Rhode Island State Assessment Program

Accommodations and Accessibility Features Manual (2024-25)

This manual contains accessibility and accommodations information for the ACCESS for ELLs, DLM, RICAS, NGSA, PSAT 10, and RI SAT School Day assessments.

RIDE Rhode Island Department of Education

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I. Introduction

This manual contains information and state policies on accommodations and accessibility features for the five assessments that comprise the Rhode Island State Assessment Program (RISAP). Each assessment is slightly different in what are and are not appropriate test supports for students. IEP/504 and EL teams should read this manual carefully to ensure they select the most effective test supports. Any support provided to a student should mitigate the student's challenges as much as possible and provide the greatest amount of access to the state assessments they take. Accommodation and accessibility features should support a student's independence to show what they know on state tests.

In addition to this manual, several of the state assessments have additional accommodations and accessibility manuals that explain how to administer a test using the accommodation and any technical issues that to address prior to testing. **In addition to this manual, you will need:**

- **ACCESS:** *WIDA Accessibility and Accommodations Manual*
- **DLM:** *DLM Accessibility and Accommodations Manual*
- **RICAS:**
    - *Guide to the Student Accommodation Profile Process*
    - *Guidelines for Using Assistive Technology as a RICAS Test Accommodation*
- **NGSA:**
    - *Accommodations and Accessibility Features Manual*
    - *NGSA TIDE User Guide*
    - *NGSA Assistive Technology Manual*
- **SAT and PSAT 10:**
    - *Accommodations and Supports Handbook*
    - *Test Coordinator Accommodations Guide*

All documents and other test-specific resources can be found at www.ride.ri.gov/accommodations

Test Support Categories

Test supports are divided into two categories depending on whether all students can use them, if they are for a student with a disability, or if they are designed for a student in the process of learning English.

1. **Accessibility Features** may be available to any student. All the flexible test administration procedures may be used with *any* student, at the discretion of the principal (or designee).
2. **Accommodations** are available to students with disabilities and/or English learners. Teams and educators responsible for developing Individualized Education Programs (IEPs) and 504 plans must make decisions regarding accommodations, and these must be listed in the plan of each student. We encourage LEAs to list accommodations for EL students using the sample form in this document, though this is not required.
    - **Special Access Accommodations (RICAS only)**: These accommodations can be only used by students with disabilities who meet certain guidelines and criteria.
    - **EL State-Allowed Accommodations (PSAT 10 and SAT only):** Use of these accommodations will result in scores that are non-reportable. This means test scores cannot be used for college admissions purposes. However, scores will be used by RIDE for accountability and assessment reporting and students will receive individual score reports.

Navigating the table of test supports

Test Support Name: The name of the general category of test support. This provides a common name across all state assessments.

Student Status: Tells which students are eligible to use this test support. Options are:

- *Any Student* regardless of disability or EL status, students may use this test support.
- *IEP/504 Only* designate test supports only for students with disabilities. Students with RTI plans or Personal Literacy Plans do not qualify for these test supports.
- *EL Only* is for any current or former EL student

External or Non-Embedded Support: This column provides information what the support is, any criteria or requirements a student must meet before getting the support, and details on using the test support with paper-based tests.

- Information on using the external support with computer-based tests is here if it the test support is not embedded into the test platform.
- This column provides the name of the test support used in the test-specific manuals. Often the names for the same test support are different across tests.
- We are required to monitor accommodations use across tests so any information on recording the accommodation is also provided.

Test Support Name	Test	Student Status	Support Group	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
Adaptive or Specialized Furniture	ACCESS, DLM, NGSA, RICAS	Any Student	Accessibility Feature	*May be provided as a non-embedded support.*	**ADAPTIVE OR SPECIALIZED EQUIPMENT OR FUR** Some students may require specialized equipme furniture including (but not limited to) special se weighted vests, fidget tools, noise-reducing hea specialized lighting or acoustics, or adaptive key desks, or lighting. *For ACCESS: See page 3 in the WIDA Access Accommodations Manual.* PNP Profile, TIDE, PNP: Not Recorded
	PSAT10_SAT	IEP/504 Only	*Accommodation*	**ADAPTIVE OR SPECIALIZED FURNITURE.** *This is an accommodation for PSAT 10 and SAT. See page 25 for more information.*	
Answer Eliminator	NGSA	Any Student	Accessibility Feature	**ANSWER ELIMINATOR.** This tool allows the student to mark an "X" through each answer option they think is incorrect. If an answer option is an image, it will be grayed out. **Note:** Defaulted to ON for all students. TIDE: Not Recorded	**ANSWER ELIMINATOR**. Student uses a pencil to mark an "X" through each answer option they think is incorrect in the paper edition or print out of test items. TIDE: Not Recorded

This section identifies where accommodations will be entered. Each test uses a uses a different platform. Some accommodations are not recorded in the platform at all.

Test: The acronym used for the state assessment.

The **Embedded Support** column provides information what the support is, details on using it with computer-based tests, and any criteria or requirements a student must meet before getting the support.

- The name of the test support used in the test-specific manuals is provided. Often, the names for the same test support are different across tests.
- Configuration information is also provided if a test support requires configuration before testing.

Not all test supports are the same across tests. Test supports are divided into *accessibility features* that all students can receive and *accommodations* that are only for specific students.

I. Accessibility Features

Accessibility features are tools and supports that are available to *all* students, regardless of their disability or EL status.

- **Accessibility features are not the same across tests.** Please read the description of the accessibility feature carefully and review any additional test manuals, if applicable.
- Most accessibility features are embedded in the computer-based test platform and have paper-based equivalents for students taking the paper-based tests. Which version of accessibility feature is provided depends on student preference and in some cases staffing.
- Most accessibility features will be available on the day of the test to *any* student who wishes to use them; however, some *must* be either designated in the test's online system or requested and approved before testing because they require additional preparation or a specific setting in the test platform.
- Principals have the flexibility to test *any* student using the accessibility features listed on the following pages, including non-disabled and non-EL students, as long as all requirements for testing conditions and staffing are met.
- It is advisable, although not required, to include accessibility features in the IEP, 504, or EL plan of any student who has one of these plans.

Table 1: Accessibility Features (available to any student, regardless of disability or EL status)

Test Support Name	Test	Student Status	Support Group	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
Adaptive or Specialized Furniture	ACCESS, DLM, NGSA, RICAS	Any Student	Accessibility Feature	*May be provided as a non-embedded support.*	**ADAPTIVE OR SPECIALIZED EQUIPMENT OR FURNITURE.** Some students may require specialized equipment or furniture including (but not limited to) special seating, weighted vests, fidget tools, noise-reducing headphones, specialized lighting or acoustics, or adaptive keyboards, desks, or lighting. *For ACCESS: See page 4 in the WIDA Accessibility and Accommodations Manual.* DLM Kite EP, NGSA TIDE, CB TDTK, RICAS SAP: Not Recorded
	PSAT10_ SAT	IEP/504 Only	*Accommodation*	**ADAPTIVE OR SPECIALIZED FURNITURE.** *This is an accommodation for PSAT 10 and SAT. May be provided as an accommodation that does not require approval if used as a stand-alone accommodation. Request and approval are required if used in conjunction with other accommodations.*	
Answer Eliminator	NGSA	Any Student	Accessibility Feature	**ANSWER ELIMINATOR.** This tool allows the student to mark an "X" through each answer option they think is incorrect. If an answer option is an image, it will be grayed out. **Note:** Defaulted to *ON* for all students. NGSA TIDE: Not Recorded	**ANSWER ELIMINATOR**. Student uses a pencil to mark an "X" through each answer option they think is incorrect in the paper edition or print out of test items. NGSA TIDE: Not Recorded
	RICAS	Any Student	Accessibility Feature	**ANSWER ELIMINATOR.** This tool allows the student to cross out possible answers. RICAS SAP: Not Recorded	**ANSWER ELIMINATOR.** Students use a pencil to mark an "X" through each answer option they think is incorrect in the answer booklet. RICAS SAP: Not Recorded
	PSAT10_ SAT	Any Student	Accessibility Feature	**STRIKETHROUGH.** This tool allows the student to mark an "X" through each answer option they think is incorrect. If an answer option is an image, it will be grayed out.	**STRIKETHROUGH**. Student uses a pencil to mark an "X" through each answer option they think is incorrect in the paper edition or print out of test items.

Test Support Name	Test	Student Status	Support Group	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
Answer Masking	ACCESS	Any Student	Accessibility Feature	*May be provided as a non-embedded support.*	**ANSWER MASKING.** Test administrators may use a piece of paper to cover portions of the screen to reduce visual clutter without otherwise affecting the information or number of response options. WIDA AMS: Not Recorded
	DLM	Any Student	Accessibility Feature	*May be provided as a non-embedded support.*	**ANSWER MASKING.** Test administrators may use a piece of paper to cover portions of the screen to reduce visual clutter without otherwise affecting the information or number of response options. DLM Kite EP: Not Recorded
	NGSA	Any Student	Accessibility Feature	**ANSWER MASKING.** This tool blocks off content, test items, or answer options so the student can focus attention on a specific part of a test item. NGSA TIDE: Answer Masking	**ANSWER MASKING.** For students taking the paper-edition, they can use blank paper to block test content, test items, or answer options to focus their attention on a specific part of a test item. NGSA TIDE: Not Recorded
	PSAT10_ SAT	IEP/504	*Accommodation*	**ANSWER MASKING.** *This is an accommodation for PSAT 10 and SAT.*	
	RICAS	Any Student	Accessibility Feature	**ANSWER MASKING.** This tool enables students to click on an eye icon that will "hide" possible answers. RICAS SAP: Not Recorded	**ANSWER MASKING.** Students can use blank page to block off test content, test items, or answer options to focus on a specific part of the test item. RICAS SAP: Not Recorded
AT/AAC Devices	ACCESS	IEP/504/EL	Accessibility Feature	**AAC DEVICES.** An Assistive/Augmentative Communication (AAC) device is considered the voice of a student who is unable to produce functional speech. Use of an AAC during testing should be consistent with the student's day-to-day instruction and communication methods and is not considered an accommodation. *See the WIDA Accommodations and Accessibility Features Manual, page 24 for instructions on how to administer the ACCESS tests to students using AAC devices.*	

Test Support Name	Test	Student Status	Support Group	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
				ALTERNATIVE MICROPHONE. Students may feel uncomfortable speaking into the microphone attached to the headset. Students may use an alternate microphone (not attached to a headset), such as a microphone built into the computer or one that attaches to the device using a USB port. Bluetooth and other alternative microphone set-ups may not be compatible. Check for compatibility prior to the day of testing using the online Speaking practice test. *See page 4 in the WIDA Accessibility and Accommodations Manual.*	
	DLM	IEP/504	*Accommodation*	**ASSISTIVE TECHNOLOGY.** *This is an accommodation for DLM.*	
	NGSA	IEP/504	*Accommodation*	**ASSISTIVE TECHNOLOGY.** *This is an accommodation for NGSA.*	
	RICAS	IEP/504	*Accommodation*	**ASSISTIVE TECHNOLOGY.** *This is an accommodation for RICAS.*	
	PSAT10_ SAT	IEP/504	*Accommodation*	**ASSISTIVE TECHNOLOGY.** *This is an accommodation for PSAT 10 and SAT.*	
Auditory Supports	ACCESS	Any Student	Accessibility Feature	**AUDIO AIDS:** A tool that the student can use to amplify or diminish sound. Audio aids include amplification devices, noise buffers, and white noise machines. • Noise buffers must be compatible with the requirements of the test (i.e., allow the student to hear listening items). • Smart phones cannot be used. Music or other recordings may not be played on headphones worn during testing. • *See the WIDA Accommodations and Accessibility Features Manual, page 6 for more information.*	
				COMPUTER-BASED TEST. Noise canceling headphones or earbuds may be connected to the computer. Be aware that some headphones may not be compatible with hearing aids or cochlear implants. In these situations, the student may participate in online testing by playing the sound through the computer's external speakers. Students using speakers must be tested in a separate setting.	**PAPER-BASED TEST.** Noise canceling headphones, earplugs, earphones, or other noise buffers not connected to an audio device may be used during paper-based testing for Reading, Writing, and Speaking. For the Listening test, students may need to use the noise buffers connected directly to the device used to play the Listening and Speaking CD.

Test Support Name	Test	Student Status	Support Group	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
	NGSA, RICAS	Any Student	Accessibility Feature	*May be provided as a non-embedded support.*	**AMPLIFICATION.** Volume control, amplification device, FM system, noise buffer, noise-cancelling earmuffs/headphones, white noise machine. **NOTE:** Smart phones cannot be used. Music or other recordings may not be played on headphones during testing. NGSA TIDE: Amplification RICAS SAP: Not Recorded
	DLM	Any Student	Accessibility Feature	**AMPLIFICATION.** The volume of the testing device may be increased using computer controls. DLM Kite EP: Not Recorded	**AUDITORY AMPLIFICATION/FM SYSTEM.** Student uses an auditory amplification device or special sound system to hear the test administrator. DLM Kite EP: Not Recorded
	PSAT10_ SAT	IEP/504	*Accommodation*	**AUDITORY SUPPORTS.** *This is an accommodation for PSAT 10 and SAT.*	

Assistance from a test administrator regarding the use of the computer-based testing platform.	ACCESS, DLM, RICAS, NGSA, SAT, PSAT 10	Any Student	Accessibility Feature	*May be provided as a non-embedded support.*	**ASSISTANCE FROM A TEST ADMINISTRATOR REGARDING THE USE OF THE COMPUTER-BASED TESTING PLATFORM.** The supports below must be provided to any student who requires them during the testing session, including students with disabilities and EL students:
					• This ***only*** refers to helping a student navigate these test platforms:
					  ○ RICAS: Kiosk/iTester
					  ○ PSAT 10/SAT: Bluebook
					  ○ NGSA: Test Delivery System (TDS)
					  ○ DLM: Kite Student Portal
					  ○ ACCESS: WIDA AMS
					• Test administrators are not to help students answer a test question.
					• This also does not remove the responsibility of schools to teach students how to navigate the online test systems prior to testing. Students should become familiar with the basic functionality of the testing platforms by viewing student tutorials and taking online practice tests.

Test Support Name	Test	Student Status	Support Group	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
Breaks	ACCESS	EL	Accessibility Feature	*May be provided as a non-embedded support.*	**SUPERVISED BREAKS.** A student may take breaks as needed or breaks can be planned based on the student's specific needs (e.g., fatigues easily, overly anxious). **SHORT SEGMENTS.** If the student requires breaks beyond the 30 minutes allotted for the test, then a paper version may be necessary. Each domain must be completed on the same day. *See the WIDA Accommodations and Accessibility Features Manual, page 3 for more information.*
	DLM	Any Student	Accessibility Feature	**BREAKS.** *The DLM alternate assessments are highly individualized for each student depending on their abilities and challenges. This includes scheduling testing, including breaks, to maximize student engagement and participation.*	
	NGSA	Any Student	Accessibility Feature	*May be provided as a non-embedded support.*	**BREAKS.** A student requires extra breaks, extended breaks, or breaks as needed. NGSA TIDE: Not Recorded
	RICAS	Any Student	Accessibility Feature	*May be provided as a non-embedded support.*	The following options are available for breaks. Breaks can be scheduled in a way that promotes the student's participation in the test. • **EXTRA BREAKS** • **EXTENDED BREAKS** • **BREAKS AS NEEDED** RICAS SAP: Not Recorded
	PSAT10_ SAT	IEP/504	Accommodation	**BREAKS.** *This is an accommodation for PSAT 10 and SAT.*	
Calculators	NGSA, PSAT 10, SAT, DLM,	Any Student	Accessibility Feature	**DESMOS CALCULATOR.** A Desmos calculator is available in the test delivery platform for any item requiring a calculator. NGSA TIDE: Not Recorded	**CALCULATOR.** Schools can provide hand-held scientific calculators to students. Four-function and graphing calculators are acceptable. NGSA TIDE: Not Recorded
	RICAS	Any Student	Accessibility Feature	**CALCULATOR.** A calculator is available in the test delivery platform for any sessions where calculators are allowable. See Appendix H: RICAS Calculator Policy.	**CALCULATOR.** Schools can provide hand-held calculators that are allowable by grade and session. See Appendix H: RICAS Calculator Policy.

Test Support Name	Test	Student Status	Support Group	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
					MATHEMATICS TOOLS. Student uses arithmetic tables for addition, subtraction, multiplication, and division, including an abacus or other manipulatives. **NOTE:** Formulas or formula sheets may not be provided. NGSA TIDE: Not Recorded
		IEP/504	Accommodation	**CALCULATOR OR MATHEMATICS TOOLS.** *This is an accommodation for DLM and RICAS Mathematics.*	
Color Contrast	ACCESS	Any Student	Accessibility Feature	**COLOR PREFERENCES.** A student can change the color of the text and background. *See the WIDA Accommodations and Accessibility Features Manual, page 6 for more information.*	**COLOR OVERLAY.** The student can use a color overlay or acetate shield of their choice to lay over the text booklet page.
	DLM	IEP/504	Accommodation	**COLOR CONTRAST.** *This is an accommodation for DLM.*	
	NGSA	Any Student	Accessibility Feature	**COLOR CONTRAST.** The following text and background combinations are available in TIDE: • black text on white background (default) • black text on rose background • gray text on light gray background • yellow text on blue background • reverse contrast (white text on black background) NGSA TIDE: Color Contrast	**COLOR OVERLAY.** Students can use a color overlay of their choice. NGSA TIDE: Not Recorded
	PSAT10_ SAT	Any Student	Accessibility Feature	**COLOR CONTRAST.** Testing devices must have the **Floating Accessibility Feature** enabled for certain tools to work properly during testing. Color combinations are device dependent.	
	RICAS	Any Student	Accessibility Feature	**COLOR CONTRAST.** Selects an alternative color combination for the text (font color) and background. If selected, students may change the alternative color combination during testing. These combinations are available: • black text on white background (default)	**COLOR OVERLAY.** The student can use a color overlay or acetate shield of their choice if using a paper test booklet. An acetate shield can be taped over the computer screen if the preferred color contrast option is not available. RICAS SAP: Not Recorded

Test Support Name	Test	Student Status	Support Group	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
				• white text on black background • blue text on yellow background • yellow text on red background • yellow text on green background • Pink text on blue background • Orange text on brown background • dark blue text on blue background • black text on orange background • yellow text on blue background • black text on yellow background • purple text on pink background RICAS SAP: Not Recorded	
Emergency Accommodation	ACCESS, DLM, NGSA, RICAS	Any Student		**EMERGENCY ACCOMMODATION.** An emergency accommodation is appropriate in cases where a student needs a new accommodation immediately prior to the assessment due to unforeseen circumstances. *See Emergency Accommodations (page 40) for more information.*	
Expandable Passages	NGSA, SAT_PSAT10	Any Student	Accessibility Feature	**EXPANDABLE PASSAGES.** Each passage or stimulus can be expanded so that one or the other occupies a larger portion of the screen. Default is *ON* for all students. NGSA and PSAT10_SAT: Not Recorded	*Not available for paper testing or as an external support.*
Extended Time	ACCESS	IEP/504	Accessibility Feature	**EXTENDED TESTING TIME.** Testing times are to assist with planning. Allow students to continue testing as long as they are working productively, up to the end of the school day. See page 37 for information on the Extended Speaking Test Response Time and Testing Over Multiple Days accommodations.	
	DLM	IEP/504/EL	Accessibility Feature	**EXTENDED TIME.** Testing times are to assist with planning. Allow students to continue testing as long as they are working productively.	
	NGSA RICAS	Any Student	Accessibility Feature	*May be provided as a non-embedded support.*	**EXTENDED TIME.** Testing times are to assist with planning. Allow students to continue testing as long as they are working productively. NGSA TIDE and RICAS SAP: Not Recorded
	SAT_PSAT10	IEP/504/EL	Accommodation	**EXTENDED TIME.** *Extended time is an accommodation for PSAT 10 and SAT. See page 36 for information on options for students with disabilities and EL students.*	
Familiar Test Administrator	ACCESS DLM	Any Student	Accessibility Feature	*May be provided as a non-embedded support.*	**FAMILIAR TEST ADMINISTRATOR.** Someone familiar to the student, including someone other than the classroom teacher may administer the

Test Support Name	Test	Student Status	Support Group	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
	NGSA RICAS				test. Anyone involved in test administration must meet all criteria to become a test administrator, sign all necessary confidentiality and security documents, and participate in all required training. ACCESS: Administrative Consideration DLM Kite EP: Not Recorded NGSA TIDE: Not Recorded RICAS SAP: Not Recorded
	PSAT 10, SAT	Any Student	Accessibility Feature	**FAMILIAR TEST ADMINISTRATOR.** *Does not require approval.*	TDTK: Not recorded
Highlighter	ACCESS	Any Student	Accessibility Feature	**HIGHLIGHTERS.** .A highlighter tool is built into the test platform. Mouse control is needed to use this tool. *See the WIDA Accommodations and Accessibility Features Manual, page 7 for more information.*	**HIGHLIGHTERS, COLORED PENCILS, OR CRAYONS.** Students use their preferred writing tool(s) to mark specific text in the test booklet. Highlighters, highlighter tape, page flags, and reading guides are all acceptable.
	DLM	IEP/504	*Accommodation*	**HIGHLIGHTER.** This is an accommodation for DLM.	
	NGSA, PSAT10_SAT, RICAS	Any Student	Accessibility Feature	**HIGHLIGHTER.** The embedded highlighter tool is used for marking desired text with a color. Highlighted text remains available through the test segment. Defaulted to *ON* for all students. NGSA TIDE: Not Recorded CB TDTK: Not Recorded RICAS SAP: Not Recorded	**HIGHLIGHTER.** Students use their preferred writing tool(s) to mark specific text in the test booklet. Highlighters, highlighter tape, page flags, and reading guides are all acceptable. NGSA TIDE: Not Recorded CB TDTK: Not Recorded RICAS SAP: Not Recorded
Line Reader	ACCESS	Any Student	Accessibility Feature	**LINE GUIDE or TRACKING TOOL.** A line guide tool is built into the test platform. Activate the tool, and then drag the graphic that appears on the screen to move the line guide. Mouse control is needed to use this tool. *See the WIDA Accommodations and Accessibility Features Manual, page 7 for more information.*	**LINE GUIDE or TRACKING TOOL.** A **line guide** is a tool the student uses to cover up the part of the text they aren't reading so it is not a distraction. A **tracking tool** is used to help a student guide their eyes while reading text. The student can use the same tracking tool or line guide they use during instruction (e.g., note card, bookmark, cut-out sentence highlighting strip).

