



## Accessibility Features and Accommodations for the DC Comprehensive Assessment of Progress in Education (DC CAPE) Administration

The following questions regarding DC CAPE administration are answered in this document:

### General Questions about Accessibility Features and Accommodations

1. Where can I find more information about DC CAPE's accessibility features and accommodations policies?
2. What is the difference between accessibility features and accommodations?
3. Do students with accommodations need to be tested in a separate group?
4. What is the difference between Text-to-Speech, Read Aloud and Screen Reader?
5. Are reference sheets/organizers allowed for students?
6. Do I need to provide highlighters to all students?

### Questions about Human Reader/Human Scribe/Read Aloud Accessibility Features and Accommodations

7. Does the DC CAPE Human-Reader Protocol in Appendix B allow the Test Administrators to read the questions as well as instructions?
8. Are the Human Reader or Human Signer for Mathematics or Science Accessibility Features available for computer-based tests as well as paper?
9. Is an IEP/504 required for Text-to-Speech (TTS)/Human Reader for DC CAPE ELA, Math, and Science?
10. What is the purpose of the Human Reader script for DC Math or DC Science? Why isn't there a script available for ELA/L?
11. Is the Human Reader script required for mathematics? If the school did not order math Human Reader scripts in time for planned testing, can the accessibility feature be provided without the script using the Proctor Authorization Ticket and the Math Audio Guidelines?
12. Why is the Human Reader script secure and why must it be returned to Pearson?
13. What is the difference between a Human Reader and Human Scribe?
14. Can students request certain words to be read aloud on an as-needed basis on the DC CAPE Mathematics or Science Assessments?
15. What are the administration and technical protocols for a scribe accommodation?

### Questions about Assistive Technology, Braille, and Large Print Accommodations

16. Do refreshable Braille devices use UEB (Unified English Braille)?
17. What is the font size for the large-print accommodated paper-based forms?

### Questions about Accessibility Features and Accommodations for English Language Learners

18. Which word-to-word English/native language dictionaries are allowed on the DC CAPE assessments and for whom?

19. On an English version of the math or science test, can students respond in Spanish?
20. Does the Spanish version offer students the same rigor as the English version of the test?
21. What is the difference between “transadaptation” and “translation”? Why does DC CAPE use “transadaptation”?
22. If the DC CAPE exam is provided in Spanish, can students have it read aloud/spoken in English?
23. Should the test administrator be bilingual to administer the Spanish version of the assessment?
24. Can an electronic Word-to-word dictionary be used on DC CAPE Assessments?

### General Questions about Accessibility Features and Accommodations

**1. *Where can I find more information about DC CAPE’s accessibility features and accommodations policies?***

The [DC CAPE Accessibility Features and Accommodations Manual](#) (AF&A) is available on the Pearson Support Portal. Please refer to the AF&A or more information on selecting, administering, and monitoring accessibility features and accommodations.

**2. *What is the difference between accessibility features and accommodations?***

Accessibility features are tools or preferences that are either built into the assessment system or provided externally by Test Administrators and are available to all students. Accommodations are adjustments to the test format, presentation, timing, or the method in which students respond to test questions that provide equitable access for students with disabilities, students who are English learners, and English learners with disabilities. Accommodations must be listed in an Individual Education Plan (IEP), 504 plan, or EL plan.

**3. *Do students with accommodations need to be tested in a separate group?***

It is recommended to test students with the extended time accommodation in a separate setting to minimize distractions for all students, and to schedule these students for testing in the morning so their testing time can be extended until the end of the school day, if needed. The human reader accommodation must always be administered in a separate setting (either one-on-one or in a small group).

**4. *What is the difference between Text-to-Speech, Read Aloud, and Screen Reader?***

- Text to Speech (TTS): The computer reads the assessment content on the screen to the student using embedded TTS functionality. TTS does not assist with screen navigation and is not intended to support blind or low-vision students.
- Read Aloud: The assessment is read aloud by a test administrator. The administrator uses a Human Reader script for Mathematics and Science or applies the ELA/L audio guidelines directly from their own copy of the assessment using a login for computer-based or paper-based form that matches the same form as used by the student.
- Screen Reader: External assistive technology software that is used to assist a visually-impaired student who is experienced with screen-reader technology. Used by the student to navigate the test as well provide access to assessment content.

**Note:** These accommodations/accessibility features should be used according to a student's IEP or 504 plan. Review the reference in table 1 in the [AF&A Manual](#).

**5. *Are reference sheets/organizers allowed for students?***

Individualized graphic organizers, reference sheets, checklists, etc. are not permitted on any DC CAPE tests. During administration, students will have access to scratch paper, which may be blank, lined, or graph paper. In addition, students in grades 5 and higher will be provided Mathematics Reference Sheets.

**6. *Do I need to provide highlighters to all students?***

Highlighting is an accessibility feature available to all students. For computer-based testing, highlighting in four colors is embedded in TestNav. For paper-based testing, schools should have a supply of highlighters available during testing, or students can choose to bring their own highlighters.

**Questions about Human Reader/Human Scribe/Read Aloud Accessibility Features and Accommodations**

**7. *Does the DC CAPE Human-Reader Protocol in Appendix B allow the test proctors to read the questions as well as instructions?***

If a student requires a human reader for the Mathematics or Science assessment (as an accessibility feature) or for the English Language Arts/Literacy assessment (as a rare accommodation for students with disabilities), then the human reader can read the full text of the assessment in accordance with the guidance in Appendix B and in Appendices I and J (Audio Guidelines for Math and ELA/Literacy) of the [AF&A](#).

