



DISTRICT OF COLUMBIA COMPREHENSIVE ASSESSMENTS OF PROGRESS IN EDUCATION (DC CAPE) NEXT ACCESSIBILITY MANUAL

Guidance for Local Education Agencies (LEAs) and Decision-Making Teams to
Ensure that the DC CAPE Next Assessments Produce Valid Results for All Students

FIRST EDITION





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Section 1: Overview of the DC CAPE Next Assessments

Overview of the DC CAPE Next Assessments

The District of Columbia Comprehensive Assessments of Progress in Education (DC CAPE) Next include the DC English Language Arts assessment (DC ELA), the DC Math assessment (DC Math), and the DC Science assessment (DC Science). Together, these assessments create a comprehensive system that provides important information on students' progress and proficiency relative to DC's educational standards.

The DC ELA and DC Math assessments are the District of Columbia's annual assessments of ELA and mathematics, based on the [Common Core State Standards](#) (CCSS). These assessments measure the knowledge and skills that matter most for DC students — understanding complex texts, evidence-based writing, mathematical problem-solving — all skills that lead to confidence and success in key academic areas.

The DC Science assessment is the District of Columbia's statewide assessment of the [Next Generation Science Standards](#) (NGSS). DC Science presents students with tasks that are built around scientific phenomena as well as engineering design challenges. During the test, students use scientific principles, skills, and behaviors to observe phenomena, generate questions, conduct investigations, create models, predict outcomes, analyze results, and engage in argumentation and communication.

DC CAPE Next assessments are administered in these grades and courses:

- DC ELA: Grades 3-8, ELA I and ELA II
- DC Math: Grades 3-8, Algebra I and Geometry
- DC Science: Grades 5, 8, and high school Biology

For more information on the design of the DC CAPE Next assessments, visit <https://osse.dc.gov/dc-cape>.

General Testing Procedures

For information about coordinating or administering the DC CAPE Next assessments, including test security policies, administration procedures, and general administration tasks to complete before, during, and after testing, refer to the Test Coordinator Manual and the Test Administrator Manuals, as well as [OSSE's test security webpage](#). Manuals are available at <https://dc.mypearsonsupport.com/>.

Section 2: DC CAPE Next Accessibility System

The DC CAPE Next Accessibility System

The Office of the State Superintendent of Education (OSSE) is committed to ensuring that statewide assessments are accessible to the largest possible number of students, including but not limited to students with disabilities, English learners (ELs), and ELs with disabilities. Through a combination of universal design principles and available designated supports, the DC CAPE Next assessments are designed as an inclusive assessment system by considering accessibility from initial design through item development, field testing, and implementation of the assessments for all students. Although accommodations may still be needed for some students with disabilities to assist in demonstrating what they know and can do, both the computer-embedded and external designated supports minimize the need for accommodations during testing and ensure the inclusive, accessible, and fair testing of the diverse students being assessed.

The DC CAPE Next Accessibility System includes three levels of supports:

- **Universal Tools**
Students who take the DC CAPE Next assessments may use a wide array of universal tools, which are accessibility resources of the assessment that are either provided as digitally delivered components of the test administration system (embedded) or separate from it (non-embedded). Universal tools are available to all students who need them, based on student preference and selection.
- **Designated Supports**
Designated supports for the DC CAPE Next assessments are those features that are available for use by any student for whom the need has been indicated by an educator or team of educators (with parent/guardian and student input as appropriate). Designated supports must be identified prior to assessment administration. Both embedded and non-embedded supports must be entered into the test registration tool. Any non-embedded designated supports must be arranged for prior to testing and provided during testing by staff at the local level.
- **Accommodations for students with disabilities**
Accommodations are adjustments to the test format or test administration intended to provide equitable access for students with disabilities. Determination of which accommodations an individual student will have available to them for the assessment is necessary because these accommodations must be made available before the assessment, either by entering information into the test registration tool (for embedded accommodations) or by ensuring that the materials or setting are available for the assessment (for non-embedded accommodations). All accommodations must be approved and documented in advance in an Individualized Education Program (IEP) or Section 504 plan.

Supports made available to a student for DC CAPE Next assessments, including universal tools, designated supports, and accommodations, should be generally consistent with those that the student uses regularly during classroom instruction.

Summative assessment scores for students who receive any of the designated supports and/or accommodations listed in this manual will be aggregated with the scores of other students and those of relevant groups, and will be included for accountability purposes.

The DC CAPE Next Accessibility System

Universal Tools (available for all students)		
Embedded Bookmark Eliminate answer choices Embedded calculator Highlight tool Line reader mask tool Magnification Notepad Pop-up Glossary Spell Check Writing Tools	Designated Supports (available to those who need them; must be selected in student's profile)	Accommodations (available to students with IEP/504 plan; must be selected in student's profile)
	Embedded Answer masking Color contrast Online Transadaptation of Math & Science in Spanish Text-to-speech, Math and Science Text-to-Speech, Math and Science in Spanish	
	Non-embedded Adaptive or Specialized Equipment/Furniture Audio amplification Enlargement device Frequent Breaks Headphone/noise buffers Human Reader/Signer, Math and Science Individual or Small Group Testing Medical Supports Separate or Alternative Location Specified Area or Setting Student reads aloud to self Test directions clarified Test directions clarified in student's native language Test directions read aloud/repeated as needed Test directions read aloud/repeated in student's native language Time of Day Word-to-word dictionary	
	Embedded Closed Captioning of multi-media, ELA Text-to-Speech, ELA	
	Non-embedded Answers recorded in test-book Assistive Technology (non-screen reader) Braille Note-taker/Writer Gestures or dictates to human scribe Hard Copy Braille Edition Human Reader/Signer on ELA Human Signer for Test Directions Large Print Edition Mathematical Tools Monitor Test Response Paper-based Edition Paper-based Edition in Spanish Read & Write/Enable Extensions Specialized Calculation Device Speech-to-Text Tactile Graphics Word-prediction, external device ELA	

For a detailed overview of the decision-making process for selecting appropriate designated supports and accommodations for students on the DC CAPE Next assessments, see the *DC CAPE Next Accessibility Decision-Making Guide*, which is available at dc.mypearsonsupport.com. The *DC CAPE Next Accessibility Decision-Making Guide* is a comprehensive document that provides guidance to LEAs and Individualized Education Program (IEP) teams to ensure that the DC CAPE Next assessments provide valid results for all participating students.

What are Universal Tools?