Test Support Name	Test	Student Status	Support Group	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
	NGSA, PSAT10_SAT, RICAS	Any Student	Accessibility Feature	**LINE READER.** The embedded line reader tool masks the text so only part of the text can be viewed at one time. Can be raised or lowered for each line of text on the screen. **NOTE:** Defaulted to ON for all students. NGSA TIDE: Not Recorded CB TDTK: Not Recorded RICAS SAP: Not Recorded	**LINE READER.** If a student uses a paper edition of the test or a paper copy of a passage or test item, two sheets of paper, blank card, or cut-out may be used as a line reader. NGSA TIDE: Not Recorded CB TDTK: Not Recorded RICAS SAP: Not Recorded
	DLM			**LINE READER.**	
Magnification Tool or Device	ACCESS	Any Student	Accessibility Feature	**LOW VISION AIDS OR MAGNIFICATION DEVICES.** A magnifier tool is built into the test platform. Students must scroll to see all the content when the test is magnified, and they must return to the default size to use other tools, such as the highlighter.	**LOW VISION AIDS OR MAGNIFICATION DEVICES.** Students may use a low-vision device with a regular or large-print test booklet. Answers recorded in a large print booklet must be transcribed. *See the WIDA Accommodations and Accessibility Features Manual, page 8 for more information on **magnification** devices.* *See the **LARGE-PRINT EDITION** accommodation and page 15 in the WIDA Accommodations and Accessibility Features Manual for more information.*
	DLM	IEP Only	Accommodation	**MAGNIFICATION and LARGE PRINT EDITION.** *These are accommodations for DLM.*	
	RICAS	Any Student	Accessibility Feature	**SCREEN ZOOM.** Test takers can magnify the entire screen from 100% to 150%, 200% and 300%.	*See the **LARGE-PRINT EDITION** accommodation for students who will take the paper version of the test.*
	NGSA	Any Student	Accessibility Feature	**ZOOM or MAGNIFIER TOOL.** Increase the font size displayed on the screen. Sizes are: 1x (default setting), 1.5x, 1.75x, 2.5x, 3x, 5x, 10x, 15x, 20x. NGSA TIDE: Magnification *(select the magnification size)* and Streamline Mode (settings from 5x to 20x).	**MAGNIFICATION DEVICE:** *This is an accommodation for NGSA. See MAGNIFICATION options and LARGE PRINT EDITION for more information.*
	PSAT10_SAT	Any Student	Accessibility Feature	**ZOOM IN/ZOOM OUT.** Increases the font size displayed on the screen. Sizes are device dependent.	**MAGNIFICATION DEVICE:** *This is an accommodation for PSAT 10 and SAT. See MAGNIFICATION options and LARGE PRINT EDITION for more information. If ZOOM is not*

Test Support Name	Test	Student Status	Support Group	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
					sufficient for computer-based testing, magnification software can be requested through the use of Assistive Technology third party software.
Mark for Review	RICAS, NGSA, PSAT10_ SAT	Any Student	Accessibility Feature	**MARK FOR REVIEW.** The student or scribe can mark items for review and return at a later time. The default will be *ON* for all students. **NOTE:** If an answer option is selected when the student marks an item for review, the answer will not be saved when the student moves on to the next segment or after a break of more than 20 minutes. RICAS SAP, NGSA TIDE, CB TDTK: Not Recorded	**MARK FOR REVIEW.** Students taking the paper test can mark items with a blank place card for review later. RICAS SAP, NGSA TIDE, CB TDTK: Not Recorded
Mouse Pointer	RICAS	Any Student	Accessibility Feature	**MOUSE POINTER.** The mouse pointer can be magnified, and the color can be changed for students with visual impairments. The degree of magnification and color of the mouse pointer and/or cursor must be selected prior to testing. Options are: • M = Medium • L = Large • XL = Extra Large • XLB = Extra Large Black • XLG = Extra Large Green • XLY = Extra Large Yellow RICAS SAP Column Q (Mouse Pointer)	N/A
	NGSA	Any Student	Accessibility Feature	**MOUSE POINTER.** The mouse pointer can be magnified, and the color can be changed for students with visual impairments or those who are using a color contrast option. The degree of magnification and color of the mouse pointer must be selected in TIDE prior to testing. Options are black, green, red, white, or yellow.	N/A

Test Support Name	Test	Student Status	Support Group	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
				NGSA TIDE: Mouse Pointer	
	PSAT10_ SAT	Any Student	Accessibility Feature	**MOUSE POINTER.** The sizing and functionality are device dependent. Floating Accessibility function must be enabled. CB TDTK: not recorded	Not available as a non-embedded support.
Notepad or Scratch Paper	ACCESS	Any Student	Accessibility Feature	**NOTEPAD.** A notepad tool is built into the test platform for the Writing test. Select the tool, and a notepad window will open. Notes are added by typing on the keyboard. The notepad can be closed and reopened and stays on the screen on which it's created as the student moves through the test. The notepad can be used instead of, or in addition to, physical scratch paper. **SCRATCH PAPER.** *May also be provided as a non-embedded support.* *See the WIDA Accommodations and Accessibility Features Manual, page 7, for more information.*	**SCRATCH PAPER.** Scratch paper should be available to students upon request for all other language domains and grade levels. *Only student work in the test booklet will be scored.* **Allowable types of scratch paper:** Scratch paper can be any blank writing surface, including plain or colored paper, grid, wide-ruled, braille paper, raised-line paper, bold-line paper, raised-line grid paper, bold-line grid paper, or colored paper. Students may alternately use an individual, erasable whiteboard as scratch paper for notes and responses. *No graphic organizers may be provided.*
Notepad or Scratch Paper	NGSA	Any Student	Accessibility Feature	**NOTEPAD.** Student uses the embedded note-taking tool in the Test Delivery System. NGSA TIDE: Not Recorded	**SCRATCH PAPER.** Lined, unlined, graphing paper, or other blank paper may be provided. NGSA TIDE: Not Recorded
	RICAS	Any Student	Accessibility Feature	**NOTEPAD.** The notepad feature in PAN may be used for notes and calculations. RICAS SAP: Not Recorded	**SCRATCH PAPER.** Lined, unlined, graph, or other blank paper may be provided to any student. RICAS SAP: Not Recorded
	SAT/PSAT 10	Any Student	Accessibility Feature	**SCRATCH PAPER *(Accessibility Feature).*** Everyone taking the computer-based test will receive one piece of scratch paper at a time (with a maximum of up to 3) as part of the general administration. CB TDTK: Not Recorded	**SCRATCH PAPER.** Everyone taking the assessment will receive one piece of scratch paper at a time (with a maximum of up to 3) as part of the general administration. CB TDTK: Not Recorded

Test Support Name	Test	Student Status	Support Group	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
One-to-One	ACCESS NGSA RICAS	IEP/504	Accessibility Feature	*May be provided as a non-embedded support.*	**INDIVIDUAL OR ONE-TO-ONE SETTING.** Test students individually, in small groups, or other grouping that reflects their typical classroom environment. Follow the Small Group Administration policy for creating small groups. *See the WIDA Accommodations and Accessibility Features Manual, page 4, for more information.* NGSA TIDE and RICAS SAP: Not Recorded
	DLM			**ONE-TO-ONE ADMINISTRATION.** DLM is designed to be administered to each student individually.	
	SAT/ PSAT 10	IEP/504	*Accessibility Feature*	**ONE-TO-ONE ADMINISTRATION**. *Is an accommodation for PSAT 10 and SAT.*	
Preferential Seating	ACCESS	EL	Accessibility Feature	*May be provided as a non-embedded support.*	**SPECIFIC SEATING.** Seat students any place in the testing room that helps them hear, see, focus, or otherwise engage with the test. Seating arrangements must ensure the student can access test materials, hear the test administrator and any recorded audio, and be monitored. *See the WIDA Accommodations and Accessibility Features Manual, page 4 for more information.*
	NGSA RICAS	Any Student	Accessibility Feature	*May be provided as a non-embedded support.*	**PREFERENTIAL SEATING.** A student takes the test in a specific area of the testing room where they are most comfortable, including use of study carrel. Seating arrangements must ensure the student can access test materials, hear the test administrator and any recorded audio, and be monitored. TIDE and RICAS SAP: Not Recorded
	PSAT10_ SAT	IEP/504	*Accessibility Feature*	*May be provided as a non-embedded support.*	**PREFERENTIAL SEATING** *May be provided without an accommodation request.* .

Test Support Name	Test	Student Status	Support Group	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
Read Aloud Selected Words	NGSA RICAS	Any Student	Accessibility Feature	*May be provided as a non-embedded support.*	**READ ALOUD SELECTED WORDS.** The test administrator reads aloud (or signs, in the case of a student who is deaf or hard-of-hearing) selected words on the RICAS math test or the NGSA science test, as requested by the student. The student will point to the word or phrase that he or she needs read aloud or signed. Test administrator quietly reads aloud or signs the selected word to the student. Students using this feature may be tested alongside other students in groups of any size. NGSA TIDE: Not Recorded RICAS SAP: not Recorded
Read Aloud, Repeat, or Clarify General Test Instructions	ACCESS	Any Student	Accessibility Feature	*May be provided as a non-embedded support.*	**READ ALOUD, REPEAT, CLARIFY GENERAL TEST DIRECTIONS** The test administrator must be available and meet the criteria for administering a state assessment as outlined in the Test Coordinator Handbook. General Test Directions do not include any part of any test item, response options, or text (reading passages, charts, graphs, or diagrams) included with the test item.
Read Aloud, Repeat, or Clarify General Test Instructions	PSAT10_ SAT	Any Student	Accessibility Feature	*May be provided as a non-embedded support.*	**READ ALOUD, REPEAT, CLARIFY GENERAL TEST DIRECTIONS.** The test administrator may read aloud, repeat, or clarify the test directions for a student, in English. The test administrator must be available and meet the criteria for administering a state assessment in the Test Coordinator Handbook. General Test Directions do not include any part of any test item, response options, or text (reading passages, charts, graphs, or diagrams). Interactive script available in Test Day Toolkit. CB TDTK: Not Recorded

Test Support Name	Test	Student Status	Support Group	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
	RICAS NGSA	Any Student	Accessibility Feature	*May be provided as a non-embedded support.*	**READ ALOUD, REPEAT, CLARIFY GENERAL TEST DIRECTIONS.** The test administrator may read aloud, repeat, or clarify the test directions for a student, in English. The test administrator must meet the criteria for administering a state assessment as outlined in the Test Coordinator Handbook. General Test Directions do not include any part of test item, response options, or text (reading passages, charts, graphs, or diagrams) with the test item. RICAS SAP and NGSA TIDE: Not Recorded
Read Aloud to Self	ACCESS DLM NGSA RICAS	Any Student	Accessibility Feature	*May be provided as a non-embedded support.*	**READ ALOUD TO SELF.** A student may read the assessment aloud to themselves. Test student in a separate setting unless a low-volume device is used, like a Whisper phone. *For ACCESS: See the WIDA Accommodations and Accessibility Features Manual page 5 for more information.* NGSA TIDE and RICAS SAP: Not Recorded
	PSAT10_ SAT	Any Student	Accommodation	**READ ALOUD TO SELF.** *This is an accommodation for PSAT 10 and SAT.*	
Redirect student's attention to the test	ACCESS DLM NGSA RICAS	Any Student	Accessibility Feature	*May be provided as a non-embedded support.*	**REDIRECTION.** Test administrator redirects student's attention to the test when they are exhibiting off-task behavior. The test administrator may not coach or assist the student in any way. The test administrator my redirect the student in English or the student's home language. *For ACCESS: See the WIDA Accommodations and Accessibility Features Manual page 5for more information.* DLM Kite EP: Not Recorded NGSA TIDE and RICAS SAP: Not Recorded
Reference Sheets: Periodic Table	NGSA	Any Student	Accessibility Feature	**PERIODIC TABLE.** There are approved periodic tables that students must use in grades 8 and 11. These periodic tables can be accessed by students through the Test Delivery System during testing or copies can be provided on paper. *NGSA is the only test that requires students to use the Periodic Table.*	

Test Support Name	Test	Student Status	Support Group	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
				Computer-based test in Spanish: Students must have a paper copy of the Periodic Table in Spanish. This version is not available in the Test Delivery Engine. NGSA TIDE: Not Recorded	*Paper-based test:* Download Periodic Tables in English and Spanish from the TIDE portal or from the RIDE Assessment Manuals page for printing (www.ride.ri.gov/assessment-manuals). NGSA TIDE: Not Recorded
Reference Sheets: RICAS Mathematics	RICAS	Any Student	Accessibility Feature	**REFERENCE SHEETS.** Math Reference sheets are available for all students in grades 5-8. These reference sheets are embedded in the Student Kiosk/iTester platform, and they can be provided on paper. RICAS SAP: Not Recorded	
Small Group Administration	ACCESS NGSA RICAS, SAT/ PSAT 10	Any Student	Accessibility Feature	*May be provided as a non-embedded support.*	**SMALL GROUP SETTING.** Test students individually, in small groups, or other grouping that reflects their typical classroom environment. Follow policy below for creating small groups. *See the WIDA Accommodations and Accessibility Features Manual for more information.* NGSA TIDE: Not Recorded RICAS SAP: Not Recorded **RI STATE POLICY ON SMALL GROUPS.** Small groups may not have more than ten students. The ideal group size is two to eight. Students in small groups should have the same or similar accommodations. It is not necessary to request this accommodation for PSAT10_SAT School Day.Use RI policy on small groups. College Board small group is generally no more than 15 students.
	DLM			**SMALL GROUP ADMINISTRATION.** *DLM is designed to be administered to each student individually.* ***Administering the DLM test to students in small groups of any kind is prohibited and considered a testing violation.***	
Streamline Mode	NGSA	Any Student	Accessibility Feature	**STREAMLINE MODE.** This format rearranges how the item is displayed on the computer screen. The item stimulus is displayed above the item stem and response options, instead of appearing side by side.	N/A

Test Support Name	Test	Student Status	Support Group	Embedded Support *Use information in this column for the computer-based edition of the test. Some test supports can be provided outside the test platform.*	External or Non-Embedded Support *Use information in this column for paper-based edition of the test or if the test support must be provided outside of the test platform.*
				NOTE: When magnification is 5x or above, streamline mode automatically turns on. NGSA TIDE: Streamline Mode	

III. Participation Requirements for State Assessments

All students, including students with disabilities and English learners (ELs), are expected to participate in all state assessments for their current grade[1]. Students with significant cognitive disabilities who meet all three eligibility criteria will take the Dynamic Learning Maps (DLM) alternate assessments in English language arts, mathematics, and science (if applicable). In addition, ELs with significant cognitive disabilities who are unable to participate in the ACCESS for ELLs, even with accommodations, must take the Alternate ACCESS for ELLs. The information in this manual is intended to guide decision-making by Individualized Education Program (IEP) teams and 504 plan coordinators as to *how*, not *whether* students with disabilities will participate in the Rhode Island State Assessment Program. Appendix A of this manual contains a table of required tests by grade level.

Participation Requirements for Students with Disabilities

Please note the following about student participation in state assessments:

- State and federal education laws assume that *all* students with disabilities educated with Rhode Island public funds are expected to participate in annual statewide assessments, including students enrolled in public schools, charter schools, educational collaboratives, and outplacement schools both within and outside of Rhode Island, as well as students incarcerated at the RI Training School.
- Students with disabilities are expected to participate in the grade-level[1] tests that correspond with the grade reported to RIDE's Enrollment Census. If you have questions about the grade level for a student in one of the online test platforms, contact your district test coordinator or special education director.
- Assessment and accommodations decisions for students with disabilities should be revisited each year. All accommodations must be listed in the IEP or 504 Plan.
- Although including accommodations decisions as test supports in EL plans is not required, we encourage this practice in order to ensure that students receive the test supports they need.
- The principal is responsible for ensuring that each student is assessed using the test format and accommodations listed in the student's IEP, 504 plan, or EL plan.

Participation Requirements for Students Who Are English Learners (ELs)

EL students must participate in all statewide tests scheduled for their grades, regardless of the language program and services they are receiving or the amount of time they have been in the United States.

The one exception applies to first-year EL students who enrolled in U.S. schools **after April 1, 2024** for whom ELA testing is *not required*. **First-year EL students *must* participate in mathematics and science tests, as applicable.** Results will be reported for diagnostic purposes only; students' results will not be included in school and district accountability reporting.

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1 *Current Grade Level* is the grade level recorded in the Enrollment Census by the LEA. RIDE will register the student for all required tests at the grade level recorded in the Enrollment Census. Testing the student at any grade level other than what is in the Enrollment Census may result in test scores being invalidated. Additionally,

- *If a student skips a grade level,* the student **does not** make up tests for the skipped grade level.
- *If a student retained in the same grade level,* the student takes the tests for their current grade level **again**, even if the student took the test the previous year.

EL Participation Requirements for State Assessments

	ELA Test (PSAT10, SAT, RICAS, or DLM)	**Mathematics Test** (PSAT10, SAT, RICAS, or DLM)	**Science Test** (NGSA or DLM)
First-Year EL Students	*Not Required*	Required	Required
All Other Students	Required	Required	Required

For questions and information regarding the **identification screening, placement, and reclassification of EL students,** contact Flavia Molea-Baker, RIDE Office of Student, Community, and Academic Supports (OSCAS) at 401-222-8985 or flavia.moleabaker@ride.ri.gov or at: www.ride.ri.gov/ELs.

Participation Requirements for English Learners (ELs) with Disabilities

EL students with disabilities are entitled to receive test accommodations and to participate in the Rhode Island alternate assessments, the Dynamic Learning Maps, as determined by their IEP team.

If a Student Refuses an Accommodation

If a student refuses to use an accommodation listed in their plan, follow these guidelines:

- The accommodation must remain available to the student during testing.
- The school must document in writing that the student refused the accommodation and keep the documentation on file at the school.
- Schools should maintain a log of accommodation refusals.
    - PSAT10/SAT: If students or parents are refusing accommodations on the PSAT 10 or SAT, the schools must waive it in the College Board State Data Management System no later than three days before test day.
        - If a student or parent refuses accommodations two or less days prior to testing, the accommodation must be waived in the SDMS, and the student will test after the new test is provisioned in Bluebook (*provisioning takes 48 hours)*.
    - Other state assessments: Students or parents refusing accommodations on RICAS, NGSA or DLM must complete the Accommodation Refusal Form. This form can be found in Appendix C of this manual.
- Students **may not** be asked to waive their right to an accommodation or to sign an agreement waiving their right to receive an accommodation.

Unique Accommodations Requests

If a student with a disability or an English learner requires an accommodation not listed in this manual, the school may request approval for use of the unique accommodation, provided the accommodation does **not**:

- fundamentally change the test or the construct being measured by the test.
- violate test security requirements.

Requesting Unique Accommodation Approval: Complete the Unique Accommodation in Appendix D or download from www.ride.ri.gov/accommodations and fax to 401-222-3605 at least two weeks prior to testing. If approved, amend the accommodation section in the IEP or 504 plan.

Participation Criteria for Alternate Assessments

Guidance on how to make eligibility decisions for the alternate assessments (DLM) can be found in *Guidance for IEP Teams* and is posted at www.ride.ri.gov/dlm. All eligibility decisions for the alternate assessment must follow the criteria and the process outlined in the guidance document and found in the Alternate Assessment Eligibility Criteria Training Course.

IV. Accommodations for Students with Disabilities

The District's Role in Monitoring the Selection of Accommodations

The information in this section is intended to guide decision-making regarding the selection, use, and evaluation of accommodations for testing. **IEP teams and 504 plan coordinators should identify and select only those accommodations for each assessment that are needed by the student.**

The test coordinator and the principal are responsible for ensuring that each student is provided with the test accommodations listed in his or her IEP or 504 plan. The student's plan must be revised as needed, either during routinely scheduled meetings prior to testing or through the amendment process to ensure that only accommodations the student finds helpful and will use are included. It is also advisable (though not required) to list any *accessibility features* in the plans to ensure these will also be provided.

Reliance on test accommodations should never replace appropriate and rigorous instruction based on grade-level standards in the subject being tested.

Accommodations for Students with Disabilities

Purpose of Test Accommodations

Test accommodations are changes in the way a test is given or the way in which a student responds to test questions. Test accommodations are intended to:

- offset the effects of the student's disability and remove barriers to participating in the assessment;
- provide the necessary conditions for a student to demonstrate knowledge and skills effectively on the assessments;
- provide the opportunity to report the test results of students who require accommodations;
- provide comparable test results to those of students who did not receive accommodations; and
- provide results that do not affect the validity or reliability of the test scores.