**8. *Are the Human Reader or Human Signer for Mathematics or Science Accessibility Features available for computer-based tests as well as paper?***

Yes. A human reader or human signer for mathematics or science may be available as an accessibility feature for students taking the computer-based test. While it is highly recommended that students use the embedded text-to-speech functionality in TestNav for computer-based testing, for certain students, a human reader or human signer may be the preferred option. If a student is marked "Human Reader/Human Signer" and online as the test format on the Student Accommodation Upload, the student must be manually placed in a human reader test session. Human Reader for Mathematics or Science requires the use of a Human Reader script for the test administrator, which must be ordered as an additional material. Please refer to the [AF&A](#) for additional guidance.

**9. *Is an IEP/504 required for Text-to-Speech (TTS)/Human Reader for DC CAPE?***

TTS for ELA is an accommodation and requires an IEP/504 designation. TTS for Mathematics or Science is an accessibility feature available to all students.

**10. *What is the purpose of the Human Reader script for Mathematics or Science? Why isn't there a script available for ELA/L?***

The Human Reader script is provided to ensure Mathematics or Science is being read aloud correctly to students applying the audio guidelines as intended and reading the Mathematics or Science specific terminology is uniform. ELA audio guidelines are fewer, and because it is an accommodation, Read Aloud for ELA/L is applied on a smaller scale.

**11. Is the Human Reader script required for mathematics? If the school did not order math Human Reader scripts in time for planned testing, can the accessibility feature be provided without the script using the Proctor Authorization Ticket and the Math Audio Guidelines?**

Yes, the script is required. This ensures the accessibility feature is delivered as intended. A materials order must be submitted for the human reader scripts for Mathematics or Science. Please allow 3-5 days for delivery after the order is approved.

**12. Why is the Human Reader script secure and why must it be returned to Pearson?**

The Human Reader script contains a script of actual test content with Mathematics or Science audio guidelines applied to ensure they are read aloud correctly. The scripts must be handled following all secure materials protocol.

**13. What is the difference between a Human Reader and Human Scribe?**

A Human Reader provides access to text on the DC CAPE assessments by reading content aloud to the student. A Human Scribe allows students to provide test responses to a Test Administrator who transcribes the responses directly onto the assessment for the student.

**14. Can students request certain words to be read aloud on an as-needed basis on the Mathematics or Science Assessments?**

No. If a student requires TTS or a human reader for Mathematics or Science, they will hear the full assessment. If the student has the accessibility feature pre-identified, in addition to the full read aloud, the student may raise their hand and ask that a section or word be repeated. Once testing has begun, they cannot ask for specific words to be read aloud in isolation. This also applies to students taking the ELA/L assessment with read aloud.

**15. What are the administration and technical protocols for a scribe accommodation?**

Students using a human scribe or external assistive devices (e.g., speech-to-text device) should be tested in a separate setting. Refer to Appendix C: Protocol for the Use of the Scribe Accommodation in the [AF&A](#) for more details about administrative protocols.

**Questions about Braille, and Large Print Accommodations**

**16. Do refreshable Braille devices use UEB (Unified English Braille)?**

If a student uses refreshable Braille, the student's screen reader that interacts with the refreshable Braille device determines the code. Students will have the option of selecting UEB. The student's screen reader has a setting that determines which braille code is used for refreshable braille displays. It is not controlled by the test content or test platform.

**17. What is the font size for the large-print accommodated paper-based forms?**

Large print booklets are 150% of 12 point (roughly 18-point font size). The form is provided on a custom test booklet using 14" X 18" paper.

## Questions about Accessibility Features and Accommodations for English Language Learners

**18. Which word-to-word English/native language dictionaries are allowed on the DC CAPE assessments and for whom?**

Word-to-word English/native language dictionaries are allowed as an accommodation for English learners only. A list of allowable dictionaries can be found in Appendix C of the OSSE Testing Accommodations Guide (TAG) posted on the [OSSE testing accommodations page](#).

**19. On an English version of the Math or Science test, can students respond in Spanish?**

An English learner may respond in Spanish or in another native language only if this is identified as an accommodation prior to testing. Check with your state policy on transcribing and responding in other languages.

**20. Does the Spanish version offer students the same rigor as the English version of the test?**

Yes. The Spanish version is transadapted from the English base form and uses the same blueprint. Additionally, the Spanish versions of the test are scored on the same rubrics and scales as the English versions of the test.

**21. What is the difference between “transadaptation” and “translation”? Why does DC CAPE use “transadaptation”?**

When tests are translated into languages other than English, the standard grammar, conventions, and even idioms are not considered when rewriting test items. This can make test items unintelligible to native speakers. Transadaptation takes into account the grammar, conventions, and idioms of the language the items are being rewritten into. Items are presented in a way that students who are native speakers of that language understand and can access easily. The DC CAPE Spanish editions of the test are all transadapted. This utilizes best test design practices within the assessment industry.

**22. If the DC CAPE exam is provided in Spanish, can students have it read aloud/spoken in English?**

No, a human reader needs to provide the read aloud accommodation in Spanish; otherwise, the student should receive an English version of the test and have English read aloud. The Spanish human reader kit only contains the Spanish version of the human reader script.

**23. Should the test administrator be bilingual to administer the Spanish version of the assessment?**

Test Administrators providing this accommodation should ideally be literate and fluent in English and Spanish. Test administrators may be assisted by a translator, if available, since test administration directions will be read to the student in Spanish.

**24. Can an electronic Word-to-word dictionary be used on DC CAPE Assessments?**

The use of word-to-word electronic dictionaries must mimic the use of the paper word-to-word dictionary on the DC CAPE Assessments. Additional functions that electronic dictionaries have, such as the ability to pronounce words, often result in them not being allowable for use on the assessments. Pronunciations are prohibited if using an electronic word-to-word dictionary.