On the DC CAPE Next computer-based assessments, universal tools are accessibility resources of the assessment that are either provided as digitally delivered components of the test administration system (embedded) or separate from it (non-embedded). Universal tools are available to participating students based on student preference and selection. The universal tools described in this section are not modifications. Universal tools all yield valid scores that count as participation in assessments that meet the requirements of ESSA. Universal tools can be used by any student taking the DC CAPE Next assessments. Examples of universal tools include: highlighter, answer masking, audio amplification, and blank scratch paper. Since the universal tools are intended for all students, they are not classified as accommodations. Students should be exposed to these features prior to testing, and should have the opportunity to select and practice using them. Even though universal tools are available to every student, that doesn't necessarily mean they are appropriate for every student. Consideration should be given to the supports a student consistently uses and finds helpful during instruction and when engaging in individual work. Practice tests that include universal tools are available for teacher and student use throughout the year. To practice now, go to <https://dc.mypearsonsupport.com/>.

What are Designated Supports?

Designated supports for the DC CAPE Next assessments are those features that are available for use by any student for whom the need has been indicated by an educator or team of educators (with parent/guardian and student input as appropriate). Designated supports must be identified prior

to assessment administration. It is recommended that a consistent process be used to determine the need for these supports for individual students. All educators making these decisions should be trained on the process and should be made aware of the range of designated supports available. Both embedded and non-embedded supports must be entered into the test registration tool. Any non-embedded designated supports must be arranged for prior to testing and provided during testing by staff at the local level.

It is strongly recommended that decisions are made on an individual student basis based on the specific needs of each student as opposed to group decisions for a class or grade. Individualizing access needs on the assessment for each student provides increased opportunities to accurately demonstrate knowledge and skills, and will reduce the likelihood of giving students incorrect accessibility features or accommodations on the day of the test.

What are Accommodations?

It is important to ensure that performance in the classroom and on assessments is influenced minimally, if at all, by a student's disability. For DC CAPE Next assessments, accommodations are adjustments to the test format or test administration intended to provide equitable access for students with disabilities, without impact to the content being assessed. Accommodations are intended to reduce and/or eliminate the effects of a student's disability; however, **accommodations should never reduce learning expectations by reducing the scope, complexity, or rigor of an assessment.**

Accommodations must be documented in a student's IEP or Section 504 Plan. In general, the accommodations provided to a student on the DC CAPE Next assessments should be consistent with supports they are using in daily classroom instruction. In addition, the Test Administrator administering the assessment or providing non-embedded accommodations should be an education professional who is familiar with the student, and who is typically responsible for providing the accommodation in the classroom. There are some accommodations that may be used for instruction or for formative assessments but are not allowed for the DC CAPE Next assessment because they impact the validity of the assessment results. It is important for educators to become familiar with policies regarding accommodations used for the assessments. There may be consequences (e.g., invalidating a student's test score) for the use of non-allowable accommodations during assessments.

To the extent possible, accommodations should:

- Provide equitable access during instruction and assessments;
- Mitigate the effects of a student's disability;
- Maintain learning or performance expectations;
- Maintain the construct being assessed; and
- Maintain the integrity or validity of the assessment.

The guidelines provided in this manual are intended to ensure that valid and reliable scores are produced on the assessments, and that an unfair advantage is not given to students who receive accommodations. Outside of the guidance provided in this manual, changes to an accommodation or the conditions in which it is provided may change what the assessment is measuring, and may compromise the reliability and validity of the results, inaccurately reflecting what a student knows and is able to do as measured by the assessment.

To the extent possible, accommodations should adhere to the following principles:

- Accommodations enable students to participate more fully and fairly in instruction and assessments and to demonstrate their knowledge and skills.
- Accommodations should be based upon an individual student's needs rather than on the

category of a student's disability, level of or access to grade-level instruction, amount of time spent in a general classroom, current program setting, or availability of staff.

- Accommodations should be based on a documented need in the instruction/assessment setting and should not be provided for the purpose of giving the student an enhancement that could be viewed as an unfair advantage.
- Accommodations for students with disabilities should be described and documented a student's plan (i.e., either the IEP or 504 plan).
- Accommodations should become part of the student's program of daily instruction after completion and approval of the appropriate plan.
- Accommodations should not be introduced for the first time during the testing of a student.
- Accommodations should be monitored for effectiveness.
- Accommodations used for instruction should also be used, if allowable, on local district assessments and statewide assessments.

In the event that a student is provided a test accommodation that was NOT LISTED in their IEP/504 plan, or if a student is NOT PROVIDED a test accommodation listed in their IEP/504 plan, the school or LEA must contact OSSE for further guidance.

Unique Accommodations

A wide range of designated supports and accommodations are available on the DC CAPE Next assessments that are designed to increase access to assessments and will result in valid, comparable scores. However, students with disabilities or ELs may require additional accommodations that are not found in this manual. OSSE will review requests for unique accommodations on an individual basis and will provide approval after determining whether the accommodation would result in a valid score for the student. Refer to [Appendix C: Unique Accommodation Request Form](#).

Emergency Accommodations

An emergency accommodation may be appropriate for a student who incurs a temporary disabling condition that interferes with test performance shortly before or during the DC CAPE Next assessment window. A student who does not have an IEP or 504 plan may require an accommodation as a result of a recently-occurring accident or illness. Cases include students who have a recently-fractured limb (e.g., arm, wrist, shoulder), whose only pair of eyeglasses has broken; or a student returning after a serious or prolonged illness or injury. An emergency accommodation should be given only if the accommodation will result in a valid score for the student (i.e., does not change the construct being measured by the test[s]). If the principal (or designee) determines that a student requires an emergency accommodation on the assessment, an Emergency Accommodation Form must be submitted to OSSE for approval and maintained in the student's assessment file. If approved, the parent or caregiver must be notified that an emergency accommodation was provided. Refer to [Appendix D: Use of an Emergency Accommodation Request Form](#).

Student Accommodation Refusal Form

If a student refuses an accommodation listed in their 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 must be completed and placed in the student's file and a copy must be sent to the parent or caregiver on the day of refusal. Principals (or designee) should work with Test Administrators to determine who, if any others, should be informed when a student refuses an accommodation documented in an IEP or 504 plan. Refer to [Appendix E: Student Accommodation Refusal Form](#).

Ongoing Research and Data Collection on Use of Accommodations

OSSE will continue to research the use, effectiveness, validity, differential impact, relevance, and feasibility of available accommodations, and may make adjustments to available accommodations as appropriate.

Documenting Designated Supports and Accommodations for DC CAPE Next Assessments

What is an Accommodations Registration File?

The Accommodations Registration File (ARF) is a collection of student information regarding a student's registration, testing condition, materials, and designated supports and accommodations that are needed to take a DC CAPE Next assessment.

Collecting Student Designated Supports and Accommodations Information Prior to the Assessment

Prior to the assessment, the following student information should be collected via the Accommodations Registration File (ARF) so students receive the appropriate designated supports and accommodations on testing day. **It is the role of the school to ensure that the student's information is collected and included in this file:**

1. Embedded Universal Tools in the TestNav 8 online platform that need to be enabled for students during administration (e.g., color contrast [background/font color], text-to-speech for mathematics and science, etc.);
2. Embedded accommodations in the TestNav 8 online platform that need to be enabled for students during administration (e.g., closed captioning, text-to-speech for ELA, etc.);
3. Non-embedded designated supports that must be provided at the local level (e.g., individual/small group testing, human reader for mathematics and science);
4. Non-embedded accommodations that must be provided at the local level (e.g., human scribe, mathematics tools);
5. Hard copy accommodated forms that require advance shipping (braille edition, paper-based edition, large print edition, etc.).