Accommodations may **not:**

- alter, explain, simplify, paraphrase, or eliminate any test question, reading passage, writing prompt, or multiple-choice answer option;
- provide verbal or nonverbal clues or suggestions that hint at *any* answer option;
- contradict test administration requirements or result in a violation of test security; e.g.,
    - modify, reorder, or reformat test questions in any way (see translation accommodations for information on when, and for which tests, translations are acceptable);
    - require paper-based tests be photocopied, photographed, scanned, altered, or duplicated in any way;
    - require screen shots of computer-based tests be taken;
    - require the use of English-language dictionaries for their administration.

Eligibility for Accommodations

ELIGIBLE: *students with disabilities served by an IEP or 504 plan*

The right for a student with a disability to receive accommodations on state assessments is protected by federal and state laws. Their plan **must** specify which accommodation(s) the student will receive.

NOT ELIGIBLE: *students without documented disabilities and students who are not served by an IEP or 504 plan.*

A student who does not have a documented disability or who is not served by either an IEP or 504 plan is not eligible to receive accommodations on state assessments, regardless of whether the student currently receives instructional supports or accommodations on other types of assessments. Students who have intervention plans (MTSS plans) or Personal Literacy Plans **are not eligible** to receive accommodations on state assessments; however, all students may use accessibility features.

If an Incorrect Accommodation Was Provided During Testing

In the event a student was provided with the wrong accommodation or an accommodation that was not listed in their plan, the school should immediately contact RIDE for guidance on how to proceed. Families should be contacted to inform them of the irregularity.

- **For RICAS:** If a student takes a test section twice due to a school or family decision to have the student retest with the correct accommodation, all or part of the student's score may be invalidated for accountability purposes. Families will still receive score reports.

Updating IEPs and 504 Plans

IEPs and 504 plans should be updated for all students with disabilities for statewide test administrations to reflect the updated policies and accommodations available. Including the appropriate designated accessibility features in the plans of students is also encouraged, but not required.

Amending IEPs or 504 Plans

If a student requires an accommodation that is not in their IEP or 504 Plan and there is not enough time before testing to convene a full IEP or 504 Plan team meeting, an amendment process can be followed to ensure that the accommodations section of the IEP or 504 Plan is updated prior to testing. The following is from *The IEP Process: Frequently Asked Questions* (p. 72, The IEP Process (ri.gov)).

These changes may be made at an IEP Team meeting with the entire IEP Team present. However, if the parent(s) of the child with a disability and the school district agree, the changes can be made without holding a meeting. In this case a written document would be developed amending the child's current IEP. Individuals are encouraged to refer to his/her district procedures and forms for amending the IEP with or without a meeting. If changes are made to the IEP without a meeting, the district must ensure that the child's IEP Team is informed of the changes.

Similarly, 504 plans must reflect only those accommodations required by the student. Consent by the parent/guardian is *not* required for a new or modified 504 plan, although the parent/guardian must be notified.

Process for Selecting and Evaluating Accommodations for a Students with a Disability

Accommodations are intended to offset the effects of a disability to allow the student to participate effectively in testing. When selecting accommodations, educators should consider the following:

- **Determine the learning challenges the student is experiencing and the effect the student's disability has on their learning and their ability to access the test independently.** Consider the student's classroom performance, not just the nature or type of disability. In other words, accommodations must mitigate the effect(s) of the disability and increase the student's ability to take the test. For example, providing a read aloud for a student with dyslexia may increase the student's ability to access the test. A

student with fine motor problems may benefit from a speech-to-text program or a scribe.

- **Brainstorm the use of various accommodations, accessibility features, and test administration considerations** with IEP team members and other adults familiar with the student.
    - What supports were used successfully with students who have similar learning profiles?
- **Try out the accommodation(s)** in different assessment settings and adjust as needed.
- **Evaluate whether the accommodation addresses the student's need.** If not, revise the plan to provide accommodation(s) and supports accordingly.

  NOTE: Do not include accommodations "just in case" or "just because" it seems like a good idea, or the teacher/IEP team is covering their bases. Accommodations should be thought out and deliberately selected to increase a student's independence and access to the test, not to mimic instructional strategies used in the classroom. For example: if calculators are used during instruction, that doesn't mean the student should have a calculator during the non-calculator section of the test if their disability doesn't affect their ability to perform calculations.
- **If the accommodation addresses the challenge,** determine whether the accommodation is allowed on the specific test(s);
    - develop or amend the IEP or 504 plan accordingly to include the accommodation(s) and the test(s) on which they will be used.

Accommodations for Students with Disabilities

Please note the following:

- See Navigating the Table of Test Supports for information on how to read Table 5.
- The following pages list the accommodations available to students with disabilities either through the test platform (embedded) or by a test administrator (external).
- **Special Access** accommodations are for the small number of students who meet the criteria outlined in the charts on the following pages.
- Accommodations that must be entered in the online test platform before testing have the name of the accommodation in the online test platform, and any other instructions, listed below.
- The accommodations are listed in alphabetical order.

RICAS Special Access Accommodations for Students with Disabilities

Special access accommodations are intended for use by a *very small number of students* who would not otherwise be able to access the test because of a disability that severely limits or prevents them from performing the skill in question. Teams must exercise caution when considering whether a student requires a special access accommodation, since these accommodations may alter part of what the test is designed to measure. Teams must carefully review the criteria described for each special access accommodation listed in Table 5 that follows. Test results for a student who took the test using special access accommodation(s) must be interpreted with caution by parents and schools.

NOTE: RIDE will review each district's rate of use of special access accommodations. To ensure that IEP teams and 504 plan coordinators carefully review and apply appropriate criteria for use of special access accommodations, districts must do the following:

- train members of IEP teams and 504 plan coordinators on the use of accommodations, including "special access" accommodations;
- review all guidelines with staff for special access accommodations listed in Table 5; and
- Revise the IEPs and 504 plans of students with disabilities as needed.

Although test accommodations should generally be consistent with accommodations used for instruction, the use of a "special access" accommodations during instruction *does not* automatically qualify a student to receive the same accommodation on a test **unless the student meets the criteria for that accommodation.**

IEP and 504 teams are encouraged to make consistent, defensible, and appropriate decisions for each student based on locally administered diagnostic assessments and to amend the IEPs and 504 plans of students who do not meet the criteria for the accommodation being considered.

Accessibility Features and Accommodations for EL Students

In addition to the accessibility features listed elsewhere in this manual, several accommodations are also available to ELs. Table 4 describes the relative suitability of each accommodation for students at beginning, intermediate, and advanced levels of English proficiency.

Table 4. Suitability of EL Accommodations based on English language proficiency of the student.

●	**Highly recommended** for use by English learners at this ELP level
⦿	**Recommended** for use by English learners at this ELP level
○	**May not be appropriate** for students at this ELP level

Accommodation	Most Likely to Benefit English Learners at the Following English Proficiency Levels		
	Beginning (ELP levels 1-2)	Intermediate (ELP levels 3-4)	Advanced (ELP levels 5-6)
Approved bilingual word-to-word dictionary and glossary (English/Native Language)	○	●	●
Text-to-speech or Human read-aloud for the mathematics tests in English	●	⦿	○
Human scribe or speech-to-text for Mathematics	●	⦿	○
Read aloud/repeat/clarify general administration directions in English (by test administrator)	●	⦿	○
Read aloud/repeat/clarify general administration directions in student's native language (by test administrator)	●	⦿	○

Selecting Accessibility Features and Accommodations for EL Students

Decisions about universal and designated features and accommodations for EL students should be made by an informal group of educators familiar with the student; the group will identify the appropriate features and accommodations for each EL student. The decisions of the informal decision-making team should be documented using either the sample form *Documentation of Accommodations for an EL Student* provided in Appendix B, or using a similar, locally designed form.

Individuals involved in the decision-making process may include any of the following:

- the student,
- the English to Speakers of Other Languages (ESOL) or Bilingual/Dual Language (BDL) educator,
- school administrator (principal/assistant principal),
- general educator (content area teacher).
- special educator (if appropriate)
- parent or guardian

Decision-making teams are encouraged to determine and assign features and accommodations to EL students as early as possible in the school year to ensure that the student is familiar with their use. The student should not be

introduced to an accessibility feature or accommodation on the day of the assessment. Appropriate features and accommodations are intended to allow EL students to demonstrate their knowledge and skills more effectively.

Guidelines for Selecting Accessibility Features and Accommodations for EL Students

Because a student's level of English language proficiency is transitional, and the student's linguistic needs will differ from one year to the next, accessibility features and accommodations should be examined and revised annually as the student progresses toward proficiency in English.

Decision-Making Procedures

The following procedures can be used to make appropriate decisions regarding selection of accessibility features and accommodations for EL students:

1. While examining the range of supports allowed on tests that may help the EL student access the curriculum and take assessments more effectively, the student's classroom teacher should consider:
    - *Has a particular accessibility feature and/or accommodation been used successfully in the past to assist students in similar situations and at similar English proficiency levels?*
2. While trying out the selected supports during routine instruction to determine whether they meet the student's needs, the teacher should consider the following questions:
    - *Does the accessibility feature and/or accommodation help the student overcome the barrier posed by his or her developing English language proficiency?*
    - *Is the student comfortable using the accessibility feature or accommodation?*
3. The teacher should observe the student in the classroom (or if possible, across different classrooms and school settings) using the accessibility feature or accommodation and inform members of the decision-making team which accessibility features or accommodations seem most appropriate and effective.

Based on the accessibility feature(s) and/or accommodation(s) listed in this manual and those used successfully in the classroom, the teacher can select the appropriate test supports for the student to use during testing.

4. The teacher should document the final decisions either on the sample form provided in Appendix B, or use a similar locally designed form, and keep this form in the student's file.

Involving EL Students in Selecting and Using Accommodations

The more that an EL student is involved in the accommodation selection process, the more likely the accommodations will be accepted and used by the student. Also, as the student's English proficiency increases, and especially as the student reaches adolescence and the desire to be more independent increases, they can help determine when the support is no longer useful. Teachers and other adults can play a role in assisting students to advocate on their own behalf regarding their need for and use of accessibility features and accommodations.

It is important to introduce the use of selected accessibility features and accommodations as early as possible in the school year to familiarize students with their use and to determine their effectiveness. **Do not provide accommodations for the first time during an assessment.**

Evaluating the Effectiveness of Features and Accommodations

Accessibility features and accommodations should be evaluated over time for their effectiveness. Observations conducted during test administration, interviews with test administrators, and talking with students after testing are likely to yield data that can guide the evaluation of the use of features and accommodations.

The following questions can guide decision-making regarding the effectiveness of the selected accessibility features and accommodations.

- Was the student familiar with the feature or accommodation prior to testing?

- Does the student use the feature or accommodation routinely?
- Was the student comfortable using the feature or accommodation?

Table 5: Accommodations for Students with Disabilities and English Learners

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
Able to move, stand, pace	PSAT10_SAT	IEP/504 Only	Accommodation	*May be provided as a non-embedded support.*	**ABLE TO MOVE, STAND, OR PACE** during assessment in a place that is not distracting to others and where others' work cannot be seen. SSD Online: Other modified setting
Adaptive or Specialized Furniture	PSAT10_SAT	IEP/504 Only	Accommodation	**ADAPTIVE OR SPECIALIZED FURNTIURE.** May be provided as an accommodation that does not require approval if used as a stand-alone accommodation. Request and approval are required if used in conjunction with other accommodations.	**ACCOMMODATED SEATING, SPECIAL LIGHTING, or FURNITURE.** Request as an accommodation if used in conjunction with other accommodations. Type of seating should be specified in request. Use of alternative writing position (e.g., desk easel, student standing up). SSD Online: Other modified setting
	ACCESS, DLM, NGSA, RICAS	Any Student	*Accessibility Feature*	**ADAPTIVE OR SPECIALIZED FURNITURE.** *This is an accessibility feature for ACCESS, DLM, NGSA, and RICAS. See page 5.*	
Answer Masking	ACCESS, DLM, NGSA, RICAS	Any Student	*Accessibility Feature*	**ANSWER MASKING.** *This is an accessibility feature for ACCESS, DLM, NGSA, and RICAS. See pages 5.*	
	PSAT10_SAT	Any Student	*Accessibility Feature*	**OPTION ELIMINATOR.** This tool blocks off content, test items, or answer options that may be distracting so the student can focus their attention on a specific part of a test item. SSD Online: Not Recorded	**OPTION ELIMINATOR.** Students taking the paper-edition of the test, can use a blank page to block test content, test items, or answer options that may be distracting and so focus their attention on a specific part of the test. SSD Online: Not Recorded
AT/AAC Devices	ACCESS	Any Student	*Accessibility Feature*	**AAC DEVICES.** *Assistive/Augmentative Communication (AAC) devices are accessibility features for ACCESS.*	
	DLM	IEP/504 Only	Accommodation	*May be provided as a non-embedded support.*	**SINGLE-SWITCH SYSTEM.** This support is activated using one switch and a switch interface that emulates the Enter key on the keyboard. In the Kite EP PNP profile, test administrators can set scan speed, indicate if scanning is to begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping. *Consult the testlet TIPS sheet for information.* **TWO-SWITCH SYSTEM.** This system does not require activation in Kite EP. Two switches and a switch interface

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
					are used to emulate the Tab key to move between choices and the Enter key to select the choice when highlighted. *Consult the testlet TIPS sheet for information.*
AT/AAC Devices	NGSA	IEP/504 Only	Accommodation	*May be provided as a non-embedded support.*	**AT/AAC DEVICES.** BigKeys, switches, adaptive mouse, etc., must have *Permissive Mode* selected in the online test system in order to function properly. NGSA TIDE: Permissive Mode
	PSAT10_SAT	IEP/504 Only	Accommodation	**ASSISTIVE TECHNOLOGY.** Student uses any of the following assistive technology/assistive augmentative communication (AT/AAC) device(s) to respond to test items that will be used with the computer-based (digital) test: picture/symbol communication boards, speech generating devices, switches, alternative keyboards, eye-gaze motion sensors, head or mouth pointer, specialized trackballs or mice, talking calculator. **NOTE:** Type of AT or AAC device should be noted in accommodations questionnaire. The type of AT/AAC device used determines if colleges and universities will accept the scores for admissions purposes. Students will receive score reports and scores will be used for state accountability purposes. SSD Online: Assistive Technology CB TDTK: AT (JAWS, NVDA, Braille Display, etc.) *Floating Accessibility Feature must be enabled on device.*	**ASSISTIVE TECHNOLOGY.** Student uses any of the following assistive technology/assistive augmentative communication (AT/AAC) device(s) to respond to test items that will be used with the paper test: picture/symbol communication boards, speech generating devices, eye-gaze motion sensors, head or mouth pointer, talking calculator, or adaptive writing tools such as a pencil grip or larger pencil. **NOTE:** Type of AT or AAC device should be noted in accommodations questionnaire. The type of AT/AAC device used determines if colleges and universities will accept the scores for admissions purposes. Students will receive score reports and scores will be used for state accountability purposes. SSD Online: Assistive Technology
	RICAS	IEP/504/EL Only	Accommodation	**COMPATIBLE ASSISTIVE TECHNOLOGY.** Assistive technology or assistive augmentative communication (AT/AAC) device or software can be used if the "Accessibility Mode" has been allowed. Assistive technology or assistive augmentative communication (AT/AAC) device or software routinely used by a student that is compatible with Kiosk/iTester needs to be designated in the RICAS SAP to allow for external software or hardware to work within Kiosk/iTester. Please note this is only available with a windows	**AT/AAC DEVICES or SOFTWARE.** Assistive technology or assistive augmentative communication (AT/AAC) device or software routinely used by student that **is not** compatible with Kiosk/iTester, such as those listed below. These may be provided as non-embedded support using an additional computer. *See specific accommodation for details.* • Spell Check device or software • Word prediction • Speech-to-text software

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
				Kiosk. A proctor password will be required to enable the accommodation in the RICAS Student Kiosk. • For information about software and hardware compatible with Student Kiosk/iTetser see the *Assistive Technology Guidelines for RICAS* and the *RICAS SAP Guide.* RICAS SAP Column AM (Compatible Assistive Technology)	For information about compatibility with Kiosk/iTester, visit www.ride.ri.gov/tc.
Auditory Supports	PSAT10_SAT	IEP/504 Only	Accommodation	**AMPLIFICATION.** The volume of the testing device may be increased using computer controls. SSD Online: Not Recorded CB TDTK: Not Recorded	**AUDITORY AMPLIFICATION/FM SYSTEM.** Student uses an auditory amplification device or special sound system. SSD Online: Auditory Amplification/FM System Floating Accessibility Feature must be enabled on device.
	ACCESS, DLM, RICAS, NGSA	Any Student	*Accessibility Feature*	**AUDIO AIDS.** *This is an accessibility feature for ACCESS, DLM, RICAS, and NGSA.*	
Braille Edition	ACCESS	IEP/504 Only	Accommodation	*May be provided as a non-embedded support.*	**BRAILLE WITH TACTILE GRAPHICS.** For students proficient in Unified English Braille (UEB) in grades 1-12. • Grades 6-8 uses UEB Technical for math and science-related items. • Kindergarten students who are blind should be learning UEB. It is expected that WIDA will provide guidance and direction to LEAs on how to obtain a UEB edition of the kindergarten test. • For **students who are not proficient in UEB** or who are in the beginning stages of learning UEB, IEP Teams should consider the *Human Reader for Items* and *Human Reader for Response Options (page 49).* • Braille kits must be ordered. *See the WIDA Accommodations and Accessibility Features Manual, page 1, to learn how to administer a braille test.*
Bilingual Word-to-Word Dictionary or Glossary	All Tests	EL Only	Accommodation for EL Students	**BILINGUAL WORD-TO-WORD DICTIONARY OR GLOSSARY.** Current or former EL student requires a translation glossary and/or word-to-word dictionary. • Bilingual dictionary use is strictly limited to those that provide word-to-word translations. Dictionaries that include definitions, synonyms, antonyms, phrases, and other information are prohibited. • Word-to-word dictionaries and glossaries cannot be electronic or internet-based (Google Translate, for	

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
				example). Contact the Assessment Office at assessment@ride.ri.gov if you are unsure if the word-to-word dictionary or glossary you are considering meets the criteria. • Visit the accommodations web page for test-specific lists of approved word-to-word dictionaries and glossaries.	
	NGSA			*May be provided as a non-embedded support.*	**BILINGUAL WORD-TO-WORD DICTIONARY** NGSA TIDE: Bilingual Word-to-Word Dictionary
	PSAT10_SAT			*May be provided as a non-embedded support.*	**APPROVED WORD-TO-WORD BILINGUAL DICTIONARY.** SSD Online: Not Recorded CB TDTK: Set *non-embedded accommodation* and *EL* flags to *Yes.*
	RICAS			*May be provided as a non-embedded support.*	**APPROVED WORD-TO-WORD DICTIONARY AND GLOSSARY.** RICAS SAP Column AN (Approved Bilingual Word-to-Word Dictionary and Glossary)
Braille Edition	DLM	IEP/504 Only	Accommodation	**BRAILLE.** Braille forms are available for some Essential Elements at the upper linkage levels. These forms are available in either uncontracted Unified English Braille (UEB) or English Braille American Edition (EBAE), depending on what the test administrator selects in the student's Personal Needs and Preferences (PNP) profile. DLM braille forms also include Nemeth code for mathematics, as needed. Braille testlets are for students who read braille proficiently. Do not select braille for emerging braille readers. When a braille-ready file is available, BRF will be indicated as part of the testlet naming convention: SP **BRF** SCI MS.PS1-2 T 10455. Since braille forms are not available for every Essential Element at every linkage level, the DLM consortium recommends also selecting Alternate For-Visual Impairment. *See testlet TIP sheets for more information.* DLM Kite EP: Uncontracted Braille (check UEB) **ALTERNATE FORM - VISUAL IMPAIRMENT.** *See Magnification.*	*Category 3 Support: Entered into the PNP Profile but provided externally to the Kite Student Portal system. See individual testlet TIPS sheets for more information.*

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
Braille Edition	NGSA	IEP/504 Only	Accommodation	**REFRESHABLE BRAILLE.** Refreshable Braille in UEB is available. Tactile graphics for items can be printed using Print On Demand and an embosser or braille printer. NGSA TIDE: Braille Type: UEB Technical	**BRAILLE EDITION.** A paper edition in UEB Technical is available. Both contracted and uncontracted braille are available. NGSA TIDE: Braille Type: UEB Technical
	PSAT10_SAT	IEP/504 Only	Accommodation	**ASSISTIVE TECHNOLOGY.** Student uses compatible screen reader (JAWS, NVDA, Braille Display, etc.) or refreshable braille device with paper-based supplements. All braille assessments are in UEB (including math). SSD Online: Braille CB TDTK: AT (JAWS, NVDA, Braille Display, etc.)	**BRAILLE WITH RAISED LINE DRAWINGS, CONTRACTED.** Student uses paper edition in braille. All braille assessments are in UEB. Contact the College Board at mailto:rischoolday@collegeboard.org to order paper braille materials. SSD Online: Braille with raised line drawings, contracted
	RICAS	IEP/504 Only	Accommodation	**REFRESHABLE BRAILLE.** Refreshable Braille in UEB is available. Order a paper edition of Braille for tactile graphics. When assigning accommodations, assign both refreshable braille in conjunction with a screen reader. RICAS SAP Column AL (Screen Reader) *Additional instructions in RICAS SAP Guide.*	**BRAILLE TEST EDITION.** Student uses a hard-copy UEB Braille test that includes both text and graphics. RICAS SAP Column AJ (Braille Test Edition) *Additional instructions in RICAS SAP Guide*.
Braille Writer	DLM	IEP/504 Only	Accommodation	*May be provided as a non-embedded support.*	**BRAILLE WRITER.** Student can use a braille writer for notetaking or to respond to test questions. All student responses must be transcribed by the student or a qualified test administrator into the Kite Student Portal. DLM Kite EP: Not Recorded
	NGSA	IEP/504 Only	Accommodation	**BRAILLE WRITER.** Braille writer can be used in conjunction with a screen reader for the online test. TIDE: Braille	**BRAILLE WRITER.** Student can use a braille writer for notetaking or to respond to test questions. All student responses must be transcribed by the student or a qualified test administrator into the Test Delivery System. NGSA TIDE: Braille
	PSAT10_SAT	IEP/504 Only	Accommodation	**BRAILLE WRITER.** A braille writer can be used in conjunction with a screen reader. SSD Online: Braille Writer CB TDTK AT (JAWS, NVDA, Braille Display, etc.)	**BRAILLE WRITER.** Use of Braille writer or electronic Braille writer for Reading and writing with the following features disabled: spell check, thesaurus, grammar check. SSD Online: Braille Writer

