charts, graphs, diagrams, and illustrations) in the braille paper booklet. This eliminates the need for embossing numerous mathematics items that are displayed in Nemeth code. Nemeth code is a familiar braille code for mathematics. The use of tactile graphics makes visual content available to a student who is blind.

Instructional practices: Students whose instructional materials and assignments are provided in braille and tactile graphics.

When to select: Students with visual impairments who read braille and use tactile graphics. For mathematics, tactile graphics typically presented via embosser will be provided prior to the test. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

Notes for implementation:

- This accommodation is for students using braille.
- No changes may be made to the provided tactile graphics.
- This option may decrease the time lost printing embossed graphics associated with mathematics test.

SAT School Day notes

- **One-day test administration**
- Student is automatically given 100% extended time on the Writing and Language section only. If additional time is required on other sections, it must be requested separately.
- Student **MUST** use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.
- Use in conjunction with P17.
- Request both ATC (refreshable braille display) and Braille graphs and figures.

P37 Masking

Allowed for: WVGSA Grades 3-8, SAT School Day, and ELP21

Description: Masking involves blocking off content that is distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.

Instructional practices: During instruction, students use a masking device that covers up sections of text before/after they read it, to maintain visual attention. Teachers create a clean document for students to work from that is not too busy or crowded with distracting information. Students use paper to block test questions to decrease distractions. Teachers block off text on classroom boards or overhead projectors to focus students on topics during whole-group discussions.

When to select: Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus.

Notes for implementation:

- For SAT School Day this is **one-day test administration**.

P38 Color contrast

Allowed for: WVGSA Grades 3-8 – in conjunction with print on demand and ELPA21

Description: Test content of online items may be printed with different colors.

Instructional practices: Students have instructional materials that have different font or background paper color(s). Color coding using a variety of print colors on paper is used for students. Students can use one color for a main idea and another color for details when outlining or taking notes.

When to select: Students with attention difficulties may need this support for viewing the test when digitally provided color contrasts do not meet their needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by evidence of those colors that meet the student's needs.

Notes for implementation:

- For the WVGSA Grades 3-8 this should be paired with print on demand. A color printer must be available. *Any printed items must follow security procedures.*
- The student may need additional test time.

P39 Color overlays

Allowed for: WBGSA Grades 3-8, SAT School Day, WVASA, and ELPA21

Description: Color transparencies are placed over a paper based assessment.

Instructional practices: Color transparencies are placed over a paper-based instructional materials.

When to select: Students with attention difficulties may need this support to view test content. This support also may be needed by some 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.

Notes for implementation:

- For the WVGSA Grades 3-8 this designated support should be paired with print on demand. *Any printed items must follow security procedures.* Any printed items must be treated as a secure material and shredded after testing. Steps to follow security procedures should be monitored at all testing sites. The student may need additional time for testing. Print on demand is a special accommodation for students.
- For SAT School Day this is **one-day test administration.**

P40 Print-on-demand

Allowed for: WVGSA Grades 3-8

Description: Paper copies of either passages/stimuli and/or items are printed for students. For those students needing a paper copy of a passage or stimulus, permission for the students to request printing must first be set in the WVEIS data system. For those students needing a paper copy of one or more items, contact the school and/or district coordinator to have the accommodation set in advance for the student.

Instructional practices: Teacher-provided print materials are used to facilitate learning activities. Photocopies of passages are used instead of textbooks so that students can write and/or highlight. Student does not access materials solely using the computer.

When to select: 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. The use of this accommodation may result in the student needing additional time to complete the assessment.

Notes for implementation:

- Any printed items must be treated as a secure material and shredded after testing.
- Steps to follow security procedures should be monitored at all testing sites.
- This may add to the time needed for testing.

P41 Provide translation glossary (Paper/Pencil Tests)

Allowed for: SAT School Day

Description: Translated glossaries are a language support. Translation glossaries must be word-to-word translations. See SAT School Day Section of this document for approved list.

Instructional practices: Students use a translation glossary at the rear of their text to facilitate transferring knowledge/skills from their primary language to English.

Students use bilingual glossaries to find the meanings of content-specific words (e.g., mathematics, science, history). Glossaries may be located in the appendices of their textbooks or instructional materials.

When to select: Students who have limited English language skills can use the translation glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment. 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. The use of this accommodation may result in the student needing additional time to complete the assessment. Refer to English Learners Section of this document.