The ARF provides a record for School Test Coordinators and Test Administrators to ensure that students receive individualized designated supports and accommodations during the assessments.

How is Information Collected for the Accommodations Registration File (ARF)?

Accommodations documented in the ARF are based on documented needs in a student's IEP or 504 plan. Designated supports documented in the ARF are based on observations and stated preferences by the student or parent/guardian regarding a student's testing needs that have been determined to increase access during daily instruction and assessment. Professional observations based on a student's interaction with the online testing platform can be made during the practice tests. A student's testing needs should be reviewed at least annually, and revised as appropriate, to reflect current education-related needs or preferences.

Process for Collecting Accommodations Registration Information

- For *students with disabilities*, the IEP team or 504 Plan Coordinator will make decisions about which designated supports and accommodations should be identified in the ARF.
- For *ELs with disabilities*, the IEP team (which includes an adult familiar with the language needs of the student) or 504 Plan Coordinator will make decisions about which designated supports and accommodations should be identified in the ARF.
- For students *without* disabilities, decisions about which designated supports identified in advance (if any) will be included in the student's ARF will be made based on the student's education-related needs and preferences by an informal team, which may include the:
 - Student (as appropriate);
 - Parent/guardian; and
 - Student's primary educator in the subject of the assessment.

How Do You Fill Out and Submit the Accommodations Registration File (ARF)?

- Step 1: Local educators/teams collect individual student data to populate the ARF.
- Step 2: Local educators/teams capture individual student accommodation data in a central location.
- Step 3: The individual(s) responsible for student data upload at the school/LEA level receive the information from step 2 and input the information into the ARF for upload to the Assessment Delivery and Management (ADAM) platform.

There are certain designated supports and accommodations which require materials to be shipped (e.g., large print, braille with tactile graphics, Human Reader or Human Signer kits, and paper tests). All paper and braille materials will need to be ordered through the ADAM platform by the school/LEA to be approved by OSSE.

Section 3: Supports for All Students Taking the DC CAPE Next Assessments

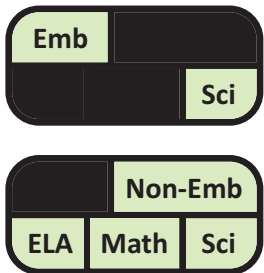
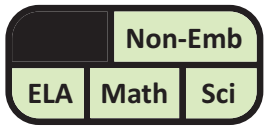
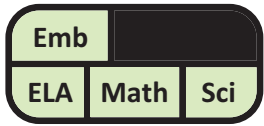
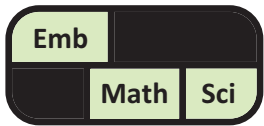
Table 1: Universal Tools

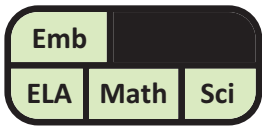
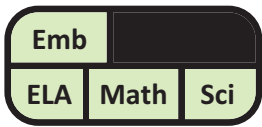
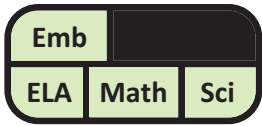
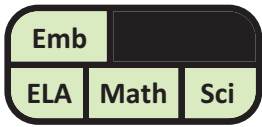
Table 1: Universal Tools lists the universal tools that are available to all students taking DC CAPE Next assessments. These features are available through the online platform (embedded), or may be provided by a Test Administrator or other adult (non-embedded) on DC CAPE Next assessments. Students should determine whether they wish to use the feature on an item-by-item basis, based on the features they use during instruction and in daily life. Where applicable, Table 1 will include the test administration activities for during, and after testing necessary for successful implementation of the DC CAPE Next universal tools.

Icons have been added for all universal tools, designated supports and accommodations to show whether the feature is embedded within the platform (Emb) or not (Non-Emb), and which assessments they are available on (Math, ELA and/or Science).

Table 1: Universal Tools

Table includes descriptions for Universal Tools available to all students.

Universal Tool		Administration Guidelines
1a	Bookmark/Placemark 	During Testing: The student selects the “Bookmark” icon in the toolbar. The student electronically “bookmarks” items to review later. To remove the bookmark, select the “Bookmark” icon again. <u>Consideration for Paper-Based Testing:</u> Test Administrator provides student with non-sticky place markers to “bookmark” items to review later. After testing, all place markers must be removed before test booklet or answer document is submitted for scoring. Note: Place markers may also be used for paper-based math and ELA assessments.
1b	Breaks 	Breaks may be given at predetermined intervals or after completion of sections of the assessment, based on the student's need. There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment. Note: For ELA and math, breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student.
1c	Eliminate Answer Choices 	The student selects the “Answer Eliminator” icon in the toolbar. On multiple choice options, a student selects an answer and a red X appears and “crosses out” the answer choice or greys out graphics. The student may disable this feature by selecting “Answer Eliminator” in the toolbar again. <u>Consideration for Paper-Based Testing:</u> The student may use removable markers (e.g. small strips of paper) to indicate that they are eliminating an answer. Placing any stray marks in the answer area may conflict with accurate scoring. After testing, the Test Administrator ensures no small strips of paper are still in the booklets.
1d	Embedded Calculator 	An embedded on-screen digital calculator can be accessed for calculator allowed items when students click on the calculator button. This tool is available for all science items, and only for specific math items that it would be appropriate in grades 6-8 and High School. Calculators are not allowed for the grades 3-5 mathematics assessments. When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator) as a non-embedded accommodation. (See Table 5)