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
	RICAS	IEP/504 Only	Accommodation	**BRAILLE WRITER.** If a student requires refreshable Braille, a Braille Writer is built into that test form, however. If a student wants to use their own Braille Writer, see the Assistive technology accommodation. RICAS SAP Column AL (Screen Reader)	**BRAILLE WRITER.** Student can use a braille writer for notetaking or to respond to test questions. All student responses must be transcribed by the student or a qualified test administrator into a regular student answer booklet. RICAS SAP Column: *Not Recorded*
Breaks	PSAT10_SAT	IEP/504 Only	Accommodation	The following options are available: • **BREAKS: EXTRA** additional breaks will be provided between modules and will be embedded in the Bluebook app • **BREAKS: EXTENDED** additional breaks between modules will be doubled • **BREAKS: AS NEEDED** students will be provided with a pause button on the Bluebook app that will stop time SSD Online: *Use the list above to enter exact break accommodation.* **PERMISSION TO TEST BLOOD SUGAR** accommodation for students will need to do that during testing. SSD Online: Permission to test blood sugar **PERMISSION FOR FOOD/MEDICATION** for students who will need breaks in order to eat or take medications outside of scheduled breaks. **LIMITED TIME TESTING.** This accommodation allows the test to be broken up differently rather than using the typical breaks as part of a standard administration. This accommodation is similar to *Test Over Multiple Days,* but in this case, the testing time is reduced for each test session. SSD Online: Limited Time Testing	The following options are available: • **BREAKS: EXTRA** additional breaks will be provided between modules • **BREAKS: EXTENDED** additional breaks between modules will be doubled • **BREAKS: AS NEEDED** student may take breaks as needed while testing time is paused SSD Online: *Use the list above to enter exact break accommodation.* **PERMISSION TO TEST BLOOD SUGAR** accommodation for students will need to do that during testing. SSD Online: Permission to test blood sugar **PERMISSION FOR FOOD/MEDICATION** for students who will need breaks in order to eat or take medications outside of scheduled breaks. SSD Online: Permission to test blood sugar or Permission for Food/Medication **LIMITED TIME TESTING.** This accommodation allows the test to be broken up differently rather than using the typical breaks as part of a standard administration. This accommodation is similar to *Test Over Multiple Days,* but in this case, the testing time is reduced for each test session. SSD Online: Limited Time Testing
	ACCESS, DLM, RICAS, NGSA	Any Student	Accessibility Feature	**BREAKS.** *Breaks are an accessibility feature for ACCESS, DLM, RICAS, and NGSA.*	

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
Calculators or Mathematics Tools	DLM	IEP/504 Only	Accommodation	*May be provided as a non-embedded support.*	**CALCULATOR.** Students may use a calculator on mathematics test unless the TIP sheet says otherwise. DLM Kite EP: Calculator **INDIVIDUALIZED MANIPULATIVES.** Students may use familiar manipulatives (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters). See TIPS for more information. DLM Kite EP: Individualized Manipulatives
	NGSA	Any Student	Accessibility Feature	**CALCULATORS OR MATHEMATICS TOOLS.** *Calculators or other mathematics tools are an accessibility feature for NGSA.*	
	PSAT10_SAT	Any Student	Accessibility Feature	DESMOS calculators are now embedded and available on all sections of the math test.	**MATHEMATICS TOOLS.** Use of arithmetic tables for addition, subtraction, multiplication, and division, including an abacus. Formulas may not be included.
Calculators or Mathematics Tools	RICAS	IEP/504 Only	Special Access Accommodation	**CALCULATOR OR OTHER MATHEMATICS TOOLS ON THE NON-CALCULATOR SECTION OF THE MATH TEST.*** Student uses a calculation device or other mathematics tool on the non-calculator session of the RICAS mathematics test. See criteria in the next column to ensure that the student meets all of the criteria before assigning this accommodation. **EMBEDDED CALCULATOR TOOL.** The student uses the embedded calculator tool in Kiosk/iTester during the non-calculator section of the math test. Column: AF (Calculation Device on non-calculator test session) **HAND-HELD CALCULATOR.** *See next column for information on providing a hand-held calculator for the non-calculator section of the math test. See Appendix M of this manual for a list of allowable calculators for RICAS math tests.* Column AF (Calculation Device on non-calculator test session) **OTHER MATHEMATICS TOOLS*.** A student may require other mathematics tools instead of, or in addition to, a calculator such as arithmetic tables (addition, subtraction, multiplication, or division	**CALCULATOR OR OTHER MATHEMATICS TOOLS ON THE NON-CALCULATOR SECTION OF THE MATH TEST.*** Student uses a calculation device or other mathematics tool (e.g., addition/subtraction or multiplication/division tables; or manipulatives) on the non-calculator session of the RICAS mathematics test. ***Criteria:*** This accommodation is intended for a small number of students with documented disabilities that severely limit or prevent them from performing basic calculations without a calculation device or other mathematics tool, as documented in locally administered diagnostic evaluations, even after varied and repeated attempts to teach the student to do so. The student must meet all the following criteria: • The student is virtually unable to calculate (i.e., unable to perform single-digit addition, subtraction, multiplication, or division without a calculation device or other mathematics tool); and • The student uses the calculation device or tool during daily, routine instruction in mathematics courses and other courses requiring mathematics (science, for example); and • The student receives ongoing instruction to learn the

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
				tables) or other manipulatives during the non-calculator section of the RICAS math tests. *See next column for information on providing other mathematics tools on the non-calculator section of the math test.* RICAS SAP Column AF (Calculation Device on non-calculator test session) *This accommodation does not include *Supplemental Reference Sheets. See Appendix M for guidance on selecting the right accommodation for your student.*	skill. **NOTES:** • The student's IEP or 504 plan must specify the type(s) of calculation device or tool. *See Appendix M of this manual for a list of allowable calculators for RICAS math tests.* • *Calculators are allowed for all students* on the designated calculator sessions of the mathematics test. The embedded calculator is available in Kiosk/iTester but a student can use a hand-held calculator if they prefer. • Schools must provide a calculator to students receiving this accommodation for the non-calculator session. • Students who meet these criteria should use a completed arithmetic table (addition, subtraction, multiplication, or division, as necessary). • Students who do not meet these criteria may benefit from a blank multiplication table as a possible alternative. For information on how to select the best accommodation for your student, see Appendix M RICAS SAP Column AF (Calculation device on non-calculator test session)
Calculators or Mathematics Tools	RICAS	IEP/504 Only	Accommodation	*May be provided as a non-embedded support.*	**SUPPLEMENTAL REFERENCE SHEET FOR MATH TEST.** For students who have a disability that affects their ability to remember formulas or other basic mathematical concepts, a Supplemental Reference Sheet may be helpful *(see Appendix M for guidance on selecting the best math accommodation for your student)*. Follow these guidelines: • This is an accommodation for students with a disability that affects their ability to apply their mathematical knowledge and skills. Do not assign this accommodation to any student with a disability because the teacher uses the supplemental reference sheet with all their students. • Provide the Supplemental Reference Sheet for calculator *and* non-calculator sessions of the math test

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
					along with the standard reference sheet. • Remove any unnecessary information on the supplemental reference sheet that the student doesn't need. Do not add new information. • The blank multiplication table **may not** be completed by anyone other than the student. Once the student completes the multiplication table, they can use the same multiplication table for each day of testing. They do not need to complete a new table each day. • Download supplemental reference sheets from www.ride.ri.gov/accommodations RICAS SAP Column R
Color Contrast	DLM	IEP/504 Only	Accommodation	**OVERLAY COLOR:** The background color of the assessment. The default color is white. Test administrators may select from the alternate colors of blue, green, pink, gray, and yellow. Practice demo testlets have specific presets, but more options are provided in the PNP in Kite Educator Portal. **INVERT COLOR CHOICE:** Makes the background color black and the font white. Images display with a white background. **CONTRAST COLOR:** Allows test administrators to choose color schemes for the background and font. Screenshots showing these supports begin in the *Demonstration of Personal Needs and Preferences Supports: What Students Will See* section of the *DLM Accessibility Manual*. DLM Kite EP: Overlay color, invert color choice, or contrast color	*The DLM alternate assessments are highly individualized for each student depending on their abilities and challenges. Additional supports can be used in combination with embedded supports. These additional supports can be found in each testlet's Test Information Page (TIP) sheet.*
	ACCESS, NGSA, RICAS	Any Student	Accessibility Feature	**COLOR CONTRAST/COLOR OVERLAY.** *These are accessibility features for ACCESS, NGSA, and RICAS tests.*	
	PSAT10_SAT	Any Student	Accessibility Feature	**COLOR CONTRAST. (Accessibility Feature)** The text and background combinations are device dependent.	**COLOR OVERLAY. (Accommodation)** Students can use a color overlay of their choice. SSD Online: Color Overlay

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
Concentration Aids	PSAT10_SAT	IEP/504 Only	Accommodation	*May be provided as a non-embedded support.*	**CONCENTRATION AIDS.** (E.g., stress balls, T-stools, background music, etc.). Type of aid should be specified in request. SSD Online: Other
Emergency Accommodation	ACCESS DLM RICAS NGSA	Any Student	Accommodation	**EMERGENCY ACCOMMODATION.** An emergency accommodation is appropriate in cases where a student needs a new accommodation immediately prior to the assessment due to unforeseen circumstances. Cases could include students who have a recently fractured limb (e.g., fingers, hand, arm, wrist, or shoulder); whose only pair of eyeglasses has broken; or a student returning from a serious or prolonged illness or injury. *If a student's IEP is missing an accommodation, follow the IEP amendment process for adding the accommodation to the student's IEP or 504 Plan.* **Common emergency accommodations:** • Text-to-speech or human read aloud • Speech-to-text or scribe • Magnification or large print paper edition (magnification tool no longer available on Kiosk/iTester for RICAS) **Administration Considerations:** • Make sure the student is comfortable using the accommodation *before* testing. If the student is not comfortable using the suggested emergency accommodation, please find a suitable alternative. • Complete the Emergency Accommodation Form in Appendix E. You can also download this form at www.ride.ri.gov/accommodations.	
	PSAT10_SAT			**SUPPORTS FOR STUDENTS WITH TEMPORARY PHYSICAL/MEDICAL CONDITIONS.** For students with temporary impairments (caused by injury, accident, etc.) To access the directions and the form for completing a request for an emergency, temporary accommodation for PSAT 10 or SAT, visit www.ride.ri.gov/accommodations.	
Extended Time	ACCESS	IEP/504 Only	Accessibility Feature	**EXTENDED TIME during regular test sessions** is an accessibility feature. See page 3 in the *WIDA Accessibility and Accommodations Manual for more information.*	
			Accommodation	*May be provided as a non-embedded support*	**EXTENDED TIME OF A TEST DOMAIN OVER MULTIPLE DAYS (EM).** In the extremely rare situation that a single domain test administration must extend across multiple days due to illness, disability, or an extended interruption in testing, contact Jackie Branco (Jacqueline.Branco@RIDE.ri.gov to discuss.
			Accommodation	*May be provided as a non-embedded support*	**EXTENDED SPEAKING TEST RESPONSE TIME (ES). (speaking domain only).** Intended to support students with cognitive, language processing, physical, or communication disabilities who need additional processing

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
					time for spoken language. The purpose of this accommodation is to allow time for cognitive processing or motor planning for speaking. Student is allowed twice the allowable time to respond on test items. For online testing, this accommodation must be selected in the WIDA AMS prior to the student beginning testing. See page 11 in the *WIDA Accessibility and Accommodations Manual for more information.*
	DLM, RICAS, NGSA	Any Student	Accessibility Feature	**EXTENDED TIME.** This is an accessibility feature for DLM, RICAS, and NGSA.	
Extended Time	PSAT10_SAT	IEP/504/EL Only	Accommodation	**EXTENDED TIME.** Students with College Board-approved accommodations for extended time will have the optional ability in the Bluebook testing application to move to the next section or end testing before their full amount of extended time expires. Standard testing time must be completed before students can move on from extended time. Based on student need, breaks might provide the required support. Complete the Accommodations Questionnaire (www.ride.ri.gov/accommodations) and submit to College Board.	
				EXTENDED TIME OPTIONS FOR STUDENTS WITH DISABILITIES SSD Online: • Reading: Time and one-half (+50%) • Reading: Double time (+100%) • Reading: More than double time (>+100%) • Math: Time and one-half (+50%) • Math: Double time (+100%) • Math: More than double time (>+100%) **EXTENDED TIME OPTIONS FOR ENGLISH LEARNERS - ENGLISH LEARNER SUPPORT –** • **Time and one-half (+50%).** Any current or former EL student may have 50% extended time for testing, if necessary. SSD Online: EL - Time and one-half (+50%)	**EXTENDED TIME OPTIONS FOR STUDENTS WITH DISABILITIES** SSD Online: • Reading: Time and one-half (+50%) • Reading: Double time (+100%) • Reading: More than double time (>+100%) • Math: Time and one-half (+50%) • Math: Double time (+100%) • Math: More than double time (>+100%) **EXTENDED TIME OPTIONS FOR ENGLISH LEARNERS - ENGLISH LEARNER SUPPORT –** • **Time and one-half (+50%).** Any current or former EL student may have 50% extended time for testing, if necessary. SSD Online: English Learner Support - 50% Extended Time
Graphic Organizer	RICAS	IEP/504 Only	Accommodation	*May be provided as a non-embedded support.*	**GRAPHIC ORGANIZER FOR ELA.** This is an accommodation for students with a disability that affects their ability to organize their writing. This is not an accommodation for

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
					any student with a disability because the teacher uses graphic organizers as part of their routine instruction. Use these guidelines for providing the RIDE-approved graphic organizers for ELA: can be used for the computer- and paper-based tests using these guidelines: • Remove unnecessary information. • Do not add text to any approved graphic organizer. • No more than two different graphic organizers can be used per ELA session. • Download graphic organizers from www.ride.ri.gov/accommodations (click RICAS tab). • Other graphic organizers may be used. *If you have questions about a graphic organizer that a student uses, please email the graphic organizer to jacqueline.branco@ride.ri.gov for review.* RICAS SAP Column R (Graphic Organizer/Reference Sheet)
Magnification, Large Print Edition	ACCESS	IEP/504 Only	Accommodation	**MAGNIFICATION.** *This is an accessibility feature. See page 9 of this manual for information on magnification options.*	**LARGE PRINT.** Large print version is 18-point font on 11x17 paper. Large print test kits must be ordered. Kits contain a large print test booklet, test booklet for transcription, test administrator script, and CD of audio files. **TRANSCRIPTION.** Student answers must be transcribed verbatim into a scannable test book and returned to DRC for scoring. Student work and/or answers that are not transcribed will not be scored. See *WIDA Accessibility and Accommodations Manual* for transcription guidance.
	DLM	IEP/504 Only	Accommodation	**ALTERNATE FORM - VISUAL IMPAIRMENT.** For a student who is blind and does not read braille or who has a significant visual impairment. Braille versions are not available for every testlet. The accompanying Testlet Information Page (TIP) for that testlet will provide information about how to make appropriate adaptations for the student if a braille version is not available. Kite EP: Alternate Form - Visual Impairment	**LARGE PRINT EDITION.** Paper tests are not available for the DLM assessments. The DLM assessments are highly individualized for each student depending on their abilities and challenges and it is not expected that a student would take the test independently and without any assistance from the test administrator.

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
				MAGNIFICATION. Allows test administrators to choose the degree of screen magnification during assessment. Test administrators can choose between a magnification of 2x, 3x, 4x, or 5x. Without magnification, the font is Report School, 22 point. Scrolling may be required when the level of magnification is increased because the entire item will no longer be visible on the screen. Scrolling will vary according to the level of magnification, the amount of content in the item, and the size of the screen. See the *What Students Will Experience* section beginning on page 30 of the DLM Accessibility Manual. DLM Kite EP: Magnification	
Magnification; Large Print Edition	PSAT10_SAT	IEP/504 Only	Accessibility Feature	**ZOOM MAGNIFICATION.** Increases the font size displayed on the screen. Sizes are: • Sizes are device dependent. If the embedded zoom magnification is not sufficient for the student, an accommodation request can be made for 3rd party magnification software using SSD Online: Assistive Technology accommodation.	**LARGE PRINT TEST BOOK.** Student with a visual impairment uses large print edition of the test booklet. SSD Online options are: • **LARGE PRINT TEST BOOK - 14 POINT** • **LARGE PRINT TEST BOOK - 20 POINT** • **LARGE PRINT TEST BOOK - OTHER*** ***Use OTHER for font sizes greater than 20 points. **LARGE PRINT (LARGE BLOCK) ANSWER SHEET** **WRITER/SCRIBE TO RECORD RESPONSES** **MAGNIFICATION DEVICE.** Student uses a device to magnify the assessment using one of these options: **MAGNIFICATION DEVICE (ELECTRONIC).** E.g., closed circuit television, magnification devices). Devices cannot be connected to internet or be able to record images. SSD Online: Magnification Device (electronic) **MAGNIFICATION DEVICE (NON-ELECTRONIC).** E.g., closed circuit television, magnification devices). SSD Online: Magnification Device (non-electronic)

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
Magnification, Large Print Edition	RICAS	IEP/504 Only	Accessibility Feature/ Accommodation	**ZOOM TOOL *(Accessibility Feature).*** Zoom tool enlarges entire screen by pressing Ctrl - or Ctrl +. RICAS SAP: Not Recorded	**LARGE-PRINT EDITION *(Accommodation).*** *For large-print Spanish edition, see Spanish Edition for Mathematics.* Students may either use the large-print booklet to respond to test questions, in which case the student's answers will need to be transcribed by the test administrator (anytime during the test window) into the standard answer booklet, OR the student may write answers directly in the standard answer booklet. Indicate in the student's IEP/504 how they will record their answers. • 18-point font size on 11x17 paper. • Transcribe all responses from the large-print booklet to the student's standard answer booklet and return according to instructions in the Test Coordinator Manual. • Special instructions will accompany the large-print test. RICAS SAP Column AI (Large-Print Edition) **LARGE PRINT PAPER-BASED EDITION IN SPANISH (MATH ONLY) *(Accommodation for an EL student with a disability).*** An EL student with a visual impairment may benefit from a large print paper-based edition in Spanish. In addition to having an IEP/504 Plan demonstrating a visual disability, the EL student must meet one of these criteria: • has a low level of English proficiency, • is currently receiving or has received math instruction in Spanish, or • has little or no familiarity with technology. **NOTES:** • 18-point font size on 11x17-inch paper. • English versions of test items are not included in the Spanish test. • Students may respond in either Spanish or English • Transcribe all student responses verbatim into the

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
					student's standard answer booklet. • Instructions are included with the large print test. RICAS SAP Columns AS (Spanish Edition) and U (Large Print) **EXTERNAL MAGNIFICATION DEVICE.** External devices such as Smart Boards, CCTV, or hand-held magnification device to enlarge the computer display or paper test. RICAS SAP Column: Not Recorded
Magnification Large-Print Edition	NGSA	Any Student	Accessibility Feature	**ZOOM or MAGNIFIER TOOL.** *This is an accessibility feature for the science test.*	**LARGE PRINT EDITION.** The large print edition of the NGSA test is 18-point font on 11x17-inch paper. Students record their answers in the large print answer booklet. Order all paper test editions through the NGSA TIDE. Transcribe all responses from the large-print answer booklet into the Data Entry Interface (DEI). **All student responses must be entered into the DEI or they will not be scored.** See *Appendix C: Instructions for Paper Tests* in the NGSA Test Coordinator Manual (www.ride.ri.gov/tc). NGSA TIDE: Non-embedded accommodation; Large-Print Edition **SPANISH TESTS:** Large print paper editions are not available for the Spanish version of the science test. Set the Zoom or Magnifier Tool to the proper size and use the *Print On Demand* feature to print test items. All responses must be transcribed into the Data Entry Interface (DEI) to be scored using the instructions in *Appendix C: Instructions for Paper Tests* in the NGSA Test Coordinator Manual (www.ride.ri.gov/tc). NGSA TIDE (Spanish Tests): • Magnification *(select the magnification size)* and Streamline Mode (settings from 5x to 20x). • Magnification *(select magnification size)* and Print-on-Demand **MAGNIFICATION DEVICE.** Student uses a device to magnify the assessment using one of these options:

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
					• **ELECTRONIC.** Examples include closed circuit television, magnification devices. Devices cannot be connected to internet or be able to record images. • **NON-ELECTRONIC.** Hand-held magnification devices. NGSA TIDE: Not Recorded
Mathematics Only	DLM RICAS NGSA	EL Only	Accommodation for EL Students	**TESTING FIRST YEAR EL STUDENTS.** First year EL students are students who have not attended U.S. school for a cumulative number of 12 months. First-year EL students who enrolled in U.S. schools **after April 1, 2024** are *not required* to take ELA tests. **First-year EL students *must* participate in mathematics and science tests, as applicable.** Results will be reported for diagnostic purposes only; student results will not be used for accountability reporting. **ELA:** An EL student may wish to take the ELA portion of the state assessments. First-year EL students who take the ELA portion of a state assessments will receive scores; however, the ELA scores will not be used for accountability or assessment reporting. Please discuss the option of taking the ELA portion of the tests with students and families.	
	PSAT10_SAT	EL Only	Accommodation for EL Students	**EL SUPPORT - MATHEMATICS ONLY.** First year EL students are students who have not attended U.S. school for a cumulative number of 12 months. First-year EL students who enrolled in U.S. schools **after April 1, 2024,** are *not required* to take ELA tests. **First-year EL students *must* participate in mathematics tests, as applicable.** • An EL student may wish to take the ELA portion of the state assessments. First-year EL students who take the ELA portion of a state assessments will receive scores; however, scores are not college-reportable and will not be used for state accountability and reporting activities. Please discuss the option of taking the ELA portion of the tests with students and families. This is especially important for students taking the SAT as colleges and universities will not accept scores unless the student takes both the ELA and math sections of the test. • There is no Spanish edition of the mathematics test available for the SAT or PSAT 10.	
					EL SUPPORT - MATHEMATICS ONLY. Paper math-only test booklets cannot be ordered. Proctors will administer only the math portion of the test in the standard test booklet. All paper test materials must be ordered by requesting the paper test accommodation in SSD Online. SSD Coordinators or other testing staff will need to transcribe a student's paper test responses into Bluebook and return materials to College Board. SSD Online: EL State Allowed Accommodation- Math Only
Monitor placement of responses	ACCESS	IEP/504 Only	Accommodation	*May be provided as a non-embedded support.*	**MONITOR PLACEMENT OF RESPONSES.** Test administrators may monitor response placement to ensure that the student is marking the answer in the correct location onscreen or in the paper booklet. For example, a

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
					student may accidentally skip a question in the test booklet or may not use the correct keyboard navigation (e.g., the student used the "tab" rather than the arrow keys to navigate), resulting in a changed answer. The test administrator may not assist the student in any way with respect to the content of the item or selecting the correct response.
	NGSA	IEP/504 Only	Accommodation	*May be provided as a non-embedded support.*	NGSA TIDE: Not Recorded
	PSAT10_SAT	IEP/504 Only	Accommodation	*May be provided as a non-embedded support.*	SSD Online: Other
	RICAS	IEP/504 Only	Accommodation	*Available only for paper editions of the test.*	**TRACK TEST ITEMS.** The test administrator may help the student move from one test item to the next so the student does not skip items. The test administrator may not help the student answer test items or provide hints. RICAS SAP Column: Not Recorded
One-to-One Administration	PSAT10_SAT	IEP/504 Only	Accommodation	*May be provided as a non-embedded support.*	**ONE-TO-ONE TESTING.** Administration of the assessment individually within school building. SSD Online: One-to-One Testing
Paper-Based Edition	ACCESS	IEP/504 Only	Accommodation	*May be provided as a non-embedded support.*	**PARTICIPATE IN DIFFERENT TESTING FORMAT.** Paper tests are offered as an accommodation for all RI statewide assessments and should be listed in the student's IEP and/or EL Plan. If a student takes the paper edition of the ACCESS test, they must take the entire test in the paper-based format. Paper materials are ordered by RIDE on behalf of districts.
	DLM	IEP/504 Only	Accommodation	*May be provided as a non-embedded support.*	**PAPER-BASED EDITION.** Paper tests are not available for DLM. If a student cannot use a computer, or has trouble using a computer, the test administrator will have instructions for how to administer the test outside of the testing platform on the testlet TIPS sheet.
	NGSA	IEP/504 Only	Accommodation	**SPANISH TESTS.** *See Spanish Edition for information on computer-based Spanish tests.*	**PAPER-BASED EDITION.** A preprinted paper test may be administered as an accommodation for a student who is unable to use a computer or to take the computer-based test due to a disability. See the NGSA Test Coordinator Manual for ordering information. Preprinted paper tests are available in English only.

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
					TIDE: Paper Edition **SPANISH TESTS.** *See Spanish Edition information.* **TRANSCRIPTION:** Students using the paper-based edition must also have the test administrator transcribe the student's responses into the Test Delivery System (TDS) before the end of the testing window. Instructions are included in the Test Administrator Manual. *Student responses not transcribed into the TDS will not be scored.*
Paper-Based Edition	PSAT10_SAT	IEP/504	Accommodation	N/A	**PAPER-BASED EDITION.** Paper-based tests may be provided as an accommodation for a student who is unable to use a computer or to take the computer-based test due to a disability. (please note that the paper based version of the PSAT/SAT is the linear version of the test) *Spanish tests:* paper tests are not available in Spanish. **Materials:** All paper test materials must be requested through SSD Online. SSD Coordinators or other testing staff will need to transcribe a student's paper test responses into Bluebook and return materials to College Board. SSD Online: Seeing/Reading Text- Other "Paper test requested for digital assessments" **PAGE TURNER.** Use of a page turner if student is taking paper edition of the SAT or PSAT 10. If the student is approved for a scribe, scribe may turn pages. Otherwise, page turner can be approved under "other". SSD Online: Other or Scribe
	RICAS	IEP/504	Accommodation	May be provided as a non-embedded support.	**PAPER-BASED EDITION/Paper Edition Math is Spanish** Paper tests are an accommodation for a student who is unable to use a computer or take the computer-based test due to a disability. See the *RICAS SAP Guide* for instructions on updating the SAP so paper test materials are shipped to your school. RICAS SAP: Column L (Test Format)
Read Aloud, Repeat, Clarify, or	ACCESS	IEP/504/EL Only	Accommodation	*May be provided as a non-embedded support.*	**READ ALOUD, REPEAT, CLARIFY GENERAL TEST DIRECTIONS IN STUDENT'S NATIVE LANGUAGE.** Someone

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
Translate General Test Instructions					fluent in reading and speaking the student's native language must be available and meet the criteria for administering a state assessment as outlined in the Rhode Island Test Coordinator Handbook. General Test Directions do not include any part of any test item, response options, or text (reading passages, charts, graphs, or diagrams) included with the test item. **TRANSLATION OF GENERAL TEST DIRECTIONS.** For students who speak languages other than English and Spanish and require translated directions, the test administrator may translate general test directions. The test administrator must be fluent in reading and speaking the student's native language. ONLY the general test directions may be translated. **Translating ANY part of the item stimulus, questions, reading passages, or response items is a test irregularity.**
Read Aloud, Repeat, Clarify, or Translate General Test Instructions	RICAS, NGSA	EL Only	Accommodation	**READ ALOUD/REPEAT/CLARIFY GENERAL TEST DIRECTIONS IN STUDENT'S NATIVE LANGUAGE.** For students who take the math test in Spanish, test directions in the online test platform will be in Spanish. No other languages will be available other than English and Spanish. RICAS SAP: Not Recorded	**READ ALOUD/REPEAT/CLARIFY GENERAL TEST DIRECTIONS IN STUDENT'S NATIVE LANGUAGE.** For students who speak languages other than English and Spanish and who require translated directions, the test administrator may translate general test directions. The test administrator must be fluent in reading and speaking the student's native language. Printed copies of the general test directions in languages other than Spanish are not available. Translate ONLY the general test directions. General test directions do not include any part of any test item, response option, or text (reading passages, charts, graphs, diagrams, or other pictures) included with the test item. NGSA TIDE: Not Recorded RICAS SAP Column: Not Recorded
	RICAS, NGSA	EL Only	Accommodation	**TRANSLATION OF GENERAL TEST DIRECTIONS.** For students who take the science test in Spanish, test directions in the online test platform will be in Spanish. No other languages will be available online other than English and Spanish.	**TRANSLATION OF GENERAL TEST DIRECTIONS.** For students who speak languages other than English and Spanish and require translated directions, the test administrator may translate general test directions. The

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
				TIDE: Not Recorded	test administrator must be fluent in reading and speaking the student's native language. Translate ONLY the general test directions. Do not translate ANY part of the item stimulus, questions, reading passages, or response items. NGSA TIDE: Not Recorded RICAS SAP Column: Not Recorded
	NGSA	IEP/504/EL Only	Accommodation	*Provide as a non-embedded support.*	**SIMPLIFIED TEST DIRECTIONS.** The test administrator can simplify ONLY the general test directions using the guidelines found in the back of this manual. Simplifying any part of a test item is a violation of test administrator procedures. Directions may be simplified in student's native language. NOTE: A separate setting may also be required. NGSA TIDE: Simplified Test Directions
Read Aloud, Repeat, Clarify, or Translate General Test Instructions	PSAT10_SAT	EL Only	Accommodation	*Provide as a non-embedded support.*	**TRANSLATED GENERAL TEST DIRECTIONS.** For students who speak languages other than English and who require translated directions, printed copies of the general test directions are posted on the accommodations web page in the following languages: Albanian, Arabic, Bengali, Bosnian, Cambodian (Khmer), Chinese (Mandarin), French, Gujarati, Haitian Creole, Hindi, Italian, Polish, Portuguese, Russian, Somali, Spanish, Urdu, and Vietnamese. SSD Online: Not Recorded.
Read Aloud, Text-to-Speech, Recorded Audio	ACCESS	IEP/504 Only	Accommodation	This accommodation may be provided to EL students with disabilities who have a documented need for a human reader, additional time for language processing, or who have attention/focus needs due to a documented disability. Available for: Listening, Speaking, Writing *See the WIDA Accommodations and Accessibility Features Manual for details on preparing for and administering these accommodations.*	
				IN-PERSON HUMAN READER: Test administrators supplement the pre-recorded audio by reading text answer choices and text labels in graphics. **REPEAT IN-PERSON HUMAN READER.** *May be provided as a non-embedded support.*	**IN-PERSON HUMAN READER.** Test administrators read instructions, text answer choices, and text labels in graphics using the appropriate script from the WIDA store (https://store.wceps.org/)

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
				MANUAL CONTROL OF ITEM AUDIO. This accommodation allows the play button to be enabled and activated by the student one time. WIDA AMS: Select prior to testing. **REPEAT ITEM AUDIO (RA).** This accommodation allows the play button to be enabled and activated by the student. After the initial audio play, a repeat button becomes available. Once initiated, the audio cannot be paused or stopped. WIDA AMS: Select prior to testing	**REPEAT IN-PERSON HUMAN READER (RP).** This accommodation may be used to provide support that is more intensive for students who have a documented print disability and who need repetition based on language processing needs or attention/focus needs due to a documented disability. **MANUAL CONTROL OF ITEM AUDIO**. Test administrators ask students whether they are ready to listen before playing any track of the Listening and Speaking CD. WIDA AMS: Select prior to testing. **REPEAT ITEM AUDIO (RA).** Test administrators ask the student whether they are ready to listen to the audio of the Listening and Speaking CD. When the student indicates they are ready to hear the audio again, test administrators replay the track *one time.*
Read Aloud, Text-to-Speech, Recorded Audio	DLM	IEP/504 Only	Accommodation	**SPOKEN AUDIO** Synthetic Spoken Audio (read aloud with highlighting) is read from left to right and top to bottom. Three preferences are available for Spoken Audio: • text only • text and graphics • nonvisual (includes description of page layout for students who are blind or have visual impairments). Screenshots showing these supports begin in the *Demonstration of Personal Needs and Preferences Supports: What Students Will See* section of the *DLM Accessibility Manual*. DLM Kite EP: Spoken Audio	**HUMAN READ ALOUD.** Test administrators may read the assessment aloud to students. Alternate text will include descriptions of graphics and alternate text descriptions of images as additional pages after the main TIP. The TEST ADMINISTRATION MANUAL also includes information about human read aloud. DLM Kite EP: Human Read Aloud **PARTNER-ASSISTED SCANNING (PAS).** This is a strategy in which test administrators assist students with scanning response options. Test administrators read and/or point to each response option, and students indicate when presented their desired response. DLM Kite EP: Partner-assisted scanning (PAS)
	NGSA	IEP/504/EL Only	Accommodation	**TEXT-TO-SPEECH:** Student uses embedded Text-to-Speech feature in the Test Delivery Platform for read aloud. The student can control the speed and the volume. *With headphones:* student may be tested in a typical-size group. *Without headphones:* student must be tested in a separate setting.	**HUMAN READ ALOUD:** Student requires a human read aloud for science tests in English or Spanish for either paper or computer-based science tests. • See Appendix K for Read Aloud Guidelines for English and Spanish. • See Spanish Edition for additional information on the Spanish paper edition of the science test. NGSA TIDE: Read Aloud in English *or* Read Aloud in Spanish

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
				NGSA TIDE: Text-to-Speech *(select Stimuli & Items)* ***Spanish Tests.*** The student will be taking the computer-based NGSA test in Spanish. • Students may toggle back-and-forth between English and Spanish text and audio of the test items, as necessary. • The audio provided will also change from English to Spanish depending on which version of the test item the student has displayed. • The entire test will be read word-for-word in Spanish. NGSA TIDE: Read Aloud in Spanish **READ ALOUD SELECTED WORDS ON THE SCIENCE TEST.** *This is an accessibility feature for NGSA.*	**READ ALOUD SELECTED WORDS ON THE SCIENCE TEST:** *Accessibility Feature.* The test administrator reads aloud in English or Spanish (or signs, in the case of a student who is deaf or hard-of-hearing) selected words on the science test, as requested by the student. The student will point to the word or phrase that he or she needs read aloud or signed. Test administrator quietly reads aloud or signs the selected word to the student. Students using this feature may be tested alongside other students in groups of any size. NGSA TIDE: Not Recorded
Read Aloud, Text-to-Speech, Recorded Audio	PSAT10_SAT	IEP/504 Only	Accommodation	**TTS (READ TEXT ONLY).** Is intended for students who do not require a detailed description of images, and who do not require 50% extended time, unless approved for more time. Text to speech is embedded in the Bluebook app. However, students who prefer to use their own 3rd-party screen reader or text to speech technology can still do so with the Screen Reader (non-embedded) accommodation. SSD Online: Reading/Seeing Text • Assistive technology and assistive technology compatible format • ATC test form • Text-to-Speech Students with the Screen Reader accommodation will receive a test format enabled with time and one-half extended time. Students will be able to decide whether they want to use it at the time of testing. **READ TEXT AND GRAPHICS.** This accommodation is for students who need screen readers. It provides an audio description for each image, in addition to reading the text on the screen. This accommodation requires 100% extended time or longer depending on	**HUMAN READER**: Personal assistant reads aloud all sections using a reader script in a one-to-one setting. **HUMAN READER FOR DIGITAL EXAM:** non-adaptive digital linear form of the test. A reader script is provided that includes the text, graphics, points of emphasis, etc. SSD Online: Reading/Seeing Text – Human Reader for Digital Exams. • Time and one-half will be provisioned for the student test package. • Human reader accommodation requires additional documentation. When prompted to provide additional documentation, complete the Accommodations Questionnaire on the RIDE website. **HUMAN READER FOR DIGITAL EXAM**: adaptive digital form of test. No reader script provided; the reader sits beside the student and reads off the screen as the questions appear.

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
				student needs. Screen Reader is not embedded in Bluebook. Screen reader should be requested for students who require a detailed description of images, not just text only. Students with the Screen Reader accommodation will receive a test format enabled with time and one-half extended time. Students will be able to decide whether they want to use it at the time of testing. The student should use technology that is already known to be comfortable for them through classroom use. The Floating Accessibility Feature must be enabled on the student's testing device before opening the Bluebook app. ChromeVox or Select-to-Speak may be used. SSD Online: Reading/Seeing Text- Screen Reader	SSD Online: Reading/Seeing Text – Other. Type in 'Human Reader for Digital ADAPTIVE test.' Time and one-half will be provisioned for the student test package. Human reader accommodation requires additional documentation. When prompted to provide additional documentation, complete the Accommodations Questionnaire on the RIDE website.
Read Aloud, Text-to-Speech, Recorded Audio	RICAS	IEP/504 Only	Special Access Accommodation	**TEXT-TO-SPEECH FOR ELA:** The student requires a read aloud and will use the embedded text-to-speech function for the ELA test, including test questions, response options, and passages, with or without headphones. A student can access the Text to speech accommodation that is embedded in the RICAS Student Kiosk. A web extension is NOT necessary to access this accommodation. **Criteria:** This accommodation is allowable for a student who has a disability(ies) that severely limits or prevents them from reading, as documented in locally administered diagnostic evaluations. The student must meet all the following criteria: • be virtually unable to read, even after varied and repeated attempts to teach the student to do so (i.e., the student is at the very beginning stages of learning to read, and not simply reading below grade level); and • uses this accommodation routinely (except during reading instruction); and • receives ongoing intervention to learn the skill. The student: • may be tested in a typical-sized group if using	**HUMAN READ ALOUD FOR ELA.** The student requires a human read aloud for the ELA test and meets the criteria below. This includes oral presentation of test questions, response options, and passages, using a human reader (the test administrator reads aloud the computer-based test either logged in to a nearby computer or sitting next to the student; or reads aloud the paper-based test to the student). **Criteria:** This accommodation is intended for a small number of students with documented disabilities that severely limit or prevent them from reading, as documented in locally administered diagnostic evaluations. The student must meet all the following criteria: • be virtually unable to read, even after varied and repeated attempts to teach the student to do so (i.e., the student is at the very beginning stages of learning to read, and not simply reading below grade level); and • uses this accommodation routinely (except during reading instruction); and • receives ongoing intervention to learn the skill. The student: • Must be tested individually, in a separate setting, if the

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
				headphones. • must be tested individually, in a separate setting, if **not** using headphones. **NOTES:** • Students who test with this accommodation will receive a valid ELA score. • This accommodation is only for students with a reading disability that meets the criteria above. It is not intended for EL students, unless they have a reading disability that meets the criteria above. • *Guidelines for Transcribing Student Responses* are in the Test Coordinator Manual. RICAS SAP Column Y (Text-to-Speech). *See the RICAS SAP Guide for more information*	student is the only student receiving this accommodation for their grade level. • Administer the test in a separate setting either individually or to a group of 2–5 students all of whom are receiving human reader accommodation. All students in the group must be in the same grade level and must progress through the test at the same pace. **NOTES:** • Students who test with this accommodation will receive a valid ELA score. • This accommodation is *only* for students with a reading disability that meets the criteria above. It is not intended for EL students, unless they have a reading disability that meets the criteria above. RICAS SAP Column Z (Human Read Aloud as Special Access Accommodation)
Read Aloud, Text-to-Speech, Recorded Audio	RICAS	IEP/504/EL Only	Accommodation	**TEXT-TO-SPEECH FOR MATH:** Students with disabilities and EL students who require text-to-speech (TTS) for math tests in English. Text is read aloud using embedded text-to-speech technology in Kiosk/iTester. The student can control the volume. **NOTES:** • Using headphones: test student in a typical-sized group. • Not using headphones: test student in a separate setting. • *Reading aloud selected words on the mathematics tests* is an accessibility feature and may be more appropriate for students who need occasional reading assistance. RICAS SAP Column S (Text-to-Speech) **TEXT-TO-SPEECH FOR MATH (SPANISH):** TTS in Spanish audio for the math test is **not** available as an embedded support through Kiosk/iTester. Any EL student requiring a read aloud in Spanish must	**HUMAN READ ALOUD FOR MATH:** Student requires a human read-aloud for math test in English or Spanish. • **Paper-based test*:** See Read Aloud Guidelines in Appendix K • **Computer-based test*:** See Read Aloud Guidelines in Appendix K Place students in separate human read-aloud session in PAN so all students receive the same test form. See the *RICAS SAP Guide* for more information. RICAS SAP Column Z (Human Read Aloud as a Standard Accommodation [Mathematics]) **READ ALOUD SELECTED WORDS ON THE MATHEMATICS TESTS** is an accessibility feature and may be more appropriate for students who need occasional reading assistance. Students taking the Spanish versions of RICAS mathematics or NGSA science tests may also find this accessibility feature helpful. RICAS SAP Column T (Human Read Aloud as a Standard Accommodation [Mathematics])

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
				have human read aloud. *See next column for more information.*	***HUMAN READ ALOUD FOR MATH (SPANISH).** Student requires a human read-aloud in Spanish for the math tests. For both computer-based and paper-based tests: • See Read Aloud Guidelines in Appendix K. • Administer the test in a separate setting either individually or to a group of 2–5 students all of whom are receiving the human reader in Spanish accommodation. All students in the group must be in the same grade level and must progress through the test at the same pace. • Spanish editions of the math tests do not have English versions of test items; test booklets are not bilingual. RICAS SAP Column T (Standard Human Read Aloud Mathematics)
Screen Reader	PSAT10_SAT	IEP/504 Only	Accommodation	**ASSISTIVE TECHNOLOGY.** The online test platform can provide the student with use of a screen reader while taking the test. This accommodation renders an alternative long description for an image to convey the necessary information. It is intended for students with visual impairment using assistive technology devices, including screen readers such as JAWS, NVDA, and refreshable braille displays (RBDs). It is automatically enabled with the Assistive Technology (AT) accommodation. Students test with standard time, except during the Writing and Language Test, which requires 100% extended time, unless approved for other extended time accommodation. **SCREEN READER.** For students testing with a screen reader such as JAWS or NVDA, please refer to the Assistive Technology Resource Guide at digitaltesting.collegeboard.org for configuration requirements. **REFRESHABLE BRAILLE.** For students who use refreshable braille, tactile graphics must be ordered.	**ASSISTIVE TECHNOLOGY.** Any student already approved for Assistive Technology Compatible (ATC) will be able to test with screen reader (text to speech) functionality. The screen reader accommodation is automatically updated in SSD online, no additional change required. **New requests** (no previous approval in SSD) for students requiring audio presentation/test read aloud, SSD Coordinator must select the screen reader accommodation in SSD online. SSD Online: Assistive Technology Compatible (ATC) Test Form. *See HUMAN READER for paper administrations*.