Notes for implementation:

SAT School Day notes

- See the list of approved glossaries in SAT School Day Section of this document.
- In SSD Online, no advance request required.

P42 Noise buffers

Allowed for: WVGSA Grades 3-8, SAT School Day (See SAT School Day notes below), and ELPA21

Description: Ear mufflers, white noise, and/or other equipment used to block external sounds.

Instructional practices: Student wears devices to block out auditory stimuli.

When to select: Student (not groups of students) wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.

SAT School Day notes

- **One-day test administration**

— Use audio amplification equipment (standard option)

Allowed for: All students, with or without an IEP or Section 504 plan (option to standard testing conditions). For SAT School Day students MUST have a documented disability requiring auditory amplification /FM system on their IEP or Section 504 plan. (See SAT School Day notes below)

Description: Students use amplification equipment in addition to hearing aids to increase clarity, useful in environments with a great deal of ambient noise.

When to select: For students who are hard of hearing, and who may or may not have an IEP or Section 504 plan.

Notes for implementation:

- When arranging for testing, take into consideration the distractions of this accommodation to other students.

SAT School Day notes

- **One-day test administration**

P43 Streamlined mode for computer-based assessments

Allowed for: WVGSA Grades 3-8

Description: Provides a streamlined interface of the test in an alternate, simplified format in which items are displayed below the stimuli.

Instructional practices: Students use altered text that is structured in a sequential format.

When to select: This accommodation may benefit a small number of students who have specific learning and or reading disabilities in which the text is presented in a more sequential format.

Notes for implementation:

- This accommodation increases scrolling which may be detrimental for students with fine motor difficulties and students struggling with short term mental memory deficits.

P44 Line reader

Allowed for: ELPA21

Description: Provides a line reader for students who need assistance in visual tracking and reading.

Instructional practices: Students receive support services for reading support.

When to select: This designated support may benefit English Learners who have specific learning or reading difficulties.

P45 Unlimited replays

Allowed for: ELPA21

Description: Provides unlimited replays of items in the listening domain in ELPA21.

Instructional practices: Students routinely need multiple opportunities to listen.

When to select: This accommodation may benefit ELs with disabilities. Students whose disabilities preclude them from being able to respond to a listening item on the first or second attempt may need to replay items multiple times.

P46 Human read aloud in Spanish

Allowed for: WVGSA Grades 3-8 (mathematics and science).

Description: Spanish text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Test Administration Manual and the read aloud guidelines. All or portions of the content may be read aloud.

Instructional practices: *When to select:* Students receiving the Translations (stacked) 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 also may be needed by students with reading-related disabilities.

Notes for implementation:

- If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments.
- A student should have the option of asking a reader to slow down or repeat text.
- The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.

P47 Alternate form – visual impairment

Allowed for: WVASA

Description: Student having a vision impairment preventing him/her from interacting with the on-screen content and does not read braille. This option is used for some specific items and alternate forms are not provided at every essential element and linkage level.

Response

Response accommodations allow students to complete assignments, tests, and activities in different ways or to solve or organize problems using some type of assistive device or organizer. Response accommodations can benefit students with physical, sensory, or learning disabilities, including difficulties with memory, sequencing, directionality, alignment, and organization.

R02 Scribe - excluding writing

Allowed for: WVGSA Grades 3-8 and SAT School Day (See SAT School Day notes below). (For students who need scribing support including writing extended responses see R04).

Description: A scribe is a trained examiner who writes down or enters into a secure computer testing program what a student has dictated using one or more of the following modes: an assistive communication device, pointing, communication by the student via interpretation. The guiding principle in scribing is to assist the student in accessing the test and responding to it.

Instructional practices: Students use a tape recorder or scribe as an alternative to writing when a processing or physical challenge is present. Student's word-for-word response for tests and/or assignments is recorded.

When to select: Scribes may be provided for students with verified disabilities that significantly impact motor skills for written responses. This code is also used for students who need to answer within the test booklet and/or need to have a scribe mark their answers on an answer document or entered into a secure computer testing platform due to a physical disability.

Scribes may be provided for any student (with or without an IEP or Section 504 plan) who have a short-term medical condition (e.g., a fractured arm in a cast) that precludes the student from writing or entering responses.