Universal Tool		Administration Guidelines
1e	Highlight Tool 	The student electronically highlights text as needed to recall and/or emphasize. The student has the option to remove highlighting over text. The highlighter color option will change depending on the color contrast option selected. <u>Consideration for Paper-Based Testing:</u> Test Administrator provides student with highlighter(s) as needed to recall and/or emphasize. Multiple colors may be provided and used.
1f	Line Reader Mask Tool 	The student selects “Show Line Reader Mask” in the user drop-down menu. The student uses an on-screen tool to assist in reading by raising and lowering the tool for each line of text on-screen. The Line Reader can be resized, and the size of the reader window can be adjusted. The student may disable this feature by selecting, “Hide Line Reader Mask” in the user drop-down menu. The Line Reader includes additional functionality to close the Line Reader window and allow the feature to work as a general masking tool. The mask box can be resized by the student to cover content on the screen as necessary. In addition, the Line Reader window is moveable anywhere within the boundaries of the Line Reader tool. The Line Reader Mask box color will change depending on the color contrast option selected. <u>Consideration for Paper-Based Testing:</u> Test Administrator provides student with blank straight edge to use as they read and follow along with the text. After testing, the Test Administrator ensures any straight edge that the student has written on is securely shredded.
1g	Magnification 	• <u>Browser/Device Magnification:</u> The student can use keyboard shortcuts (e.g., Ctrl+) for PCs or pinch/zoom for tablets to magnify content displayed on the screen (while preserving clarity, contrast, and color). • <u>Magnifier:</u> The student can also select “Enable Magnifier” in the user drop-down menu. The student enlarges text and graphics on-screen via a magnification square (200%). The student may disable this feature by selecting, “Disable Magnifier” in the user drop-down menu. Note: Magnifying beyond 300% may affect heading formatting and may cause text-wrapping, and therefore it is not recommended.
1h	Notepad 	The student selects the “Notepad” icon in the toolbar. The student writes notes using embedded Notepad tool on the ELA/literacy assessments. The student may disable this feature by selecting “Notepad” in the toolbar again. Note: The notepad tool cannot be resized. In addition, the tool does not save across items and only saves student entered text on the item for which it was entered.

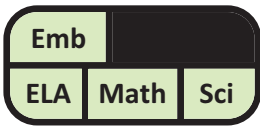
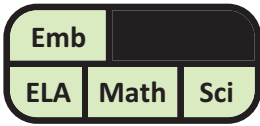
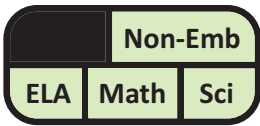
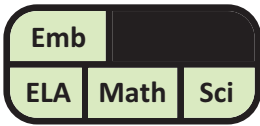
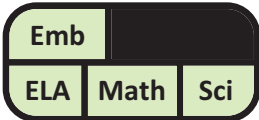
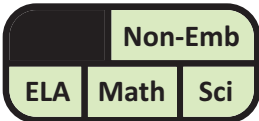
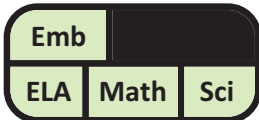
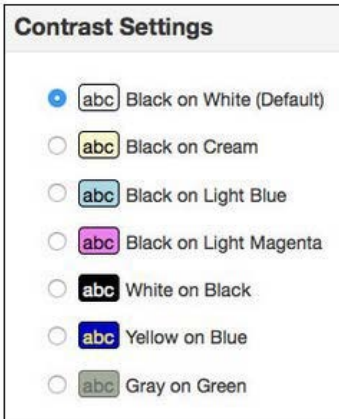
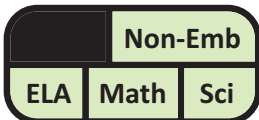
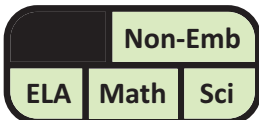
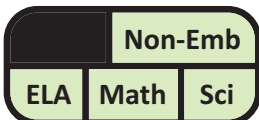
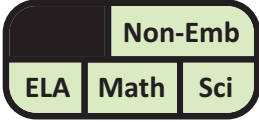
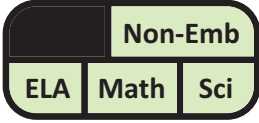
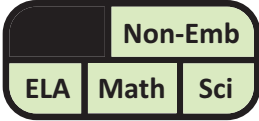
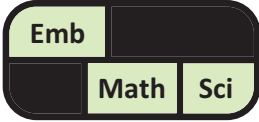
Universal Tool		Administration Guidelines
1i	Pop-up Glossary 	The student is able to view definitions of pre-selected, underlined words by hovering over them. The definition appears in a pop- up text box. <u>Consideration for Paper-Based Testing:</u> The student refers to a glossary of pre-selected, construct-irrelevant words in the footnotes of the paper-based test
1j	Spell Check 	This writing tool is used for checking the spelling of words in student generated responses. Spell check only gives an indication that a word is misspelled; it does not provide the correct spelling. This tool is available only with the specific items for which the Smarter Balanced Item Specifications indicate that it would be appropriate. Spell check is bundled with other embedded writing tools for math and ELA items with open-ended student responses.
1k	Blank Scratch Paper <i>(provided by Test Administrator)</i> 	Before Testing: Test Administrators must supply at least one page of blank scratch paper (i.e., either unlined, lined, patty paper, or graph) per student, per section. If graph paper is used during mathematics instruction, it is recommended that schools provide graph paper as scratch paper for mathematics sections. Students with visual impairments may also use braille paper, raised line paper, bold line paper, raised line graph paper, bold line graph paper, abacus, or Math Window. For mathematics assessments, patty paper may also be provided to students who may benefit from its use. Patty paper is a thin translucent paper, often used in classrooms, that allows students to explore and visualize geometric concepts through folding, tracing, and symmetry activities. During Testing: The student uses blank scratch paper (i.e., lined, unlined, or graph) to take notes and/or work through items during testing. Additional pages may be provided as needed. Students are not required to write their names on scratch paper. After Testing: Test Administrators are responsible for collecting ALL scratch paper after testing is completed to be securely destroyed. Scratch paper must be securely shredded if it has been used. Schools may reuse unused scratch paper only if paper is completely blank.
1l	Writing Tools 	The student uses embedded writing process tools for written responses, including copy/paste, bold, italicize, underline, insert bullets, numbered list, undo, redo, and spell check. Writing tools are available in the constructed response items on the ELA assessment. Note: The copy/paste functionality does not include the ability to copy test content. Only text contained within a student response can be copy/pasted. <u>Consideration for Paper-Based Testing:</u> The student uses a writing instrument on written responses to underline, bold, or add bullets for formatting.

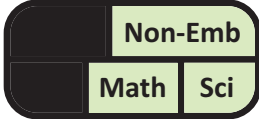
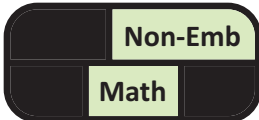
Table 2: Designated Supports

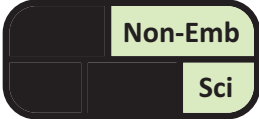
Table 2: Designated Supports lists the designated supports that are available to students taking DC CAPE Next assessments with advance notice. These supports are available through the online platform (embedded), or may be externally delivered by a Test Administrator or other adult (non-embedded) on DC CAPE Next assessments. All of the following supports must be identified in advance on the student's ARF.