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
				SSD Online: Assistive Technology (Provide name of accommodation that requires use of a screen reader). SSD Online: Reading/Seeing Text- Braille	
	RICAS	IEP/504 Only	Accommodation	**SCREEN READER EDITION.** This is a special format of the computer-based test for a student who is blind or visually impaired that can be used to run an assistive technology application **(**e.g., JAWS, NVDA, etc.**)** for browser navigation and to deliver the computer-based test. Screen Reader is generally used in conjunction with Refreshable Braille or hard-copy braille test. • Mathematics tests: a braille hard-copy test will automatically be mailed so students will have all figures and graphics. • ELA tests: a braille hard-copy test for ELA will automatically be mailed only if graphics are included in the test. • **Screen reader is different from Assistive Technology and Text-to-Speech. Please make sure you select the correct accommodation.** ***Materials.*** A hard-copy Braille edition test will automatically be ordered through the RICAS SAPF. The hard copy will provide the student with the appropriate Braille graphics. **TRANSCRIPTION.** All responses must be entered into Kiosk/iTester, either by the student or test administrator. RICAS SAP Column AL (Screen Reader)	*See Braille Edition*
Separate or Alternate Test Location	ACCESS	IEP/504 Only	Accommodation	**NON-SCHOOL SETTING (HOME OR HOSPITAL).** In the extremely rare situation that an enrolled student is unable to attend school due to hospitalization or another extended absence during the testing window, the test may be administered in a non-school setting. Administration must follow all policies and procedures and test administrator must complete all required training for ACCESS assessments. If you have questions about administering the test in a non-school setting, please contact Jackie Branco (jacqueline.branco@ride.ri.gov). *See the WIDA Accommodations and Accessibility Features Manual, page 16 for more information.*	

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
				For computer-based tests, only school-owned laptops may be used.	
	PSAT10_SAT NGSA RICAS DLM	IEP/504 Only	Accommodation	**OUTSIDE OF THE SCHOOL BUILDING (HOME OR HOSPITAL).** Administration in alternate setting outside of school building with appropriate supervision (e.g., homebound, medical care facility). *This accommodation does not include students attending outplacement schools.* For NGSA, RICAS, and DLM: Not Recorded PSAT10_SAT SSD Online: Home / Hospital Testing	

Test Support Name	Test	Student Status	Support Group	Embedded Support: *Available accommodations embedded in the online testing platform (Kiosk/iTester, TIDE, TDTK, WIDA AMS, and Kite Student Portal) for the computer-based editions of tests.*	External or Non-Embedded Support: *Available accommodations for the paper-based edition of the test or if test support will be provided outside of the test platform.*
Sign Language Interpreter for General Test Directions	ACCESS	IEP/504 Only	Accommodation	*May be provided as a non-embedded support.* All sign language interpreters must use the guidelines found in Appendix G of this manual.	**INTERPRETER SIGNS TEST DIRECTIONS IN ASL.** Interpreter signs test directions in American Sign Language (ASL) or other sign system. Directions refer to test administration logistics, test directions, and practice items provided prior to the first test item. • Available for Listening, Speaking, and Writing domains • Use Sign Language Translation Guidance in Appendix G of this manual. • ***Do not translate test items into ASL or other sign system.*** • See the *WIDA Accessibility and Accommodations Manual page 15 for* more information.
	NGSA	IEP/504 Only	Accommodation	*May be provided as a non-embedded support.* All sign language interpreters must use the guidelines found in Appendix G of this manual.	**HUMAN SIGNER.** Human signer for a student who is deaf or hard-of-hearing for general test directions, not test items or reading passages. NGSA TIDE: Not Recorded
	PSAT10_SAT	IEP/504 Only	Accommodation	*May be provided as a non-embedded support.* All sign language interpreters must use the guidelines found in Appendix G of this manual.	**SIGN LANGUAGE INTERPRETER FOR ORAL INSTRUCTIONS ONLY.** Oral test directions provided using American Sign Language or Signed Exact English. Human signer for a student who is deaf or hard-of-hearing for general test directions, not test items or reading passages. SSD Online: Sign Language Interpreter for Oral Instructions ONLY
	RICAS	IEP/504 Only	Accommodation	*May be provided as a non-embedded support.* All sign language interpreters must use the guidelines found in Appendix G of this manual.	**SIGN LANGUAGE INTERPRETER FOR GENERAL TEST DIRECTIONS.** Human signer for a student who is deaf or hard-of-hearing for general test directions, not test items or reading passages. RICAS SAP: Not Recorded
Sign Language Interpreter for Test Questions	ACCESS	IEP/504 Only	Accommodation	**ELLs Identified as Deaf or Hard-of-Hearing.** Below is the RI State Assessment Policy for using ASL or other sign system on the computer-based and paper-based ACCESS assessments. • The general test directions may be translated into ASL. • All sign language interpreters must use the guidelines found in Appendix G of this manual and meet the qualifications for administering the ACCESS tests.	

				• The **listening domain** test items may be translated into ASL, or other sign system. If the student does not know ASL, or other sign system, and does not lip-read, then the listening domain should be omitted from testing. • The **speaking domain** will be omitted from testing students who cannot vocalize. If a student can vocalize, in English, then they may be tested on this domain. The IEP Team should decide whether or not the student should be tested in this domain and include that decision in the student's IEP. • The **reading domain** may not be translated into ASL or any other sign system. • The **writing domain** may not be translated into ASL or any other sign system. *See the WIDA Accommodations and Accessibility Features Manual, page 20 for more guidance.*
	DLM	IEP/504 Only	Accommodation	*May be provided as a non-embedded support.*	**SIGN INTERPRETATION OF TEXT.** Sign the content to students using American Sign Language (ASL), Signing Exact English, or personalized sign systems. All sign language interpreters must use the guidelines found in Appendix G of this manual. DLM Kite EP: Sign Interpretation of Text
	NGSA	IEP/504 Only	Accommodation	*May be provided as a non-embedded support.*	**SIGN LANGUAGE INTERPRETER.** Sign language interpreters may translate the test questions (items), and response options into American Sign Language, Signed Exact English, or other sign systems. All sign language interpreters must use the guidelines found in Appendix G of this manual. NGSA TIDE: Sign Language Interpreter
	PSAT10_SAT	IEP/504 Only	State-Allowed Accommodation	*May be provided as a non-embedded support.*	**SIGN LANGUAGE INTERPRETER.** Sign-language interpreter for reading, writing, and/or mathematics questions and response options. SSD Online: State Allowed Accommodation-Sign language Interpreter for Test Questions. All sign language interpreters must use the guidelines found in Appendix G of this manual. **SIGNED EXACT ENGLISH (SEE)** may be provided for signing test questions and reading passages if the student has both a reading and hearing impairment. SSD Online: Sign Language Interpreter Other
Sign Language Interpreter for Test Questions	RICAS	IEP/504 Only	Accommodation	*May be provided as a non-embedded support.*	**HUMAN SIGNER FOR MATHEMATICS AND ELA TEST QUESTIONS AND RESPONSE OPTIONS ONLY.** A student who is deaf or hard-of-hearing requires a sign language interpreter for test questions and response options: • All sign language interpreters must use the guidelines found in Appendix G of this manual. • The test must be administered in a separate setting, either individually or to a small group of 2–5 students,

					all of whom are receiving this accommodation. **NOTE:** • Under secure conditions supervised by the principal, interpreters may review the test materials once they become available, either online or delivered to the school, for the purpose of preparing to sign the test. Test materials may not be removed from the school or accessed online outside of the school. Interpreters must sign non-disclosure agreements. • If preferred, selected words, phrases, or sections of the mathematics test may be signed, as requested, rather than signing the entire test. • Students must be in separate human signer Session in PAN so student receive the same test form. See the RICAS SAP Guide for more information. • For students who require a human signer for ELA reading passages, see *Human Signer for ELA Reading Passages* RICAS SAP Column U (Human Signer as a Standard Accommodation [Mathematics and ELA])
Sign Language Interpreter for Reading Passages	RICAS	IEP/504 Only	Special Access Accommodation	*May be provided as a non-embedded support.* All sign language interpreters must use the guidelines found in Appendix G of this manual.	**HUMAN SIGNER FOR ELA READING PASSAGES.** A student who is deaf or hard-of-hearing and is severely limited or prevented from reading, as documented in locally administered diagnostic evaluations may need a human signer for the reading passages on the RICAS ELA test. The student must meet all the following criteria: • be virtually unable to read, even after varied and repeated attempts to teach the student to do so (i.e., the student is at the very beginning stages of learning to read, and not simply reading below grade level), due to a documented disability and/or history of early and prolonged lack of exposure to and use of language; and • uses this accommodation routinely, except during reading instruction; and • receives ongoing intervention to learn the skill. **ADMINISTRATION NOTES:** • Under secure conditions supervised by the principal, interpreters may review the test materials once they become available, either online or delivered to the school, for the purpose of preparing to sign the test.

					Test materials may not be removed from the school or accessed online outside of the school. • Administer the test in a separate setting either individually or to a group of 2–5 students all of whom are receiving the same accommodation. All students in the group must be in the same grade level and must progress through the test at the same pace. • Interpreters must sign non-disclosure agreements. • Students must be in separate human signer Session in PAN so students receive the same test form. *See the RICAS SAP Guide for more information.* • The test must be signed in accordance with the Sign Language Accommodation guidance in Appendix G. RICAS SAP Column AA (Human Signer as Special Access Accommodation [ELA])
Sign Language Response - ASL	PSAT10_SAT	IEP/504 Only	State-Allowed Accommodation	May be provided as a non-embedded support.	**AMERICAN SIGN LANGUAGE (ASL).** Student responds in American Sign Language (ASL) for reading and/or Mathematics. **NOTE:** Test scores of students using this accommodation will not be accepted by universities or colleges for admissions purposes. Please discuss this with students and families to ensure they understand the implications of this accommodation. SSD Online: Other Recording Answers
Simplified Test Directions	NGSA	IEP/504/EL Only	Accommodation	*May be provided as a non-embedded support.*	**SIMPLIFIED TEST DIRECTIONS.** The test administrator can simplify ONLY the general test directions using the guidelines found in Appendix L of this manual. Simplifying any part of a test item is a violation of test administrator procedures. Directions may be simplified in the student's native language. A separate setting may also be required. NGSA TIDE: Simplified Test Directions
Small Group	ACCESS, RICAS, NGSA	Any Student	Accessibility Feature	**SMALL GROUP TESTING.** This is an accessibility feature for the ACCESS, RICAS, and NGSA assessments.	
	DLM			**SMALL GROUP ADMINISTRATION.** DLM is designed to be administered to each student individually. ***Administering the DLM test to students in small groups of any kind are prohibited and considered a testing violation.***	
	PSAT10_SAT	Any Student	Accessibility Feature	*May be provided as a non-embedded support.* SSD Online: Accommodation request not required	**SMALL GROUP TESTING.** Small groups may not have more than ten students. The ideal size for a small group for testing is two to eight students. Students in small groups should have the same or similar

					accommodations. Testing location must be a secure and safe environment within the school building. **RI STATE POLICY ON SMALL GROUPS.** Small groups may not have more than ten students. The ideal group size is two to eight students. Students in small groups should have the same or similar accommodations. SSD Online: Accommodation request not required
Spanish Edition	PSAT10_SAT			**SPANISH EDITION.** *Spanish editions of the PSAT 10 and SAT School Day tests are not available.*	
	NGSA	EL	Accommodation for EL Students	**SPANISH EDITION OF SCIENCE TEST.** Spanish and English translations for test items are available through a toggle screen for EL students. Students will be able to go back-and-forth between English and Spanish to answer test items in either, or both, languages. If a student also requires a read-aloud, the TTS feature will work in both English and Spanish, depending on which screen the student is displaying. NGSA TIDE: Spanish Edition	**PAPER-BASED EDITION OF SPANISH (SCIENCE).** Preprinted Spanish science tests are not available. If an EL student with an IEP or 504 requires a printed science test, items must be printed individually using the Print-on-Demand feature. All responses must be transcribed (see below) in order to be scored. NGSA TIDE: Spanish Edition *and* Print-on-Demand **TRANSCRIPTION.** Students using the paper-based edition in English or the Print-on-Demand version of the Spanish test must have the test administrator transcribe the student's responses into the Test Delivery System (TDS) **before the end of that testing session**. Instructions are included in the Test Administrator Manual.
Spanish Edition	RICAS	EL Only	Accommodation	**SPANISH EDITION OF RICAS MATH.** Computer-based edition in Spanish of the math tests may be administered to any EL student who meets one of these criteria: • has a low level of English proficiency, • is currently receiving or has received mathematics instruction in Spanish, or • has little or no familiarity with technology. **NOTE:** The Spanish version of the math test has English versions of the test items. RICAS SAP Column AE (Spanish Edition)	**SPANISH EDITION OF RICAS MATH.** Paper-based options for EL students with IEP or 504 are on page 45.
Speech-to-text, Scribe, Dictates, or Records Responses	ACCESS	IEP/504 Only	Accommodation	**AAC DEVICES.** AAC is considered the voice of a student who is unable to produce functional speech. Use of an AAC during testing should be consistent with the student's day-to-day instruction and communication methods and is not considered an accommodation. *See the WIDA Accommodations and Accessibility Features Manual, page 24 for instructions on how to*	**SCRIBE.** The test administrator marks or writes student responses into the student response booklet as the student dictates responses either verbally, using an external speech-to-text device, an augmentative communication device (e.g., picture/word board), or by gesturing, pointing, or eye gazing. All responses must be transcribed at the time of testing. Available for: Listening, Reading, Writing

				administer the ACCESS tests to students using AAC devices.	**WORD PROCESSOR OR SIMILAR KEYBOARDING DEVIDE USED TO RESPOND TO TEST ITEMS.** Student responds using standalone/external word processing or similar keyboarding device that is not compatible with the online test platform. Available for Listening, Reading, Writing *See WIDA Accommodations and Accessibility Features Manual for more information on planning for and administering tests using this accommodation and Appendix B for transcription guidance.* **STUDENT RESPONDS USING RECORDING DEVICE.** Student has a documented disability that affects their ability to write or process language. The student responds by using a recording device to respond, which is played back and transcribed by the student. Available only for Writing. *See the WIDA Accommodations and Accessibility Features Manual for information on planning and administering tests using this accommodation.*
Speech-to-text, Scribe, Dictates, or Records Responses	DLM	IEP/504 Only	Accommodation	*May be provided as a non-embedded support.*	**TEST ADMINISTRATOR ENTERING STUDENT RESPONSES.** If a student is unable to input their own responses, they may indicate their responses through their typical response/communication mode (e.g., eye gaze, gesture). Test administrators may key in those responses only when the student is unable to record their responses. DLM Kite EP: Test Administrator Entering Student Responses
Speech-to-text, Scribe, Dictates, or Records Responses	NGSA	IEP/504 Only	Accommodation	**SPEECH-TO-TEXT (STT).** A student uses a speech-to-text program. There are two options: 1. STT program on a separate computer if program is not compatible with the Test Delivery System. 2. Use Permissive Mode to run STT programs such as Dragon Naturally Speaking, which will work with the Test Delivery System. Always test the functionality of the student's STT program prior to testing to ensure compatibility. Select Permissive Mode in TIDE prior to testing. NGSA TIDE: Speech-to-Text *and* Permissive Mode. **NOTE: NGSA does not contain constructed response items; only multiple-choice items.** If a student has a STT accommodation in their IEP for writing, they may	**HUMAN SCRIBE.** A human scribe records the student's responses verbatim during testing either into the Test Delivery System (TDS) directly or the student's answer booklet. NGSA TIDE: SCRIBE **SPEECH-TO-TEXT.** A student uses an external speech-to-text program that is not compatible with the Test Delivery System on a separate computer to generate their responses to the test questions. **STUDENT RECORDS RESPONSES.** Student uses an external augmentative communications device (other than a smartphone) to dictate or generate responses under the direct supervision of a test administrator using one of the options below.

				not need it for this test. You may want to consider human scribe or dictation as an accommodation instead.	**TRANSCRIPTION:** Students using one of the accommodations above must also have the test administrator transcribe the student's responses verbatim directly into the Test Delivery System (TDS) at any time prior to the end of the testing window. **EXTERNAL AUDIO RECORDING DEVICE.** The student uses an external recording device (other than a smartphone) while reading the test aloud, then the responses are transcribed by either the student or the test administrator into the answer booklet while playing back recorded segment(s). Responses must be deleted from the device once transcription is completed. NGSA TIDE: Not Recorded **VIDEO RECORDING DEVICE.** Student who is deaf or hard-of-hearing uses a video to record their signed responses to test items, then the responses are transcribed by either the student or the test administrator into Kiosk/iTester while playing back recorded segment(s). Any recorded responses must be deleted from the device once transcription is complete. NGSA TIDE: Not Recorded **INTO TEST BOOKLET.** Responses to test items are recorded by the student in the test booklet, rather than the answer booklet. Responses must be transcribed by a test administrator into the answer booklet. If the student transcribes his or her own responses, the transcription must occur during the test session and be completed on the date the test session began. NGSA TIDE: Not Recorded
Speech-to-text, Scribe, Dictates, or Records Responses	PSAT10_SAT	IEP/504 Only	Accommodation	**SPEECH-TO-TEXT.** Student uses speech-to-text program compatible with the Bluebook for responding to test items. Word prediction must be disabled for Speech to Text technology. Supported applications for Bluebook are: • Apple Voice Control (Operating System) • Chromebook Dictation (Operating System) • Windows Speech Recognition/Dictation (Operating System) • Dragon Naturally/Speaking (3rd Party Software) SSD Online: Recording Answers- Dictation for Digital Exams	**WRITER/SCRIBE TO RECORD RESPONSES.** Student responds orally for multiple choice items (e.g., student tells assessment administrator which answer they are selecting) and/or for responding to constructed response items for writing. SSD Online: Recording Answers- Writer/Scribe **RECORD ANSWERS IN TEST BOOKLET.** The student records their responses to test items in the paper test booklet, rather than the answer booklet. Responses must be transcribed by a test administrator into the answer booklet. If the student transcribes his or her own responses, the transcription must occur during the test session.

				WRITER/SCRIBE TO RECORD RESPONSES. *May be provided as a non-embedded support.*	Students who require this accommodation should take the paper edition of the SAT or PSAT 10. SSD Online: Record Answers in Test Booklet
Speech-to-text, Scribe, Dictates, or Records Responses	RICAS	IEP/504 Only	Special Access Accommodation	**SPEECH-TO-TEXT ON RICAS ELA TEST.** This special access accommodation is only for students who meet at least one of the criteria in the next column. If the student meets one of the criteria from the next column, and is taking the computer-based test, the student can communicate their responses to the RICAS ELA test items in one of the following ways: 1. **HUMAN SCRIBE.** *See next column for details on the computer-based test.* 2. **SPEECH TO TEXT.** Speech to text is embedded in the RICAS Student Kiosk and is available directly in the word processing menu as students are typing a response. Web Extensions are NOT necessary for students to access this accommodation. 3. **COMPATIBLE STT.** A compatible STT device or software used on the same device as Kiosk/iTester. See the *Assistive Technology Guidelines for RICAS* for instructions on determining compatibility with Kiosk/iTester. RICAS SAP Column X (Compatible Assistive Technology) *and* Column AJ (Speech-to-Text as a Special Access Accommodation [ELA]) 4. **INCOMPATIBLE STT.** *See next column for detail on using and setting up a speech-to-text device or software that is incompatible with Kiosk/iTester.*	**SCRIBE ACCOMMODATIONS OPTIONS FOR ELA TEST.** This special access accommodation is only for students who meet at least one of these criteria: 1. The student has a language-processing disability and requires the dictation of virtually all written responses to a scribe or an electronic speech-to-text conversion device to generate responses, OR 2. The student is unable to use his or her writing hand or arm at the time of testing due to a fracture, severe injury, or recovery from surgery. In this case, the accommodation can be administered as emergency accommodation. Please complete the Emergency Accommodation Form in Appendix E. If the student meets one of the criteria above, the student can communicate their responses to the RICAS ELA test items in one of the following ways: • **HUMAN SCRIBE.** A human scribe records the student's responses verbatim (as dictated by the student) during testing directly into Kiosk/iTester or the student's answer booklet. See Appendix J for RICAS scribe guidelines. RICAS SAP Column AI (Human Scribe as a Special Access Accommodation [ELA]) • **INCOMPATIBLE SPEECH-TO-TEXT (STT).** If the student uses an external STT program that is not compatible with Kiosk/iTester, the test administrator must transcribe student responses directly into Kiosk/iTester from the student's separate, external workstation. RICAS SAP Column AK (Speech-to-Text as a Special Access Accommodation [ELA]) • **STUDENT DICTATES RESPONSES.** The student uses an external augmentative communications device (other than a smartphone) to dictate or generate responses under the direct supervision of a test administrator. RICAS SAP Column: Not Recorded **TRANSCRIPTION:** Students using one of the accommodations above must also have the test administrator transcribe the student's responses

					verbatim either directly into Kiosk/iTester or into the student's answer booklet at any time prior to the end of the testing window. RICAS SAP Column: Not Recorded
Speech-to-text, Scribe, Dictates, or Records Responses	RICAS	IEP/504/EL Only	Accommodation	**SPEECH-TO-TEXT OPTIONS FOR MATH.** The student has a disability that affects their ability to write, and they use a scribe or speech-to-text device or software to address this challenge during instruction throughout the day. There are four scribe and speech-to-text options available for students taking the computer-based RICAS math test in either English or Spanish: 1. **HUMAN SCRIBE.** *See next column for details on using a human scribe for either the paper or computer-based tests.* 2. **SPEECH TO TEXT** A student can utilize the speech to text feature embedded in the test delivery platform. A web extension is NOT necessary to access this accommodation. *See the next column for details.* Embedded STT is not compatible with the *Equation Editor* on the RICAS Math test. 3. **COMPATIBLE SPEECH-TO-TEXT (STT).** A compatible STT device or software used on the same testing device as Kiosk/iTester. See the *Assistive Technology Guidelines for RICAS* for instructions on determining compatibility with Kiosk/iTester. RICAS SAP Column: X (Compatible Assistive Technology). See the *RICAS SAP Guide* for more information. **4. INCOMPATIBLE STT.** *See SPEECH-TO-TEXT DEVICE OR SOFTWARE in the next column for details on using and setting up a speech-to-text device or software that is incompatible with Kiosk/iTester.* **EMERGENCY ACCOMMODATION:** For students who have injured their writing hand due to a fracture or recovery from surgery, speech-to-text options are available as an emergency accommodation. We do not recommend using STT software if the student is not already comfortable with using it. Instead, we recommend using a human scribe instead. RICAS SAP: Column AC Speech to Text Special Access	**SCRIBE ACCOMMODATIONS OPTIONS FOR MATH:** The student has a disability that affects their ability to write, and they use a scribe or speech-to-text device or software to address this challenge during instruction throughout the day. There are four scribe and speech-to-text options available for students taking the computer-based or paper-based RICAS math test in either English or Spanish: 1. **HUMAN SCRIBE.** A human scribe records the student's responses verbatim during testing directly into Kiosk/iTester or into the student's answer booklet in either English or Spanish. See Appendix J of this manual for scribe guidelines for both English and Spanish math tests. • *Spanish Mathematics Tests:* Test administrators may not translate student responses into English if the student is taking the Spanish math test. • Test student individually in a separate setting. RICAS SAP Column AH (Human Scribe as Standard Accommodation [Mathematics]) 2. **SPEECH-TO-TEXT DEVICE OR SOFTWARE.** A speech-to-text device or software of the student's preference is set up on a separate computer and the student takes the paper-based test. See the *Assistive Technology Guidelines for RICAS* for instructions on determining compatibility with Kiosk/iTester. RICAS SAP Column: AJ (Speech-to-Text as a Standard Accommodation [math]). See the *RICAS SAP Guide* for more information. 3. **STUDENT DICTATES RESPONSES USING AAC.** Student uses an external assistive/augmentative communications device (other than a smartphone) to dictate or generate responses under the direct supervision of a test administrator using one of these options: a. **AUDIO RECORDING DEVICE.** The student uses an external recording device (other than a

smartphone) to record their responses to test items, then the responses are transcribed by either the student or the test administrator into the answer booklet (if taking the paper test) or into Kiosk/iTester (if taking the computer-based test) while playing back recorded segment(s). Delete responses from the device once transcription is complete.