Notes for implementation:

- [Appendix N. Guidelines for Scribing and Transcribing Student Responses](#) should be read carefully to gain an understanding of how scribing can and cannot be used. The WVDE scribing protocol does apply.
- A student using this accommodation should be tested in a quiet room apart from other students to avoid interruption while testing and to avoid examinees being able to hear or see other students' responses.
- Remember that extra time should be allowed to complete this process
- For transcribing student responses to an answer sheet or platform.
- For the WVGSA Grades 3-8, a scribe must enter the student's responses into the secure testing platform.
- Scribes must be trained carefully in how to record responses.

SAT School Day notes

- Student responds in test book.
 - **One-day test administration**
 - Scribe must enter the student's responses on the answer sheet. Return student's test book with the transcribed answer sheet.
- Student responds orally.
 - **Two-day test administration**
 - Student will have an adult transcribe answers onto the answer sheet.
 - Student automatically receives 50% extended time and extra breaks on all sections.
 - Student MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.
- [Appendix N. Guidelines for Scribing and Transcribing Student Responses](#) should be read carefully to gain an understanding of how scribing can and cannot be used. The WVDE scribing protocol does apply.
- A student using this accommodation should be tested in a quiet room apart from other students to avoid interruption while testing and to avoid examinees being able to hear

- or see other students' responses.
- Scribes for students without an IEP or Section 504 who have a short-term medical condition (e.g., a fractured arm in a cast) will be requested in advance using the Temporary Medical Condition Form. (PDF available for download)

R03 Braille writer or tactile to respond

Allowed for: WVGSA Grades 3-8 and SAT School Day (See SAT School Day notes below)

Description: For this response mode, a student uses a braille, which is a braille keyboard used for typing braille that can then be printed in standard print or braille (embosser). The braille is similar to a typewriter or computer keyboard. Paper is inserted into the braille, and multiple keys are pressed at once, creating braille dots with each press.

Instructional practices: Student uses a braille note taker to record notes and create documents.

When to select: This accommodation is for students who are blind or vision impaired who respond in braille. This may need an R04 scribe accommodation.

Notes for implementation:

- See detailed instructions for scribing and transcribing student responses in [Appendix N](#).

WVGSA Grades 3-8 notes

- A scribe must transcribe the student's response to the testing website using the student's site code, user name, and password.
- A trained examiner acts as a scribe to transcribe student responses to the testing platform.

SAT School Day notes

- A manual braille writer may be used for all sections.
- Use of braille writer or electronic braille writer for reading and writing with the following features disabled: spell check, thesaurus, grammar check.
- Electronic braille writers must be connected to a monitor so proctor can observe what student is entering.
- Student responses must be transcribed to the student's answer sheet. Return the braille pages with the transcribed answer sheet.

R04 Scribe – including ELA essay

Allowed for: WVGSA Grades 3-8, SAT School Day (See SAT School Day notes below), WVASA, and ELPA21

Description: Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the administration manual.

Instructional practices: Students use a tape recorder or scribe as an alternative to writing when a processing or physical challenge is present. Student's word-for-word response for tests and/or assignments is recorded.

When to select: 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 students dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.

Scribes may be provided for any student (with or without an IEP or Section 504 plan) who have a short-term medical condition (e.g., a fractured arm in a cast) that precludes the student from word processing a response. Approval needs to be obtained from the district test coordinator and/or the district special

education director prior to testing.

Scribes may be provided for students who are blind/visually impaired that may need additional supports such as navigational and transcribing supports.

Notes for implementation:

- See guidelines for scribing in Appendix N.
- The use of this accommodation may result in the student needing overall additional time to complete the assessment.
- Scribes should be monitored to be certain that students' verbatim responses are recorded.
- On the day of testing, before testing begins, the principal/building coordinator should give the scribe no more than 2 hours to become familiar with the directions and format of the test. Scribes should be familiar with the test so they can easily record student answers (Thompson, Thurlow, & Walz, 2000).
- To the extent possible, the same scribe should have responsibility for transcribing information given by students during educational instruction and assessments.
- Scratch paper, rough drafts, and login information must be collected immediately at the end of the testing session. These items are considered secure material and must be collected and shredded according to procedures established by the principal/building level coordinator (BLC) at the end of the testing session.