Designated Support		Description
2a	Answer Masking 	Before Testing: <u>Identification for Accommodations Registration File (ARF):</u> Student's ARF must have answer masking selected to activate the feature on the platform. Including this in the student's ARF will mean answers are masked by default, but the feature can be enabled on each item at any time during the test. During Testing: When answer masking is enabled, multiple choice and multiple select answers will be masked. The student will uncover answer options when ready. The student may disable this feature by selecting, "Disable Answer Masking" in the user drop-down menu. <u>Consideration for Paper-Based Testing:</u> The Test Administrator may provide the student with blank masking cards they may use to cover or uncover answer options. After testing, the Test Administrator ensures any masking card that the student has written on is securely shredded.
2b	Audio Amplification 	Before Testing: Test administrators must supply headphones per student, per section to students using audio amplification, or students using amplification assistive technology. The student raises or lowers the volume control, as needed. During Testing: The student adjusts the volume control beyond the computer's built-in settings using headphones or other non-embedded devices. Students using headphones will have access to volume control in the secure TestNav environment. Volume can be adjusted throughout the test. The student must be tested in an individual setting if unable to wear headphones.

Designated Support	Description
2c Color Contrast (Background/Font Color) 	Before Testing: • <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have the student's Color Contrast (Background/Font Color) selected to activate this feature on the platform. During Testing: Alternate on-screen background and/or font color is enabled via the ARF based on need or preference. The student may change the color contrast option or disable this feature by selecting, "Change the background and foreground color" in the user drop-down menu.  <u>Consideration for Paper-Based Testing:</u> The student will use colored overlays that match what is currently used during instruction.
2d Enlargement Device 	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, navigation buttons, and mouse pointer) may be adjusted by the student with an assistive technology device or software. The enlargement device allows the student to increase the size and change the color contrast, including the size and color of the mouse pointer, to a level not provided for by the magnification universal tool, color contrast designated support, and/or mouse pointer designated support.
2e Test Directions Clarified (by Test Administrator) 	The Test Administrator clarifies general administration directions only. No passages or test items may be clarified.
2f Test Directions Read Aloud and Repeated as Needed (by Test Administrator) 	The Test Administrator reads aloud the general administration directions only. A student may raise their hand and request the directions be repeated.

Designated Support	Description
2g Headphones or Noise Buffers 	Before Testing: Test administrators must supply headphones per student, per section to students using audio amplification. The student raises or lowers the volume control, as needed, using headphones. During Testing: The student uses headphones or noise buffers to minimize distraction, access embedded text-to-speech, or filter external noise during testing. If headphones are used only as noise buffers, do not plug them into the testing device.
2h Medical Supports 	Description: Students may require access to medical supports during testing (e.g., glucose monitors, Bluetooth-enabled hearing aids). In some cases, these medical supports may involve the use of a cell phone and should support the student during testing for medical reasons. Recommendations for Use: Educators should follow local policies regarding medical supports and ensure that students' health is the highest priority. Any cell phone used for medical purposes must support only the student's medical needs during testing and must be held and monitored by the Test Administrator at all times. If a student must personally possess a cell phone for continuous medical monitoring, a Unique Accommodation Request Form must be completed.
2i Student Reads Assessment Aloud to Self 	Before Testing: <u>Identification for Accommodations Registration File (ARF):</u> The student's ARF must have this feature identified. During Testing: The student reads aloud the assessment to him or herself. Students may use an external device such as a whisper phone, read to themselves in a normal voice, or use other strategies from classroom instruction. The student must be tested in an individual setting.
2j Text-to-Speech for the Mathematics and Science Assessments 	Before Testing: <u>Identification for Accommodations Registration File (ARF):</u> The student's ARF must have text-to-speech selected to activate the feature on the platform. Once a student is placed into a proctor group, the student will be assigned a form with embedded text-to-speech. <u>Differences Between Text Only and Text Plus Graphics:</u> - Text Plus Graphics - Reads all printed text and the hidden alternate text descriptions for images. - Text Only - Reads printed text but does not read any alternate text descriptions for images. During Testing: The student selects the "Text-to-Speech Player" icon on the toolbar on the right side of the screen. The test is read aloud to the student using embedded text-to-speech software. The student may pause and resume the audio. To choose a speed (slow, normal, fast), the student may select the "Text-to-Speech Settings" icon. Once the test begins, the volume level cannot be changed. The student must be tested in a separate setting if they are unable to wear headphones.

Designated Support	Description
2k Word-to-Word Dictionary (English/ Native Language) 	Before Testing: • <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have Word-to-Word Dictionary selected. • <u>Materials</u>: Word-to-word dictionaries are provided to students by their school, based on those used by the student for routine classroom instruction. Consult the OSSE Testing Accommodations Guide for guidance on allowable word-to-word dictionaries for DC CAPE Next assessments. During Testing: The student uses a published bilingual, word-to-word dictionary that does not include definitions, pronunciation, phrases, sentences, or pictures. The student should be familiar with the dictionary they will use during testing. Students should be given ample time to complete the test using the accommodation. If no printed word-to-word dictionary can be found for a specific language, an electronic translator may be used. The device may not connect to the internet or store information, and therefore, web-based translators are not allowed.
2l Human Reader for Mathematics Assessments, or Human Signer for Mathematics 	Before Testing: • <u>Identification for Accommodations Registration File (ARF)</u>: ◦ The student's ARF must have Human Reader/Human Signer selected to provide the Human Reader accessibility feature. Students in these sessions cannot have other supported accommodations such as Text-to-Speech (TTS), Closed Captioning (CC). Important: Students must be identified as 'Human Reader' in the ARF, failure to do so will result in the student receiving a form that differs from the form needed to provide the accessibility feature. • <u>Test Administrator Training</u>: Human Readers and Human Signers providing this designated support must review: ◦ Appendix A: Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the Human Reader Designated Support for Mathematics and Science Assessments. ◦ Appendix H: Human Signer Guidelines (human signers only). During Testing: The Test Administrator will read items off the student's screen during administration. The student must be tested in an individual setting.

Designated Support	Description
2I Human Reader for Science Assessments, or Human Signer for Science 	Before Testing: • <u>Identification for Accommodations Registration File (ARF):</u> ◦ The student's ARF must have Human Reader/Human Signer selected to provide the Human Reader designated support. Students in these sessions cannot be assigned Text-to-Speech (TTS). Important: Students must be identified as 'Human Reader' in the ARF, failure to do so will result in the student receiving a form that differs from the form needed to provide the designated support. ◦ The Test Administrator will be assigned a separate authorization login to access the same form as all students within the Human Reader session and also receive a secure Human Reader Script. • <u>Materials:</u> Human Reader Script for Science • <u>Test Administrator Training:</u> Human Readers and Human Signers providing this designated support must review: ◦ The Human Reader Script, at least two school days prior to testing. Review of the Human Reader Script must occur in a SECURE ENVIRONMENT. ◦ Appendix A: Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the Human Reader Designated Support for Mathematics and Science Assessments. ◦ Appendix H: Human Signer Guidelines (human signers only). During Testing: A Test Administrator (Human Reader or Human Signer) reads aloud to a student using the provided Human Reader Script. The student must be tested in an individual or small group setting. Small groups should only be used if all students are able to work at approximately the same pace. After Testing: Human Reader Scripts contain secure item content and should be handled as secure test materials. Test Administrators should return materials to Test Coordinators. Test Coordinators must return the Human Reader Scripts to Pearson with the nonscorable materials.