RICAS SAP Column: Not Recorded

b. **VIDEO RECORDING DEVICE.** Student who is deaf or hard-of-hearing uses a video to record their signed responses to test items, then the responses are transcribed by either the student or the test administrator into the answer booklet (if taking the paper test) or into Kiosk/iTester (if taking the computer-based test) while playing back recorded segment(s). Delete any recorded responses from the device once transcription is complete.

RICAS SAP Column: Not Recorded

HOW TO SUBMIT STUDENT RESPONSES FOR SCORING: Use one of these options to submit student responses for scoring:

TRANSCRIPTION. The test administrator transcribes the student's responses verbatim directly into Kiosk/iTester at any time prior to the end of the testing window, in either English or Spanish, depending on the test the student takes.

Spanish Math Tests: Test administrators may not translate the student's responses into English. Transcribe all responses into Kiosk/iTester or the Spanish paper test booklet exactly as dictated, recorded, or typed by the student.

TYPED RESPONSES. Print one response per page and insert into the student's answer booklet with all required information on each page *(see appropriate appendix in the Test Administrator's Manual)*. Transcription into the student answer booklet is not necessary. After printing, delete all responses from word processor or device.

Spanish Math Tests: Test administrators may not translate the student's responses into English. Follow instructions above.

					RICAS SAP Column AH (Typed Responses) **EMERGENCY ACCOMMODATION:** *See Emergency Accommodations.*
Spell-checker for the ELA Test	RICAS	IEP/504 Only	Special Access Accommodation	**SPELL-CHECKER.** The student has a disability that affects their ability to spell and requires a spell-checking device or software. Students who receive this accommodation must meet the criteria below. **Criteria:** This accommodation is intended for a student who has a documented disability that severely limits or prevents them from spelling correctly, even after varied and repeated attempts to teach the student to do so, as documented by locally administered diagnostic evaluations. The student must meet *all* the following criteria: • The student is virtually unable to spell simple words (i.e., at the beginning stages of learning how to spell). • The student produces understandable written work only when provided this accommodation, which the student uses during routine instruction; and • The student receives ongoing intervention to learn the skill.	
				EMBEDDED SPELL-CHECKER: The student may use the embedded spell-checker in Kiosk/iTester or an external spell-checking device for ELA. *See next column for information on using an external device.* RICAS SAP Column AG (Spell Checker)	**EXTERNAL SPELL-CHECKER:** The student will use an external spell-checking device for ELA. Grammar check and internet access must be turned off. RICAS SAP Column AG (Spell Checker)
Stay on track	PSAT10_SAT	IEP/504 Only	Accommodation	*May be provided as a non-embedded support.*	**STAY ON TRACK.** Teacher provides visual, auditory or physical cues to student to begin, maintain, or finish a task. Student cannot be cued to move on to the next question. SSD Online: Other
Streamline Mode	NGSA	Any Student	Accessibility Feature	**STREAMLINE MODE.** *This is an accessibility feature for NGSA.*	
Translation of General Test Directions	ACCESS	EL	Accommodation	*May be provided as a non-embedded support.*	**TRANSLATION OF GENERAL TEST DIRECTIONS.** For students who speak languages other than English and Spanish and require translated directions, the test administrator may translate general test directions. The test administrator must be fluent in reading and speaking the student's native language. ONLY the general test directions may be translated. Translating ANY part of the item stimulus, questions, reading passages, or response items is a test irregularity.
Word Prediction	NGSA	IEP/504 Only	Accommodation	**WORD PREDICTION.** *The NGSA Science test does not have constructed response test items, so while the student may have this accommodation in their IEP or 504 Plan, it may not be necessary for this assessment.*	
	PSAT10_SAT	IEP/504 Only	Accommodation	**WORD PREDICTION.** **SAT and PSAT 10** *do not have constructed response or essay test items, so while the student may have this accommodation in their IEP or 504 Plan, it may not be necessary for these assessments.*	

Word Prediction	RICAS	IEP/504 Only	Special Access Accommodation	**WORD PREDICTION ON RICAS ELA TEST.** This special access accommodation is only for students who meet at least one of the criteria in the next column. • Word prediction is available in the Student Kiosk/iTester platform using the Co:Writer word prediction software. Available for all items with text boxes regardless of subject. • As with all technology, the student should use the practice test to familiarize themselves with the web extension. RICAS SAP: Column AD Word Prediction	**WORD PREDICTION FOR THE ELA TEST.** The student must use an external word prediction device that provides a bank of frequently or recently used words after the student types the first few letters of a word. **The student must meet all the following criteria to receive this accommodation:** 1. have a disability or disabilities that severely limit or prevent them from recalling and processing language to write or keyboard written responses without the use of a word prediction device, application, or software; AND 2. can access written expression only by using the word prediction software that they use routinely to write. A test administrator must facilitate the transfer of information from the external device to the answer booklet or onscreen. Written responses must either be transcribed by the student at the time of testing or transcribed by an adult prior to the end of the testing window. **NOTE:** During testing, internet access must be turned off. RICAS SAP Column AD (Word Prediction)

APPENDIX A: State Assessments by Grade

	Alternate Assessments for Students with Significant Cognitive Disabilities			***General Education Assessments***					
Grade Tested	*English language proficiency:* **Alt. ACCESS for ELLs**	*ELA and Mathematics:* **DLM**	*Science:* **DLM**	**ACCESS 2.0 for ELs**	**NAEP**	*Science:* **RI NGSA**	*ELA and Mathematics:* **RICAS**	*Reading and Mathematics:* **PSAT™10**	*Reading* and Mathematics* **SAT® School Day**
Kindergarten				K					
1	1			1					
2	2			2					
3	3	3		3			3		
4	4	4		4	4		4		
5	5	5	5	5		5	5		
6	6	6		6			6		
7	7	7		7			7		
8	8	8	8	8	8	8	8		
9	9			9					
10	10			10				10	
11	11	11	11	11		11			11
12	12			12	12				

*Beginning in April 2022, the essay portion of the SAT will not be included as part of the state assessment program.

APPENDIX B: Documentation of Accommodations for an EL Student

Sample Form (Optional)

Use this form to document the selection of **accessibility features and accommodations** for each EL student. Available accessibility features and accommodations are listed in the *RISAP Accommodations and Accessibility Manual*. This form should be completed within 60 days of the start of school year or student's date of enrollment and must be **updated annually**. Accommodations decisions for EL students with disabilities must also be documented in the student's IEP or 504 plan.

Student Name: _____School Year: _____

Grade: _____ SASID: _____

School: _____District: _____

Name of staff and others who determined the test accommodations and features for the student:

Teacher(s) _____

Others (including student and/or parent) _____

_____

If the **parent** and/or **student** were not part of the decision-making process, then they should be notified of the features and accommodations the student will receive on the tests.

Directions: Indicate the **accessibility features and accommodations** that will be provided to the student on each statewide assessment they will be taking.

Accessibility Feature or Accommodation Needed by the EL Student for Testing	Notes/Comments
(Continue on additional pages as needed.)	

APPENDIX C: Student Accommodation Refusal Form

Sample Form (Optional)

If a student refuses an accommodation listed in his or her IEP or 504 plan, the school should document in writing that the student refused the accommodation, and the accommodation must be offered and remain available to the student during testing.

This form can be completed and placed in the student's file, and a copy sent to the parents. IEP teams, 504 plan coordinators, and educators making accommodations decisions for ELs should consider this information when making future accommodations decisions for the student. Use of this form is encouraged, but not required.

Student Name: _____ **Date**: _____

Grade: _____ **SASID**: _____

School: _____

District: _____

Test (circle): ACCESS for ELLs ALT ACCESS for ELLs DLM RICAS

NGSA PSAT10 SAT

Test Administrator: _____

Accommodation(s) refused by student _____

_____

Reason for refusal: _____

_____

_____

Comments: _____

_____

_____

Keep this form on file at the school. Do *not* submit this form with your school's test materials.

APPENDIX D: Unique Accommodation Form

Downloadable Form: Find an interactive copy of this form at www.ride.ri.gov/accommodation

Directions: To request approval for a unique accommodation, this form must be submitted to **RIDE by fax to 401-222-3605** by the principal or designee or District Testing Coordinator or designee, at least six weeks prior to testing to ensure a timely response from RIDE. **DO NOT EMAIL.**

DISTRICT/SCHOOL ASSURANCES: In submitting this form for approval, the principal/designee or assessment coordinator assures that:

- This accommodation will be documented in the student's IEP, 504 Plan, or EL plan. In the case of an IEP, the parent/guardian of the student must sign the amended IEP prior to testing.
- The school team has met and considered all listed accommodations before proposing this unique accommodation.

The proposed accommodation is used, as appropriate, for routine classroom instruction and assessment.

District Name:	DATE:
Name of Principal/Designee or District/LEA Testing Coordinator (please print):	
School Name:	
Telephone Number:	Fax Number:
Student Information:	
Student Name:	SASID:
Grade:	DOB:

Test(s) on which the student will use the accommodation *(PSAT10 and SAT requests must be submitted through the SSD Online Portal)*:

☐ ACCESS for ELLs ☐ ALT ACCESS for ELLs ☐ RICAS (Subject Area: _____ ☐ RI NGSA

☐ DLM (Subject Area: _____

Describe the accommodation in detail:
How is this accommodation used during instruction, classroom assessments, or on other assessments:

What equipment, staff, space, or additional accommodations will be needed to administer this accommodation?

FOR RIDE USE ONLY: ☐ This accommodation is APPROVED ☐ This accommodation is DENIED

RIDE Staff Name and Position: _____

Signature: _____ Date: _____

NOTES:

APPENDIX E: Emergency Accommodation Form

Downloadable Form: Find an interactive copy of this form at www.ride.ri.gov/accommodation

Use this form in cases where a student needs a new accommodation immediately prior to the assessment due to unforeseen circumstances. This may include a student who has recently fractured a limb (e.g., fingers, hand, arm, wrist, or shoulder); whose only pair of eyeglasses broke; or they are returning from a serious or prolonged illness or injury.

Directions: If the principal (or designee) determines the student requires an emergency accommodation, complete this form and submit to the district testing director so it can be retained in the student's file. Notify the parents that an emergency accommodation will be used during testing. Do not submit this form to RIDE.

District/LEA Name:	Date:
School Name:	Telephone Number:
Student Name:	Grade:
SASID:	DOB:
Test (ACCESS, DLM, RICAS, NGSA)*:	Content Area:

Which accommodation(s) will be used? _____

Reason for needing an emergency test accommodation: _____

Who will administer the accommodation? _____

_____ _____

Staff Member's Name (please print) Title/Position

_____ _____

Principal's Signature Date

* Submit emergency accommodations requests for PSAT 10 and SAT through SSD Online.

APPENDIX F: PSAT 10 and SAT Accommodations Questionnaire

Downloadable Form (pdf): *available at www.ride.ri.gov/accommodations* under PSAT10/SAT tab

APPENDIX G: Providing the Sign Language Accommodation

Although it is understood that the nature of this accommodation requires individualized delivery in the communication method familiar to the student, individuals providing the sign language accommodation for the ACCESS, PSAT 10, SAT, NGSA, RICAS, and DLM assessments must follow these procedures during testing to ensure standardization of delivery.

Procedures for Providing the Sign Language Accommodation

- Signers must be trained in the test administration policies for the test they are administering and as provided in online training modules or in-person training opportunities provided by the district or school.
- Individuals providing the sign language accommodation must sign the security agreement.
- Signers should use signs that are conceptually accurate, with or without simultaneous voicing, translating only the content that is presented, and without changing, emphasizing, or adding information. Signers may not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response in any way. Signers must do their best to use the same signs if the student requests a portion repeated.
- Signers must sign (or sign and speak when using Sim-Com [Simultaneous Communication]) in a clear and consistent manner throughout the test administration, using correct pronunciation, and without inflections that may provide clues to, or mislead, a student.
- Signers should emphasize only the words printed in boldface, italics, or capital letters and inform the student that the words are printed that way. No other emphasis or inflection is permitted.
- Signers may repeat passages, test items, and answer options as requested, according to the needs of the student. Signers should not rush through the test and should ask the student if they are ready to move to the next item.
- Signers may not attempt to solve problems or determine the correct answer to a test item while signing, as this may result in pauses or changes in inflection that may mislead the student.
- Signers must use facial expressions consistent with sign language delivery and must not use expressions that may be interpreted by the student as approval or disapproval of the student's answers.
- Test administrators must be familiar with the student's IEP and should know in advance which accommodations are required by the student. Test administrators must be aware of whether a student requires additional tools, devices, or adaptive equipment that have been approved for use during the test, such as a magnifier, closed circuit television (CCTV), abacus, brailler, slate, stylus, etc., and if use of these tools impacts the translation of the test, the signer should be aware of this.
- Upon review of the test, if a human signer is unsure how to sign and/or pronounce an unfamiliar word, the signer should collaborate with a content expert who is fluent in sign language (if available) to determine which sign is most appropriate to use. If the signer is unable to obtain this information before the test, the signer should advise the student of the uncertainty and spell the word.
- When using a sign that can represent more than one concept or English word, the signer must adequately contextualize the word to reduce ambiguity. The signer may also spell the word after signing it if there is any doubt about which word is intended.
- Signers must spell any words requested by the student during the test administration.
- When test items refer to a particular part of the text, the signer must re-sign the lines before signing the question-and-answer options. For example, the signer should sign, "Question X refers to the following part [paragraph]…," then sign that part to the student, followed by question X and the answer options.

- **RICAS ELA Only:** Similar to the Special Access accommodation for ELA for human reader, when test items refer to a particular part of a passage, **the signer cannot sign any part of the passage, unless the student is at the beginning stages of understanding sign**. The signer can sign line or stanza numbers for passages before signing the question-and-answer options. For example, the signer should sign, "Question X refers to the following lines [paragraph]…," then sign the line or passage numbers, followed by question X and the answer options.
- When signing selected-response items, signers must be careful to give equal emphasis to each answer option and to sign all answer options before waiting for the student's response.
- When answer options will be scribed, the signer should inform the student at the beginning of the test that if the student designates a response choice by letter only ("B," for example), the signer will ask the student if they would like the response to be signed again before the answer is recorded.
- If the student chooses an answer before the signer has signed all the answer options, the human signer must ask if the student wants the other answer options to be signed.
- After the signer finishes signing a test item and all answer options, the signer must allow the student to pause before responding. If the pause has been lengthy, the signer should ask: "Do you want me to sign the question or any part of it again?" When signing questions again, signers must avoid emphasizing words not bolded, italicized, or capitalized.

Sign-System-Specific Procedures

Signers must deliver the accommodation in the language or communication mode used by the student according to the student's IEP.

American Sign Language (ASL)

Signers delivering the accommodation via ASL must use appropriate ASL features (including signs, sentence structure, non-manual markers, classifiers, etc.) while protecting the construct being measured by the assessment. The signer must be careful not to cue the student.

English-Based Sign Systems (PSE, Sim-Com, etc.)

Signers delivering the accommodation via an English-based signing system (PSE, Sim-Com, etc.) must use the features of the communication mode used by the student. Signers delivering the test in English-based signing systems should use the rules of those signing systems (conceptually accurate signs, English word order, etc.), with or without simultaneous voicing.

APPENDIX H: RICAS Calculator Policy

The calculator types available to students on the RICAS mathematics tests for the computer- and paper-based tests are shown in the table below. Please keep the following in mind:

- Any 7th or 8th grade student may use one of the handheld calculators listed below instead of the calculator embedded in Kiosk/iTester. No accommodation is necessary if used during the calculator section of the test.
- At a minimum, 7th and 8th grade students should have access to a 5-function calculator.
- **Non-calculator sessions of any RICAS math test**: unless a student meets the criteria for receiving a calculator or other calculation tool during the non-calculator section of the test, no calculators are provided in Kiosk/iTester and no handheld calculators are allowed.

Grade	Calculators Provided in Kiosk/iTester	Allowable Handheld Calculators (computer- and paper-based tests)
3	None	None
4	None	None
5	None	None
6	None	None
7	5-function	5-function Scientific Graphing
8	Scientific	5-function Scientific Graphing

APPENDIX I: PSAT 10 and SAT Calculator Policy

Acceptable calculators for the mathematics tests:

- all scientific calculators
- all four-function calculators. Four-function calculators can be used by students but are not recommended due to the level of mathematics being assessed on the PSAT 10 and SAT
- the following graphing calculators listed below
- a graphing calculator may not be used during testing if it is not listed below or if it meets any of the criteria under Unacceptable Calculators, such as being an app on a student's smartphone.

CASIO	**HEWLETT-PACKARD**	**TEXAS INSTRUMENTS**
FX-6000 series	HP-9G	TI-73
FX-6200 series	HP-28 series	TI-80
FX-6300 series	HP-38G	TI-81
FX-6500 series	HP-39 series	TI-82
FX-7000 series	HP-40 series	TI-83/TI-83 Plus
FX-7300 series	HP-49 series	TI-83 Plus Silver
FX-7400 series	HP-50 series	TI-84 Plus
FX-7500 series	HP Prime	TI-84 Plus CE
FX-7700 series		TI-84 Plus Silver
FX-7800 series	**SHARP**	TI-84 Plus C Silver
FX-8000 series	EL-5200	TI-84 Plus CE-T
FX-8500 series	EL-9200 series	TI-84 Plus T
FX-8700 series	EL-9300 series	TI-85
FX-8800 series	EL-9600 series (use of stylus is not permitted)	TI-86
FX-9700 series	EL-9900 series	TI-89
FX-9800 series		TI-89 Titanium
FX-9860 series	**RADIO SHACK**	TI-Nspire
CFX-9800 series	EC-4033	TI-Nspire CX
CFX-9850 series	EC-4034	TI-Nspire CM-C
CFX-9950 series	EC-4037	TI-Nspire CAS
CFX-9970 series		TI-Nspire CX CAS
FX 1.0 series	**OTHER**	TI-Nspire CM-C CAS
Algebra FX 2.0 series	Dataexx DS-883	TI-NspireCX-C CAS
FX-CG-10	Micronta	
	NumWorks	
	Smart^2	

Unacceptable Calculators

Students may not use:

- computers or tablets not used for testing, cell phones, smartphones, smartwatches, or wearable technology
- Calculators that can access the internet or that have wireless, Bluetooth, cellular, audio/visual recording and playing, camera, or any other smartphone-type features
- Calculators that have a QWERTY keypad, pen/stylus, or touchpad input. The calculator may be approved without the use of a stylus.

APPENDIX J: Scribe Guidelines

A scribe is an adult who writes down what a student dictates. A student can respond in a variety of ways (e.g., speech, American Sign Language (ASL), braille, assistive communication device) and the scribe will write down what the student says. The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content.