SAT School Day notes

- Student responds in test book.
 - **One-day test administration**
 - Scribe must enter the student's responses on the answer sheet. Return student's test book with the transcribed answer sheet.
- Student responds orally.
 - **Two-day test administration**
 - Student will have an adult transcribe answers onto the answer sheet.
 - Student automatically receives 50% extended time and extra breaks on all sections.
 - Student **MUST** use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.
- [Appendix N. Guidelines for Scribing and Transcribing Student Responses](#) should be read carefully to gain an understanding of how scribing can and cannot be used. The WVDE scribing protocol does apply.
- A student using this accommodation should be tested in a quiet room apart from other students to avoid interruption while testing and to avoid examinees being able to hear or see other students' responses.
- Scribes should be monitored to be certain that students' verbatim responses are recorded.
- To the extent possible, the same scribe should have responsibility for transcribing information given by students during educational instruction and assessments.
- Scribes for students without an IEP or Section 504 who have a short-term medical condition (e.g., a fractured arm in a cast) will be requested in advance using the Temporary Medical Condition Form. (PDF available for download)

R05 Abacus

Allowed for: WVGSA Grades 3-8, SAT School Day, and WVASA

Description: This tool may be used in place of scratch paper for students who typically use an abacus.

Instructional practices: Students use items to count during their instruction. Counting devices (blocks, tiles, chips, etc.) or scratch paper

When to select: Some students with visual impairments who typically use an abacus may use an abacus in place of using scratch paper.

Notes for implementation:

- The abacus should be one that the student uses during instruction on a regular basis.
- For SAT School Day this is **one-day test administration**.

R11 Assistive technology - alternate response options

Allowed for: WVGSAs Grades 3-8, SAT School Day (See SAT School Day notes below), WVASA, and ELPA21

Description: Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky Keys, MouseKeys, Filter Keys, adapted mouse, touch screen, head wand, and switches. Students may use a computer, typewriter, or other assistive technology device to respond.

Instructional practices: Students dictate responses to a teacher or an instructional assistant who records them. Students use communication boards, picture representations, or other individual expressive communication devices and assistive technologies.

When to select: 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 be compatible with the assessment delivery platform. Students who have physical limitations use alternate response options and assistive technologies or devices during routine instruction and are identified in the IEP or Section 504 plan.

Notes for implementation:

- Refer to test administration manuals for additional guidance.

SAT School Day notes

- **One-day test administration**
- Assistive Technology Compatible Format (ATC) and Assistive Technology
 - Use of assistive technology (e.g., screen reader/text-to-speech, ...)
 - Digital version of the test, delivered on a flash drive
 - Student is automatically given 100% extended time on the Writing and Language section only.
 - Student **MUST** use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.
 - Use of augmentative/alternate communication devices (e.g., Speech-to-Text, ...)
 - Use of computers with alternative access for an alternative response mode (e.g., switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointed, specialized trackballs, or mice)
 - Use of speech to text word processor for responses to reading and writing
 - Use of word processor for essays with the following features disabled: spell check, thesaurus, grammar checks
 - Use of audio amplification equipment
 - **For SAT School Day students MUST have a documented disability requiring auditory amplification /FM system on their IEP or Section 504 plan. (See SAT School Day notes below)**
 - *Description:* Students use amplification equipment in addition to hearing aids to increase clarity, useful in environments with a great deal of ambient noise.

- *When to select:* For students who are hard of hearing, and who may or may not have an IEP or Section 504 plan.
- *Notes for implementation:* When arranging for testing, take into consideration the distractions of this accommodation to other students.

R15 Bilingual word-to word dictionary

Allowed for: WVGSA Grades 3-8 and SAT School Day. For SAT School Day, translation glossaries must be word-to-word translations not dictionaries. See SAT School Day Section of this document for approved list of glossaries.

Description: A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided for the full-write portion of an ELA assessment.

Instructional practices: Students use electronic or paper bilingual/dual-language dictionaries to look up word meanings during instruction.

When to select: For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.

Notes for implementation:

- For SAT School Day, translation glossaries must be word-to-word translations. See SAT School Day Section of this document.