Designated Supports – Testing Environment

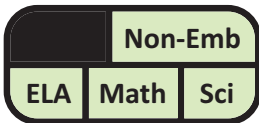
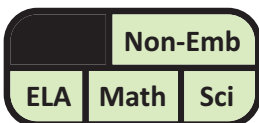
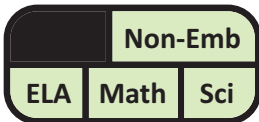
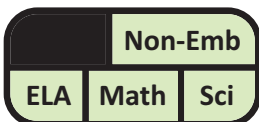
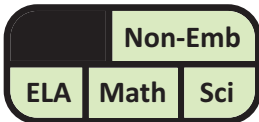
Some designated supports are decisions made about a student's testing environment and are not a part of the testing platform. Designated supports for the testing environment may be granted to any student who may benefit from them, at the discretion of school leaders. These supports must be identified for the student in advance in the ARF and be included in the school's logistical planning for assessment administration.

Although students are generally tested in their regular classroom and follow the standard test administration schedule for the grade and content area being assessed, the principal or test coordinator has the authority to schedule testing sessions in spaces other than regular classrooms, and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in the *Test Administrator Manuals (TAM)* and *Test Coordinator Manual (TCM)* available at dc.mypearsonsupport.com. Decisions may be considered, for example, that benefit students who are easily distracted in large group settings by testing them in a small group or individual setting. In general, changes to the setting or conditions of testing are left to the discretion of the principal or

Test Coordinator.

In accordance with principles of universal design for assessment, 3: Designated Supports – Testing Environment, contains administrative guidance regarding the scheduling of assessments, and setting or location for testing.

Table 3: Designated Supports - Testing Environment

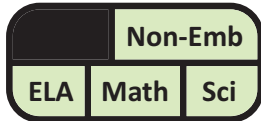
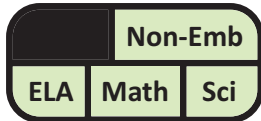
Designated Support		Description
3a	Individual or Small Group Testing 	Student is tested in a separate location as an individual or with a small group of students with matching accessibility features, accommodations, or testing needs as appropriate.
3b	Time of Day 	Student is tested during a specific time of day based on their individual needs (e.g., ELA/literacy in the morning; no testing after lunch).
3c	Separate or Alternate Location 	Student is tested in a specifically assigned location.
3d	Specified Area or Setting 	Student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, library, etc.).
3e	Adaptive and Specialized Equipment or Furniture 	Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).

Section 4: Accommodations for Students with Disabilities

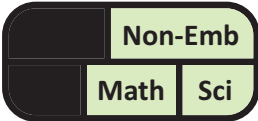
Accommodations for Students with Disabilities

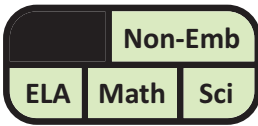
Table 4 provides a list of presentation accommodations for students with disabilities that describe changes in the assessment format and method in which the assessment is administered. The table also outlines the before, during, and after testing activities necessary to successfully administer these accommodations. Accommodations for students with disabilities must be documented in an IEP or 504 Plan and pre-selected for the student in the Accommodations Registration File (ARF). This information is included in the “before testing” guidance.

Table 4: Presentation Accommodations for Students with Disabilities

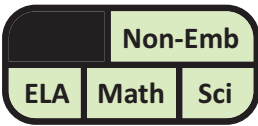
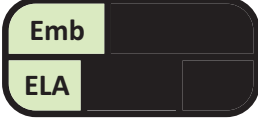

	Accommodation	Administration Guidelines
4a	Assistive Technology <i>(Non-Screen Reader)</i> 	Before Testing: • <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have assistive technology selected. • <u>Compatibility Check</u>: Assistive technology should be tested during an Infrastructure Trial to determine whether the assistive technology will interact with TestNav and can be used successfully during computer-based testing. For information on how to test assistive technology devices and software for use on the DC CAPE Next ELA and Math assessments with the TestNav 8 platform via an Infrastructure Trial, refer to the Assistive Technology Guidelines available at https://dc.mypearsonsupport.com/. During Testing: Students may use a range of assistive technologies on the DC CAPE Next assessments, including devices that are compatible with the Test Nav online testing platform, and those that are used externally on a separate computer. Refer to the list of allowable Assistive Technology available here: https://dc.mypearsonsupport.com/admin-resources.html After Testing: Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be cleared off all devices. Paper nonscorable student work must be securely shredded.
4b	Hard Copy Braille Edition¹ 	Before Testing: • <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have Hard Copy Braille Edition selected. • <u>Materials</u>: Braille Kits are required for administration. Braille Kits include Test Administrator Braille Scripts, one copy of the student's Hard Copy Braille Assessment, standard test booklet or answer document for transcription, and supplementary math materials (braille ruler, braille protractor) where appropriate. • <u>Test Administrator Training</u>: Test Administrators of students with visual impairments must review: ◦ Braille Kits, which include the braille test administration scripts and information specific to administering paper-based braille. Braille notes are inserted behind the cover of the first volume of the Braille test. Important: Reading, viewing, copying, or reproducing passages or test items is prohibited. This review must take place in a SECURE ENVIRONMENT no more than two days prior to testing. ◦ Appendix I: DC CAPE Next Assessments for Students with Visual Impairments, Including Blindness. ◦ If needed by the student, braille test booklets or answer documents may be disassembled for testing (but must be reassembled for return). It is critical that Test Administrators count the number of pages in the test booklet or answer document prior to disassembling the test booklets or answer documents to help ensure that all pages are returned.

¹ Distribution quantities for any paper-based accommodations and designated supports are derived from the orders placed by schools/LEAs in the ADAM platform.

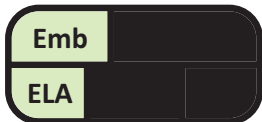
	Accommodation	Administration Guidelines
		During Testing: A student who is blind or has a visual impairment and is unable to take the computer-based test may take the DC CAPE Next assessments using the hard-copy contracted braille edition. Tactile graphics are already embedded in the hard copy braille edition. For students using braille forms, the Test Administrator directions for filling in a circle, making marks, and erasing do not apply. Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet or answer document. After Testing: • Responses must be transcribed verbatim by a Test Administrator in a standard student test booklet or answer document, which is included in the Braille Test Kit. Only transcribed responses will be scored. • Refer to Appendix B: Scribing Protocol for DC CAPE Next Assessments for protocol. • Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be deleted off all devices. Nonscorable student work must be securely shredded. • If the braille test booklet or answer document was disassembled, it must be reassembled for return. To reassemble test booklets or answer documents, the Test Administrator may staple or binder clip all pages for return. Failure to return all pages will be considered a breach of security.
4c	Tactile Graphics 	Before Testing: • Identification for Accommodations Registration File (ARF): Student's ARF must have Hard Copy Braille Edition selected. During Testing: Tactile graphics will be embedded in the hard copy braille edition assessments, when needed. For Mathematics assessments students will receive a full hard copy braille booklet with tactile graphics rather than a supplement. After Testing: Braille test books contain secure item content and should be handled as secure test materials. Test Administrators should return tactile graphics to Test Coordinators. Test Coordinators must return braille books with the nonscorable materials.