Qualifications for Scribes

- The scribe should be familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.
- Scribes must meet the criteria outlined in the *RISAP Test Coordinator Handbook*.
- Scribes must have completed all training for administering the test, including security policies and procedures outlined in the selected test's test administrator manual.

Preparation for Scribes

- Scribes should read and sign a test security/confidentiality agreement prior to test administration.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers. Scribes may wish to review the practice test to become familiar with the assessment.
- Scribes should be familiar with the Individualized Education Program (IEP) or 504 plan if the student for whom they are scribing has a disability, so that there are plans in place for providing all needed designated supports and accommodations.
- Scribes should also have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on the test.
- Scribes should review the guidelines and procedures they will use during testing with the student at least one to two days prior to the test event.
- Scribes should practice the scribing process with the student at least once prior to testing.

General Scribe Guidelines

- This accommodation should be administered in a separate location, in a one-on-one setting.
- Scribes should answer all procedural questions asked by the student (e.g., test directions, navigation within the test environment).
- Scribes are expected to comply with student requests regarding use of all available features within the test environment.
- For computer-based administrations, scribes must enter student responses directly into the test interface exactly as the student dictates.
- Scribes may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
- Scribes may ask the student to restate words or parts as needed. Scribes may not suggest or hint or otherwise communicate to the student that they should make a change or correction to their answer.
- Scribes may not question or correct student choices, alert students to errors or mistakes, prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way and must record exactly what the student has dictated.
- Students must be allowed to review and edit what the scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.
- For scribes working with students using ASL or other sign system, all ASL guidelines must be followed, and the scribe must either be proficient in ASL or working with an ASL interpreter.

RICAS ELA Scribe Guidelines

A human scribe or speech-to-text are accommodations that allow students to provide their responses orally to a test administrator who will write or keyboard the responses directly onscreen or into the student's test booklet. Students who receive this accommodation may respond to test questions either through:

- verbal dictation to a human scribe
- a speech-to-text device or other augmentative/assistive communication device (e.g., picture/word board)
- signing (e.g., American Sign Language, signed English, Cued Speech),
- gesturing or pointing
- eye-gazing

Clarification on the **role of a scribe** for the ELA test:

- The test must be administered individually in a separate setting.
- The scribe may enter student responses either onscreen (computer-based test) or in the student's answer booklet (paper-based test) at the time of testing. Test administrators who review the test will be asked to sign non-disclosure agreements.
- The scribe must write exactly what the student dictates. The scribe may not edit or alter the student's dictation in any way. When scribing, the scribe may assume that each sentence begins with an upper-case letter and ends with a period. All other capitalization, punctuation, and paragraph breaks are the responsibility of the student.
- After the student has finished dictating his or her response(s), the scribe must ask the student to review the draft and make any necessary edits, including capitalization, punctuation, spelling, and paragraph breaks.
- The student may make edits independently or may direct the scribe to make the edits.
- The scribe must not assist the student in making decisions during the editing process.

Guidelines for Transcribing Student Responses

Circumstances may occur during test administration that may require a test administrator to **transcribe** a student's responses into a combined test and answer booklet, answer booklet, or onscreen. Transcribing responses by a test administrator may occur at any time until the end of the test window under secure conditions supervised by the principal (or designee). These situations may include:

- answers recorded in the wrong section of, or in an incorrect, combined test & answer booklet, answer booklet, or computer-based test.
- a student took the test using a special test format requiring that answers be transcribed; e.g., Braille, large print. (Braille responses must be transcribed by persons fluent in Braille.)
- a student uses speech-to-text software, augmentative communication, or an assistive technology device and prints responses for transcription by a test administrator.
- A student recorded answers on blank paper, instead of in the required combined test & answer booklet, answer booklet of computer-based test, as an accommodation.
- The combined test and answer booklet or document becomes unusable; e.g., torn, wrinkled, or contaminated.

In cases where a student's responses must be transcribed *after* test administration is completed, the following steps must be followed:

- at least two people must be present during the transcription of a student's responses. At least one of

the individuals must be an authorized test administrator; the other a principal or the principal's designee.

- the student's responses must be transcribed verbatim into the combined test and answer booklet or computer-based test.
- the student's printed responses must either be securely shredded or returned with the school's nonscorable materials.

NGSA Scribe Guidelines

For scribes working with students using Braille:

- In addition to the scribe guidance on page 102, the scribe should be proficient in reading (visually or tactually) braille in UEB.
- The scribe should enter the responses in the paper test booklet or online exactly as the student has brailled.
- The scribe may ask for the student to read back brailled responses for clarification if the brailled response is difficult to read due to student corrections.
- Students may review the written or typed response on paper or on the computer screen by either using the scribe to read back the entered response or using assistive technology. Students may indicate any changes or revisions to the scribe.
- When the student has finished testing (the end of the test session), the scribe will immediately collect all scratch paper and rough drafts, and:
    - **(if online)** at the direction of the student, will submit the student's responses through the TDS. The scribe will then collect the login ticket and deliver all collected materials to the Test Administrator and confirm the student's test has been submitted.
    - **(if paper booklet)** deliver the paper booklet and all other collected materials to the Test Administrator. The Test Administrator will then need to login to the Data Entry Interface (DEI) to transfer the student's responses from the paper booklet exactly as indicated by the student into the DEI before the end of the testing window when the Test Coordinator ships all completed booklets. See Appendix C of the *RI NGSA Test Coordinator Manual* for guidance on using the DEI.

For scribes working with students taking the online test in Spanish:

- In addition to the general scribe qualifications, preparation, and guidelines above, the scribe should be proficient in reading, writing, and speaking Spanish.
- Students will need the following settings in the TIDE/TDS before testing: Spanish version (embedded), scribe (non-embedded), 1:1 administration (non-embedded).
- The scribe should enter the responses in the Test Delivery System (through the student's login) exactly as the student indicates.
- When the student has finished testing (the end of the test session), at the direction of the student, the scribe will submit the student's responses in the TDS. The scribe will then immediately collect all scratch paper and the login ticket and deliver those to the Test Administrator (or Test Coordinator, if the scribe is administering the test to this student).

For scribes working with students taking the test in Spanish using "print-on-demand" (i.e., paper edition Spanish version) in regular font size or large print:

- In addition to the general scribe qualifications, preparation, and guidelines above, the scribe (test administrator) should be proficient in reading, writing, and speaking Spanish.

- Students will need the following settings in the TIDE/TDS before testing: Print-On-Demand (embedded), Spanish version (embedded), Text magnification (if large print), scribe (non-embedded), 1:1 administration (non-embedded).
- **Technology needed:** separate computer for the Test Administrator to approve the print requests for each item (see the *RI NGSA Test Administrator Manual,* page 71); printer to print the items for the student. These are secure items so the printer must be in the same room as the test is administered.
- Once the student has logged into the TDS and begun testing, the student (or scribe/Test Administrator) will have the ability print items from the test. There are two ways: selecting the "Print Item" option from the Context menu for that item, or selecting "Print Page" and "Print Stimuli" from the Global Menu (see the *Guide to the Student Interface of the TDS*). Once the print request has been generated, the Test Administrator will need to approve the request in TIDE and submit the item to the printer (see the *RI NGSA Test Administrator Manual,* page 71).
- Printed items, like paper test booklets, are considered secure materials. As such, keep track of all printed items both for security purposes and to reduce duplicate prints if a student wants to return to a particular item in that session for review (e.g., use paper clips to combine stimuli with their items, organize in order of the test for easier reference).
- The scribe should enter the student's responses into the TDS exactly as indicated by the student.
- When the student has finished testing (the end of the test session), at the direction of the student, the scribe will submit the student's responses in the TDS. The scribe will then immediately collect all printed items, scratch paper, and the login ticket and deliver those to the Test Administrator (or Test Coordinator, if the scribe is administering the test to the student). Printed items must be shredded immediately as they are secure materials and will not be shipped with the paper test booklets.

APPENDIX K: RICAS and NGSA Read Aloud (Human Reader) Guidelines

When a student cannot access text-to-speech and instead requires a human reader, or *test reader*, the following guidelines will help the test reader prepare to administer the test. Because the student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test, the person providing the read aloud must meet the qualifications and follow the guidelines below.

Qualifications for Test Readers:

- The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments.
- Test readers must meet the qualifications for test administrators found in the *RISAP Test Coordinator Handbook*.
- *For the NGSA science test:* Test readers must be familiar with the terminology and symbols used on the NGSA test.
- *For Spanish RICAS Math and NGSA Science Tests:* Test readers must be fluent in reading, writing, and speaking Spanish.

Requirements:

- Test readers must read and sign a test security agreement prior to test administration.
- Test readers must familiarize themselves with the test and participate in any online and/or in-person training sessions held by the district, school, or provided online before the testing session.
- Test readers must be familiar with these read aloud guidelines and any other accommodation or test supports required by the student.
- Test readers must practice with the student prior to testing so both the student and the test reader are familiar with the read aloud process.

Guidelines for Administering Human Read Aloud:

- ***Read aloud of the RICAS ELA test****:* Make sure the student meets the criteria to receive a read aloud before administering the ELA test. If you have questions, consult with your district special education director.
- Read aloud must be conducted in a separate setting, either individually or in a group of 2-5 students.
- Read each question exactly as written and as clearly as possible.
- Adjust your reading speed and volume as requested by the student and maintain a neutral tone, facial expression, and posture.
- Avoid gesturing, head movements, and verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Do not discuss the test questions with the student. This is a violation of test security; respond to the student's questions by repeating the item, words, or instructions verbatim as needed.
- Do not paraphrase, interpret, define, or translate any items or words. This is a violation of test security. EL students requiring translations of items or words may use a word-to-word dictionary or glossary.

Language Usage/Conventions

- Read all text as punctuated.
- Quotation marks should be verbalized as "quote" and "end quote" at the beginning and end of quoted material, respectively.
- **For students with visual impairments.** For words printed in boldface, italics, underlined, or capitals, tell the student the words are printed that way. Do not emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.

Diagrams/Pictures/Maps for Students who are Visually Impaired

- Describe the diagram, picture, or map as concisely as possible following a logical progression. Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic.
- Read the title or caption, if available.
- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student's needs. Often the reader moves top to bottom, left to right, in a clockwise direction, or general to specific in accordance with teaching practices.

Graphs/Tables/Keys for Students who are Visually Impaired

- Read the title of the graph, table, or key first.
- Read the label and numbers on each axis second, referring to the horizontal axis at the bottom and vertical axis as the left side of the graph.
- For data tables, first read the title of the data table. If the data table has two or more columns, read as follows:
    - The heading of the left column is…
    - The heading of the right column is…
    - The data from left to right are as follows:
        - row one:
        - row two:
        - row three:
- Test readers must read scientific equations and symbols with technical accuracy and according to the charts on the following pages.

Description	Example(s)	Read As:
Large whole numbers	603,407,981 45,000,689,112	"six hundred and three million, four hundred and seven thousand, nine hundred eighty one" "forty-five billion, six hundred eighty-nine thousand, one hundred twelve"
Decimal numbers	0.056 4.37	"zero point zero five six" "four point three seven"
Fractions	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}$ $\frac{14}{25}$ $\frac{487}{6972}$	"one half, one fourth, two thirds, four fifths" Other common fractions include "sixths, eighths, tenths" "fourteen over twenty-five" "four hundred eighty-seven over six thousand, nine hundred and seventy-two"
Mixed numbers	$3\frac{1}{2}$ $57\frac{3}{4}$	read with "and" between whole number and fraction: "three and one-half" "fifty-seven and three fourths"
Percent	62% 7.5% 0.23%	"sixty-two percent" "seven point five percent" "zero point two three percent"
Money	$4.98 $0.33 $5,368.00	"four dollars and ninety-eight cents" "thirty-three cents" "five thousand, three hundred and sixty-eight dollars"
Negative numbers • do NOT read negative sign as "minus"	- 3 $-\frac{5}{8}$ -7.56	"negative three" "negative five eighths" "negative seven point five six"
Dates (years)	1987 2005	"nineteen eighty-seven" "two thousand five"
Roman Numerals	I II III IV	"one" "two" "three" "four"
Ratios	$x: y$	"x to y"
Addition	13 + 27 =	"thirteen plus twenty-seven equals"
Subtraction	487 - 159 =	"four eight seven minus one five nine equals"
Multiplication	63 x 49 = 63 x 49 = ?	"sixty-three times forty-nine equals" "sixty-three times forty-nine equals question mark"

Division *(vertical or horizontal)*	$\frac{120}{15} = 8$	"one hundred twenty divided by fifteen equals eight"
Expressions or Formulas containing variables NOTE: any letter may be used as a variable.	*N* + 4 8x — 3 4 (y — 2) + 5 =7 $V = \frac{4\pi r^3}{3}$ $x^2y^3 = -36$ 156x ≥ 4	"'N' plus four" "eight 'x' minus three" "four open parenthesis 'y' minus two close parenthesis plus five equals seven" "Capitol 'V' equals four-thirds pi 'r' cubed" "'x' squared 'y' cubed equals negative thirty-six" *or* "'x' to the second power times 'y' to the third power equals negative thirty-six" "one hundred fifty-six 'x' is greater than or equal to four"
Coordinate Pairs	the point (-1, 2)	"the point (pause) negative one comma two"
Exponents	2^2 6^{-5} $3^{2.5}$ 2^x	"two squared" "six to the negative fifth power" "three to the two point five power" "2 to the x power"
Less Than	< ≤	"is less than" "is less than or equal to"
Greater Than	> ≥	"is greater than" "is greater than or equal to"
Similar To	~	"is similar to"
Plus or Positive	+	"plus" or "positive" depending on the context of the item.
Negative/Minus	- -4°C -20°F -22°K	"minus" "negative four degrees Celsius" "negative twenty degrees Fahrenheit" "negative twenty-two degrees Kelvin"
Pi	π	"pi"
Theta	θ	"Theta"
Alpha	α	"Alpha"
Percent	%	"percent"
Formulas	$p = \frac{\mathrm{m}}{\mathrm{V}}$	Read letters and numbers of scientific formulas exactly as they are printed; do not substitute the words that the letters represent. "*p* is equal to *m* divided by capitol V"
Scientific Units	3m 9.8 m/s^2	Abbreviated units should be described using the full word(s). "three meters" "nine point eight meters per second squared"

Chemical Symbols	Sodium sulfate (Na_2SO_4)	If the item includes *both* the name of *and* the symbol of an element (or formula of a compound), read the name and symbol or formula first and then read the name of the element or compound every time thereafter. "sodium sulfate [pause] parentheses N-A two, S-O four parenthesis" and then "sodium sulfate" thereafter.
	Cl^2	If only the symbol or formula appears within the test question, only the symbol or formula should be read: "C-L two" *not* "Chlorine" or "Chlorine gas"

APPENDIX L: NGSA Simplified Test Directions Guidelines

Students with difficulties in auditory processing, short-term memory, attention, or decoding may benefit from having test directions simplified for them. This designated support may require testing in a separate setting to avoid distracting other test takers. This support is intended to ensure that students understand the directions for the test. **Only the script in the TAM may be simplified. Test content, including test items, stimulus material or passages, individual words from items, or instructions for individual items may NOT be simplified or paraphrased.**

Simplifying test directions should be consistent with classroom instruction and includes repeating or rephrasing.

Qualifications for Test Administrators Who Simplify Test Directions

Any test administrator who provides this test support on the NGSA should be:

- familiar with the student. Typically, the test administrator or teacher is responsible for providing this support during educational instruction and assessments.
- trained in administering the NGSA through online trainings and/or in-person training sessions held by the district or school in accordance with NGSA guidelines and policies.
- meet all criteria for being a test administrator as outlined in the *NGSA Test Coordinator Handbook* (www.ride.ri.gov/assessment-manuals)
- sign and abide by all requirements in the Test Security Agreement.

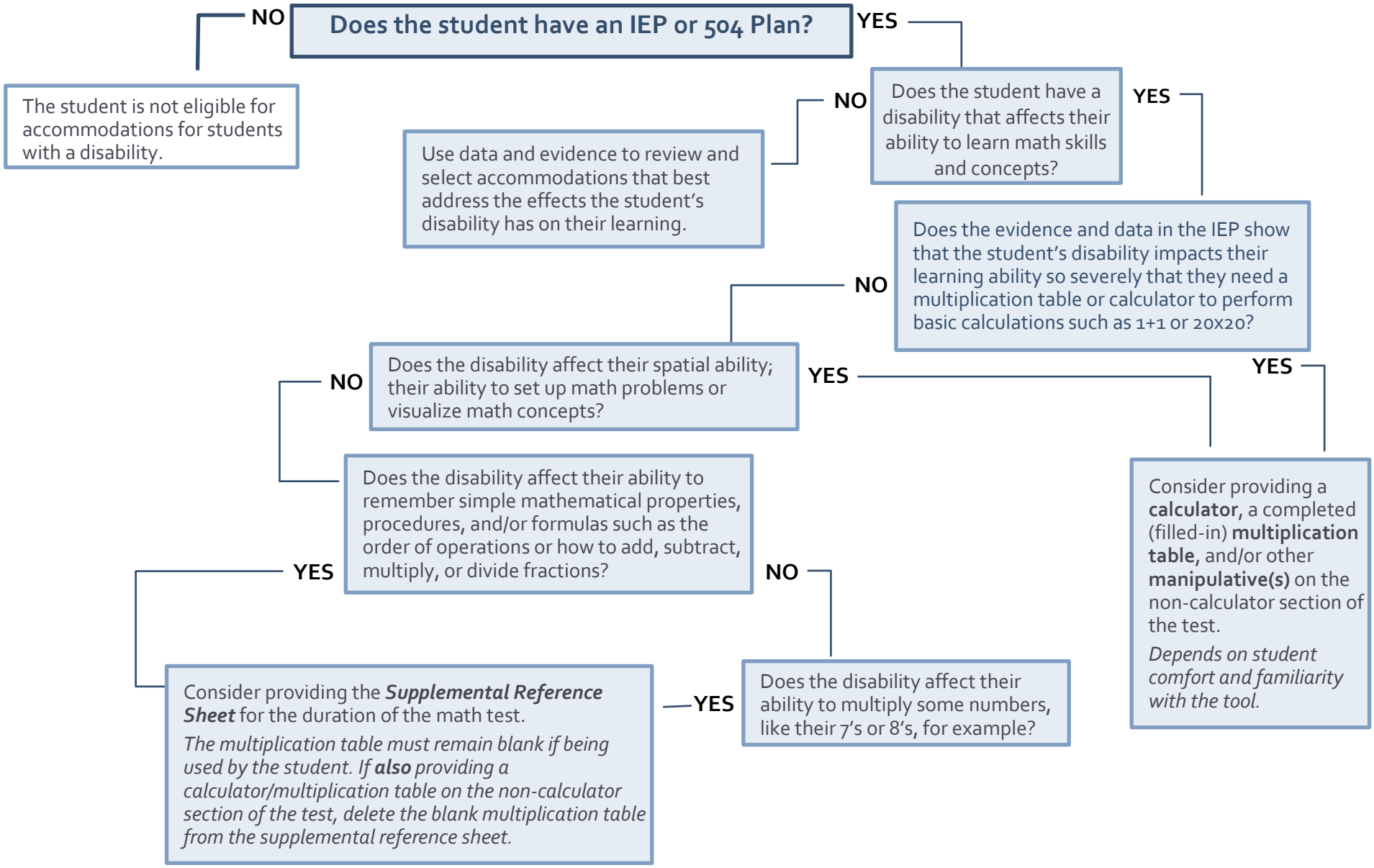
Procedures for Administering Simplified Test Directions:

- The test administrator must familiarize themselves with the testing environment and format before testing.
- The test administrator must be familiar with the student's needs, including any additional test supports, materials, or assistive technology the student may require.
- The test administrator may only simplify the script within the SAY boxes in the Test Administration Manual (TAM). **Test items, stimulus material or passages, individual words from items, or instructions for individual items may NOT be simplified or paraphrased.**
- The test administrator must be familiar with the vocabulary used in the directions.
- The test administrator must speak clearly and at a normal pace with clear pronunciation.
- The test administrator may break directions into parts or segments or use similar words or phrases.
- The test administrator may paraphrase, clarify, or simplify test directions.
- The test administrator may spell any words in the script if requested by the student.
- The test administrator may adjust their reading speed and volume as requested by the student.
- The test administrator may not prompt the student in any way that could affect their response to a test item.
- The test administrator may only read the test items aloud if the student is receiving that test support. If so, test administrators must also adhere to the NGSA *Guidelines for Read Aloud*.

NGSA: Examples of Simplified Test Directions

Full Log-in Directions	Simplified Log-in Directions
Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information. Enter your legal first name, not your nickname, followed by your SASID or SSID number. Then enter the test session ID. Raise your hand if you need help typing this information on your keyboard.	Now we are ready to log in. Enter your legal first name, not your nickname, followed by your SASID or SSID number. Then enter the test session ID.
Now click "Sign In." Once you have successfully logged in, you will see a screen with your first name and other information about you. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.	Now click "Sign In." Make sure that your personal information on the next screen is correct and click YES to continue. If it is not correct, raise your hand.
On the next screen, select the [INSERT NAME OF TEST]. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. Please wait quietly while I verify each of your tests.	On the next screen, select the [INSERT NAME OF TEST]. Then wait.
After I approve you to begin testing, you will see a screen asking you to check your test content area and settings. If all the information is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand. Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. Please read this carefully. You can also find this information during your test by clicking the HELP button in the top right corner.	After I approve you to begin testing, make sure that you have the right test and settings. If any of the test information is incorrect, please raise your hand. If the information is correct, click YES, START MY TEST.
When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.	When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

APPENDIX M: RICAS Calculator, Mathematics Tools, and Supplemental Reference Decision Tree



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