R19 Calculator

Allowed for: WVGSA Grades 3-8 (grades 6-8 only, mathematics and science) and SAT School Day (See SAT School Day notes below)

- WVGSA Grades 3-8, this accommodations is for students needing a *special calculator* in grades 6-8 **only**, e.g. tactile or talking.
- **Description:**
 - For WVGSA Grades 3-8 (grades 6-8 only), for use during the calculator allowed portion of the mathematics test, a non-embedded calculator for students requiring a special calculator (tactile or talking) currently unavailable within the assessment platform.
 - For SAT School Day, this may be a special calculator (tactile or talking) for use during the calculator allowed portion of the mathematics test OR a four function calculator for use during the *non-calculator portion* of the mathematics test (percentage key and square root key are acceptable).

Instructional practices: Grades 6 and above students use a calculator offered with assistive technology devices (such as a talking calculator or a tactile calculator). Calculators can be used to do basic calculation in multi-step mathematics processes where the construct is not assessing mathematical fluency.

When to select:

- Students with visual impairments 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. Test administrators should ensure that the calculator is available only for designated calculator items.
- For SAT School Day, a four function calculator is available during the *non-calculator portion* of the mathematics test for students with a mathematical disability.

Notes for implementation:

- This accommodation is not allowed for grades 3-5.
- WVGSA Grades 3-8, additional information on calculators refer to General Summative

Assessment Section of this document.

SAT School Day notes

- **One-day test administration**
- For students needing a **calculator on the non-calculator portion** of the mathematics test.
 - The only calculator approved for use during the non-calculator portion of the mathematics test is a four function calculator (percentage key and square root key are acceptable).
- For students with visual impairments who require a **special calculator (tactile or talking)** for calculator-allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator.
 - Test administrators should ensure that the calculator is available only for designated calculator items. Talking calculators for calculator-permitted section can be requested in SSD Online under Assistive Technology.

R20 Multiplication table

Allowed for: SAT School Day and WVGSAs Grades 3-8 (mathematics grades 4-8 only)

Description: A paper-based single digit (1-9) multiplication table will be available for reference. This accommodation is allowed for grade 4 and above mathematics items.

Instructional practices: Students use a multiplication table (often it is a sticker on their desk) during regular instruction and assessments.

When to select: For students with a documented and persistent calculation disability (i.e., dyscalculia).

Notes for implementation:

- This accommodation is **not allowed** for third grade.
- For SAT School Day this is **one-day test administration**.

R21 Speech-to-text

Allowed for: WVGSAs Grades 3-8 and SAT School Day (See SAT School Day notes below)

Description: Voice recognition 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 assistive technology devices.

Instructional practices: Allows students to use their voices as input devices to the computer (or a human), to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Students also use the speech to text as an alternative to writing rather than using a scribe. For example, as student uses software program to create and edit a writing assignment.

When to select: This is an accommodation for students who have motor or processing disabilities (such as dyslexia), who have had an injury that makes it difficult to produce text or commands using computer keys, or who may need alternative ways to work with computers. Students must be familiar with the software and have had many opportunities to use it prior to testing.

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 assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.

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.

Notes for implementation:

- Students need to be proficient in using the software instructionally.

SAT School Day notes

- **One-day test administration**
- Assistive Technology Compatible Format (ATC) and Assistive Technology
- Use of assistive technology (e.g., screen reader/text-to-speech, ...)
- Digital version of the test, delivered on a flash drive
- Students using this accommodation with the Assistive Technology Compatible format will have standard time on the test (unless T04 is also an accommodation for the student) with the exception of Writing and Language Section, where the student automatically receives 100% extended time.
- Student **MUST** use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.
- If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.
- 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.
- Speech-to-text software requires the student to go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential.

R22 Unlimited re-recordings

Allowed for: ELPA21

Description: Provide unlimited opportunities to re-record answers in the speaking domain in ELPA21.

Instructional practices: Student routinely needs multiple opportunities to demonstrate appropriate speech or sound.

When to select: This accommodation may benefit ELs with disabilities who need multiple opportunities for production of intelligible speech. This accommodation may assist students with fine motor difficulties and short term mental memory deficits.

R23 100's number table

Allowed for: WVGSA Grades 3-8 and SAT School Day

Description: A paper-based table listing numbers from 1–100 available for reference – available on the WVGSA portal. This is a non-embedded accommodation for grades 4 and above mathematics items.

Instructional practices: Students who need graphic organizers or manipulatives for visual processing to complete mathematics tasks.

When to select: Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 plan.