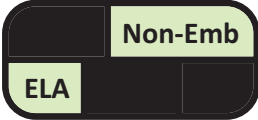
Accommodation		Administration Guidelines
4d	Large Print Edition² 	Before Testing: • <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have Large Print Edition selected. • <u>Materials</u>: Large Print Test Kit includes a large print assessment booklet, standard test booklet or answer document for transcription, Test Administrator large print scripts, and supplementary large print mathematics materials (large print ruler & protractor), when appropriate. • <u>Test Administrator Training</u>: Test Administrators of students with visual impairments must review: ◦ Appendix I: DC CAPE Next Assessments for Students with Visual Impairments, Including Blindness. During Testing: A large print paper-based form of each assessment is available for a student with a visual impairment who is unable to take a computer-based assessment. The font size for the large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in a large print test booklet. For constructed response items, students will write their answers on the lines provided in their large print test booklets. In mathematics, students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers. Test Administrators should refer to the Test Administrator Manual (TAM) scripts for instances where they should demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student). After Testing: • Responses must be transcribed verbatim by a Test Administrator in a standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be an LEA or School Test Coordinator. • Refer to Appendix B: Scribing Protocol for DC CAPE Next Assessments. • Test Coordinators must ensure all test booklets and other materials are returned with nonscorable materials. Nonscorable student work must be securely shredded. Answer documents must be returned as scorable materials.

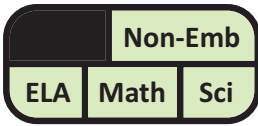
² Distribution quantities for any paper-based accommodations and designated supports are derived from the orders placed by schools/LEAs in the ADAM platform.

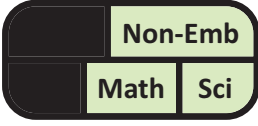
Accommodation		Administration Guidelines
4e	Paper-Based Edition 	Before Testing: • <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have Paper-Based Edition selected. • <u>Materials</u>: Paper-Based Edition of the assessment During Testing: A paper-based assessment is available for students who (1) are unable to take a computer-based assessment due to a disability; (2) recently entered the school and have very little or no prior experience or familiarity with technology; (3) are unable to access an online assessment due to sincerely held religious beliefs. After Testing: • Test Coordinators must ensure all test booklets and other materials are returned with nonscorable materials. Nonscorable student work must be securely shredded. Answer documents must be returned as scorable materials.
4f	Closed Captioning of Multimedia on the ELA Assessments³ 	Before Testing: • <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have Closed Captioning selected. During Testing: A student who is deaf or hearing-impaired views captioned text embedded in multimedia (i.e., video) segments of the ELA summative assessments. Captioning can be turned on/off within the video player as needed. Transcripts will also be available in an additional tab within the test form. See the Closed Captioning tutorial available here: https://dc.pearsonsupport.com/admin-resources.html.

3 The CCSS call for comparisons between different media. An example of this is RI9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. Adding closed captioning to any students other than those who are deaf or hard of hearing affects the ability to effectively assess this type of standard, and therefore it is listed as an accommodation as opposed to a support for all.

Accommodation		Administration Guidelines
4g	Text-to-Speech for ELA Assessments, including items, response options, and passages 	Before Testing: • Purpose: The purpose of the embedded text-to-speech accommodation for the DC CAPE Next ELA assessment is to provide access to printed or written texts on the DC CAPE Next ELA assessments for a very small number of students with print-related disabilities who would otherwise be unable to participate in the assessment because their disability <i>severely limits or prevents</i> their ability to access printed text by decoding. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level. • Tools for Identification: For additional consideration for assigning this accommodation, please refer to the Accessibility Decision-Making Guide at https://dc.mypearsonsupport.com/. • Identification for Accommodations Registration File (ARF): The student's ARF must have text-to-speech selected to activate the features on the platform. Once a student is placed into a session, the student will be assigned a form with embedded text-to-speech. During Testing: The student selects the "Text-to-Speech Player" icon on the toolbar on the right side of the screen. The test is read aloud to the student using embedded text-to-speech software. The student may pause and resume the audio. To choose a speed (slow, normal, fast), select the "Text-to-Speech Settings" icon. Once the test begins, the volume level cannot be changed. The student must be tested in an individual setting if unable to wear headphones.

Accommodation	Administration Guidelines
4h Human Reader/Human Signer on the ELA Assessments 	Purpose: The purpose of the Human Reader/Human Signer accommodation for the DC CAPE Next ELA assessment is to provide access to printed or written texts on the DC CAPE Next ELA assessments for a very small number of students with print-related disabilities who would otherwise be unable to participate in the assessment because their disability <i>severely limits or prevents</i> their ability to access printed text by decoding or braille. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level. Students must have Human Reader/Human Signer selected in their ARF. The proctor will read items off of the student's screen during administration. • Tools for Identification: For additional consideration for assigning this accommodation, please refer to the Appendix J: Text-to-Speech and Human Reader/Human Signer Guidance for DC ELA Assessment • Identification for Accommodations Registration File (ARF): The student's ARF must have text-to-speech selected to activate the features on the platform. Once a student is placed into a session, the student will be assigned a form with embedded text-to-speech. ◦ Appendix A: Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the Human Reader Designated Support for Mathematics and Science Assessments. ◦ Appendix F: DC CAPE Next Audio Guidelines. ◦ Appendix H: Human Signer Guidelines (signers only). ◦ Appendix I: DC CAPE Next Assessments for Students with Visual Impairments, Including Blindness. During Testing: A student receives an audio or visual representation of the ELA assessment through a Human Reader or Human Signer. For Human Reader, the Test Administrator will need to reference Appendix F: DC CAPE Next Audio Guidelines. Note: If the student has a Human Reader or Human Signer, the student must be tested in an individual setting.

Accommodation	Administration Guidelines
	In making decisions on whether to provide a student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has: • Blindness or a visual impairment and has not learned (or is unable to use) braille; OR • A disability that <i>severely limits or prevents</i> them from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text); OR • Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation. Before listing the accommodation in the student's IEP or 504 plan, teams/coordinators should consider whether: • The student has access to printed text during routine instruction through a reader, other spoken-text audio format, or signer; • The student's inability to decode printed text or read braille is documented in evaluation summaries from locally administered diagnostic assessments, and; • The student receives ongoing, intensive instruction and/or interventions in the foundational reading skills to continue to attain the important college and career-ready skill of independent reading. Decisions about who receives this accommodation will be made by IEP teams and 504 Plan Coordinators. For a student who receives one of these accommodations, no claims should be inferred regarding the student's ability to demonstrate foundational reading skills (i.e., decoding).
4i Human Signer for Test Directions 	Before Testing: • <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have Human Signer for Test Directions selected. • <u>Test Administrator Training</u>: Human Signers must review: ◦ Test Administrator Scripts included in the <i>Test Administrator Manuals</i>. ◦ Appendix H: Human Signer Guidelines (signers only). During Testing: A Human Signer will sign the test directions to a student. The student may either be tested in a small group or a separate setting based on the student's use of accommodation during classroom assessments.