Notes for implementation:

- The table can be printed from the portal for students requiring this accommodation. Use of other 100s number tables is prohibited.

- For SAT School Day this is **one-day test administration**.

Setting and Time

Setting and time accommodations allow students to complete assignments, tests, and activities in different settings, with extended time, or with longer/additional breaks. Setting and time accommodations can benefit students with concentration difficulties or who are easily frustrated.

T03 Additional breaks (no studying)

Allowed for: WVGSA Grades 3-8, SAT School Day (See SAT School Day notes below), WVASA, and ELPA21

Description: Students are allowed to take additional breaks as requested or at predetermined intervals.

Instructional practice: Students are provided with frequent breaks during instructional activities and for tests to assist with concentration.

When to select: Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.

Restrictions: Students are not allowed to study for tests and must be monitored during breaks.

Notes for implementation:

- These students may need to be assigned to a different location to prevent distractions.

SAT School Day notes

- Extended breaks - "off testing time clock"
 - **Description:** Students take extended regularly scheduled breaks.
 - **Instructional practice:** Students are provided with frequent breaks during instructional activities and for tests to assist with concentration.
 - **When to select:** Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.
 - **Notes for implementation:**
 - **One-day test administration**
 - These students may need to be assigned to a different room or location to prevent distractions.
 - Students are provided with double the time allotted for regularly scheduled breaks
 - Some students who request extended breaks may need additional accommodations such as permission to eat, take medication, or permission to test blood sugar. These must be requested specifically.
 - Students are not allowed to study for tests and must be monitored during breaks.
- Extra breaks – "off testing time clock"
 - **Description:** Students are allowed to take breaks halfway through longer sections and a break after every section.
 - **Instructional practice:** Students are provided with frequent breaks during instructional activities and for tests to assist with concentration.
 - **When to select:** Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.
 - **Notes for implementation:**
 - **One-day test administration**

- These students may need to be assigned to a different room or location to prevent distractions.
- Students are provided with a break between each test section, and a break in the middle of longer sections of the test.
- Students are not allowed to study for tests and must be monitored during breaks.
- Breaks as needed – “off testing time clock”
 - **Description:** Students are allowed to take breaks during a test section. Timing of the test is paused during the break.
 - **Instructional practice:** Students are provided with frequent breaks during instructional activities and for tests to assist with concentration.
 - **When to select:** Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.
 - **Notes for implementation:**
 - **One-day test administration**
 - These students may need to be assigned to a different room or location to prevent distractions.
 - Typically given to students with physical or medical conditions
 - Breaks are granted as requested by the student during the exam. Timing of the test is paused during the break.
 - Some students who request extended breaks may need additional accommodations such as permission to eat, take medication, or permission to test blood sugar. These must be requested specifically.
 - Students are provided with a breaks as requested. Most students’ needs are met with a 10-minute break. However, if a student requests additional time, grant the request within reason.
 - Students are not allowed to study for tests and must be monitored during breaks.

T04 Extra time

Allowed for: SAT School Day (See SAT School Day notes below) and other timed tests

Description: Timed tests require a request for a specific amount of extra time.

Instructional practice: Students who need additional testing time on timed assignments and tests.

When to select: Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, or scribe).

Restrictions: NAEP assessments must be completed within three times the regular time allotted for each section of the test.

Notes for implementation:

- This accommodation must be identified on an IEP for a student to receive this accommodation for the ACT College Entrance Exam.

SAT School Day notes

- Extended time – 50% reading (all sections)
 - **Description:** Each section of the SAT School Day is administered using 50% extra time.

This accommodation is time and one half—for example, an extension from 1 hour to 1 hour 30 minutes.

- **Instructional practice:** Students who need additional testing time on timed assignments and tests.
- **When to select:** Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, or scribe).
- **Notes for implementation:**
 - **Two-day test administration**
 - Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.
 - Students MUST be given and USE the entire amount of time for each section of the test (regular time and extended time) and CANNOT move to the next section of the test until time is called. Tests must be completed following the schedule in the *SAT School Day Accommodations Manual*.
- Extended time – 50% essay only
 - **Description:** The essay section of the SAT School Day is administered using 50% extra time. This accommodation is time and one half—for example, an extension from 50 minutes to 1 hour 15 minutes.
 - **Instructional practice:** Students who need additional testing time on timed assignments and tests.
 - **When to select:** Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, or scribe).
 - **Notes for implementation:**
 - **One-day test administration**
 - Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.
 - Students MUST be given the entire amount of time for the essay (1 hour 15 minutes) and remain seated until time is called. Tests must be completed following the schedule in the *SAT School Day Accommodations Manual*.
- Extended time – 50% math only
 - **Description:** The mathematics sections (Math without Calculator and Math with Calculator) of the SAT School Day are administered using 50% extra time. This accommodation is time and one half—for example, an extension from 1 hour 20 minutes to 2 hours 1 minute (additional minute due to rounding).
 - **Instructional practice:** Students who need additional testing time on timed assignments

- and tests.
- **When to select:** Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, or scribe).
 - **Notes for implementation:**
 - **One-day test administration**
 - Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.
 - Students MUST be given the entire amount of time for the mathematics sections (2 hours and 1 minute) and CANNOT move to the next section of the test until time is called. Tests must be completed following the schedule in the *SAT School Day Accommodations Manual*.
 - Extended time – 100% reading (all sections)
 - **Description:** Each section of the SAT School Day is administered using 100% extra time. This accommodation is double time—for example, an extension from 1 - 2 hours.
 - **Instructional practice:** Students who need additional testing time on timed assignments and tests.
 - **When to select:** Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, or scribe).
 - **Notes for implementation:**
 - **Two-day test administration.**
 - Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.
 - Students MUST be given the entire amount of time for each section of the test (double the regular time) and CANNOT move to the next section of the test until time is called. Tests must be completed following the schedule in the *SAT School Day Accommodations Manual*.
 - Extended time – 100% math and essay
 - **Description:** The mathematics sections and the essay of the SAT School Day are administered using 100% extra time. This accommodation is double time—for example, an extension from 60 minutes to 120 minutes.
 - **Instructional practice:** Students who need additional testing time on timed assignments and tests.
 - **When to select:** Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who

processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, or scribe).

- **Notes for implementation:**
 - **Two-day test administration**
 - Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.
 - Students MUST be given the entire amount of time for the mathematics sections and the essay of the test (double the regular time) and CANNOT move to the next section of the test until time is called. Tests must be completed following the schedule in the *SAT School Day Accommodations Manual*.
- Extended time – 100% essay only
 - **Description:** The essay of the SAT School Day is administered using 100% extra time. This accommodation is double time—for example, an extension from 50 minutes to 1 hour 40 minutes.
 - **Instructional practice:** Students who need additional testing time on timed assignments and tests.
 - **When to select:** Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, or scribe).
 - **Notes for implementation:**
 - **One-day test administration**
 - Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.
 - Students MUST be given the entire amount of time for the essay (double the regular time) and remain seated until time is called. Tests must be completed following the schedule in the *SAT School Day Accommodations Manual*.
- Extended time – 100% math only
 - **Description:** The mathematics sections (Math without Calculator and Math with Calculator) of the SAT School Day are administered using 100% extra time. This accommodation is double time—for example, an extension from (1 hour 20 minutes to 2 hours 40 minutes).
 - **Instructional practice:** Students who need additional testing time on timed assignments and tests.
 - **When to select:** Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, or scribe).

- **Notes for implementation:**
 - **One-day test administration**
 - Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.
 - Students MUST be given the entire amount of time for the mathematics sections (2 hours 40 minutes) and CANNOT move to the next section of the test until time is called.
 - Tests must be completed following the schedule in the *SAT School Day Accommodations Manual*.

T07 Flexible scheduling (no studying)

Allowed for: WVGSA Grades 3-8, SAT School Day (See SAT School Day notes below), WVASA, and ELPA21

Description: Students are scheduled to allow for the best conditions for their performance, and/or may be allowed to take the test during more than one sitting.

Instructional practice: Students who have a schedule that allows for selecting the most appropriate time for concentration.

When to select: Scheduling changes can be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day. For example, for students who have difficulty concentrating or staying on task as the day progresses, it may help to schedule tests that require the greatest concentration in the morning.

Restrictions: Test sections must be completed within the confines of the regular testing day. Students may not study for tests they already started and must be monitored during breaks.

Notes for implementation:

- These students may need to be assigned to a separate location to prevent distractions.
- Decisions about how to schedule and provide extra time must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.

SAT School Day notes

- Flexible scheduling – limited timed testing
 - **Description:** Students are allowed to take the test broken into shorter timeframes and taken over two days.
 - **Instructional practice:** Students who have a schedule that allows for selecting the most appropriate time for concentration.
 - **When to select:** Scheduling changes can be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day. For example, for students who have difficulty concentrating or staying on task as the day progresses, it may help to schedule tests that require the greatest concentration in the morning.
 - **Notes for implementation:**
 - **Two-day test administration**
 - Students must complete each section of the test once it is started.
 - Students will need to be assigned to a separate room or location to prevent distractions.
 - Decisions about how to schedule must be made on a case-by-case basis for each

individual student—not by any category of students—keeping in mind the disability involved.

- Flexible scheduling – late start
 - **Description:** Students are allowed to have a later start in the day for SAT School Day administration. Allows for the administration of the assessment at a time most beneficial to the student.
 - **Instructional practice:** Students who have a schedule that allows for selecting the most appropriate time for concentration.
 - **When to select:** Scheduling changes can be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day.
 - **Notes for implementation:**
 - **One-day or two-day test administration**
 - These students will need to be assigned to a separate room or location to prevent distractions.
 - Decisions about how to schedule must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the disability involved.
 - Students must complete the SAT School Day following the standard timing sequence (assuming they do not have extended time accommodations) but begin at a later time than the general population of students.

T09 Provide separate setting

Allowed for: WVGSA Grades 3-8, SAT School Day (See SAT School Day notes below), and ELPA21

Description: Test location is altered so that the student is tested in a setting different from that made available for most students.

Instructional practice: Special seating arrangements for students who are easily distractible are provided within the classroom to improve focus. Students can come in during off periods to do homework or class assignments when the classroom has only a few students. During instruction and or testing, students are allowed an alternative environment.

When to select: Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group, or 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. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home.

Notes for implementation:

- Changes in instructional and assessment locations can benefit students who are easily distracted in large group settings and who concentrate best in a small group or individual setting.
- Changes in location also benefit students who receive accommodations (e.g. reader, scribe, or frequent breaks) that might distract other students.
- Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.
- Students must be monitored during the entire testing period.
- It may be difficult to find testing locations that are private and free of distractions, especially when many students in a building are tested at the same time.

- Each student tested in a separate setting within the school must be under the supervision of a trained examiner.
- These requirements apply to students tested in all locations, whether the student is assessed in the school building, at home, in a hospital, or a residential or other alternative setting.

SAT School Day notes

- Modified setting
 - **Description:** Test location is altered so that the student is tested in a setting different from that made available for most students. The assessment may be administered in alternate education setting with appropriate supervision.
 - **Instructional practice:** Special arrangements for students who are easily distractible are provided within the classroom to improve focus. Students can come in during off periods to do homework or class assignments when the classroom has only a few students. During instruction and or testing, students are allowed an alternative environment.
 - **When to select:**
 - Students required one-to-one testing.
 - Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group.
 - Students who may benefit from being in an environment that allows for movement, such as being able to walk around, may need an alternate location to be able to take the assessment. The separate setting may be in a different room.
 - In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital.
 - **Notes for implementation:**
 - **One-day test administration**
 - These requirements apply to students tested in all locations, whether the student is assessed in the school building, in a hospital, or a residential or other alternative setting.
 - Changes in location are required for students who receive some accommodations (e.g. reader, scribe, or frequent breaks).
 - College Board will automatically approve one-to-one testing for students with certain accommodations for example a reader, scribe, etc.
 - Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.
 - Students with disabilities preventing them from attending school will be administered the test at a location other than school.
 - Each student tested in a separate setting within the school must be under the supervision of a trained examiner.
 - Students must be monitored during the entire testing period,
- Preferential seating
 - **Description:** Student is given special seating arrangements. Placement of student where he/she is most comfortable or placement of student near proctor
 - **Instructional practice:** Special seating arrangements for students who are easily distractible are provided within the classroom to improve focus.

- ***When to select:*** Students who are easily distracted or may have a visual/auditory disability. The preferential seating may be in a specific location (for example, away from windows, doors, or pencil sharpeners, near the teacher's desk, or in the front of a classroom).
- ***Notes for implementation:***
 - **One-day test administration**
 - Changes in instructional and assessment locations can benefit students who are easily distracted.
 - Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment which must be requested separately.