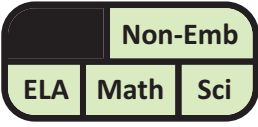
Accommodation		Administration Guidelines
4j	Paper-Based Edition of the assessment in Spanish 	Before Testing: • <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have Paper-Based Edition AND Transadaptation - Spanish selected. • <u>Materials</u>: Paper-Based Edition of the assessment in Spanish. • <u>Test Administrator Training</u>: For ELs with disabilities, administrators must review the following: ◦ Test Administrators providing this accommodation should ideally be literate and fluent in English and Spanish or may be assisted by a translator, if available, since test administration directions will be read to the student in Spanish. During Testing: The student takes a paper-based assessment with content presented in Spanish. After Testing: • Test Coordinators must ensure all test booklets and other materials are returned with nonscorable materials. Nonscorable student work must be securely shredded. Answer documents must be returned as scorable materials.

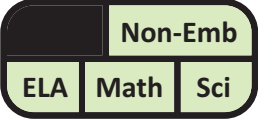
Important Guidelines on identifying students for the Text-to-Speech, Human Reader, or Human Signer accommodations for ELA assessments: Before identifying students to receive these accommodations, IEP teams and 504 Plan Coordinators should carefully review the guidelines in [Appendix J: Text-to-Speech and Human Reader/ Human Signer Guidance for DC ELA Assessment](#).

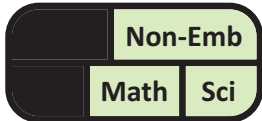
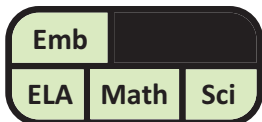
If all guidelines are NOT met, and the student is given the text-to-speech, or Human Reader/Human Signer accommodation on a DC CAPE Next ELA assessment, the student's assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a "non-participant" for the ELA assessment.)

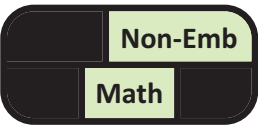
Table 5 provides a list of response accommodations for students with disabilities that allow a student to respond to test items using different formats. The table outlines the activities needed before, during, and after testing to administer the response accommodations appropriately. Accommodations for students with disabilities must be pre-selected for the student in the Accommodations Registration File (ARF). This information is included in the “before testing” guidance.

Table 5: Response Accommodations for Students with Disabilities 

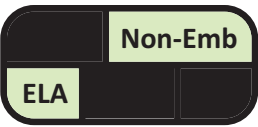
Accommodation	Administration Guidelines
5a Assistive Technology (Non-Screen Reader) 	Before Testing: • <u>Identification for Accommodations Registration File (ARF)</u>: Student’s ARF must have assistive technology selected. • <u>Compatibility Check</u>: Assistive technology should be tested during an Infrastructure Trial to determine whether the assistive technology will interact with TestNav and can be used successfully during computer-based testing. For information on how to test assistive technology devices and software for use on the DC CAPE Next assessments with the TestNav 8 platform via an Infrastructure Trial, refer to the Assistive Technology Guidelines available at https://dc.mypearsonsupport.com/admin-resources.html. Note that the DC CAPE Next assessments are designed to be Web Content Accessibility Guidelines (WCAG) compliant. During Testing: Students may use a range of assistive technologies on the DC CAPE Next assessments, including devices that are compatible with the DC CAPE Next online testing platform, and those that are used externally on a separate computer. Refer to the list of allowable Assistive Technology available here: https://dc.mypearsonsupport.com/admin-resources.html. After Testing: Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be cleared off all devices. Nonscorable student work must be securely shredded.

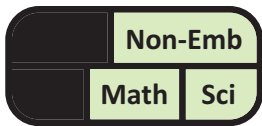
Accommodation		Administration Guidelines
5b	Braille Note-taker and Braille Writer 	Before Testing: • <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have braille note-taker selected. During Testing: A student who is blind or has a visual impairment may use an electronic braille note-taker or braille writer. The grammar checker, internet, and stored file functionalities must be turned off. For students using braille forms, the Test Administrator directions for filling in a circle, making marks, and erasing do not apply. Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet, answer document, or TestNav. After Testing: • Student responses generated using an electronic braille note-taker or braille writer must be transcribed verbatim by a Test Administrator into the student's standard test booklet, answer document, or TestNav. Only transcribed responses will be scored. Responses must be transcribed by the teacher of the student with visual impairment, or a Test Administrator supervised by the teacher of the student with visual impairment. • Refer to Appendix B: Scribing Protocol for DC CAPE Next Assessments. • Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

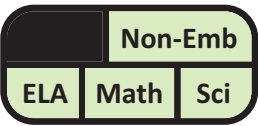
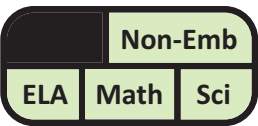
Accommodation		Administration Guidelines
5c	Specialized Calculation Device 	An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator button. For math, this tool is available only with the specific items for which the Smarter Balanced Item Specifications indicate that it would be appropriate. When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator) as a non-embedded accommodation. Before Testing: • <u>Materials:</u> ◦ Allowable calculators on calculator parts include: ▪ <u>Grades 3-5 mathematics:</u> Calculators are not allowed. ▪ <u>Grades 6-7 mathematics:</u> Four-Function with square root and percentage functions. ▪ <u>Grade 8 mathematics:</u> Scientific calculators (Student may also bring a four-function with square root and percentage functions in addition to a grade-level calculator). ▪ <u>High School mathematics:</u> Graphing calculators with functionalities consistent with TI-84 or similar models (Student may also bring a scientific calculator or a four-function with square root and percentage functions). ▪ <u>Science (all grades):</u> Students may use a four-function calculator with square root and percentage functions for all Science assessments. During Testing: A student uses a specific calculation device (e.g., large key, talking, or other adapted calculator) other than the embedded grade-level calculator on the science assessments and the calculator allowable items of the mathematics assessments. If a talking calculator is used, the student must use headphones or be tested in an individual setting. Note: Grade-appropriate calculators are embedded in the online testing platform on all sections where a calculator is allowable. For paper testing, all hand-held calculators must meet requirements as defined above and in the OSSE Calculator Policy, available at https://dc.mypearsonsupport.com/.
5d	Read&Write/Enable Extensions 	Student's online test will start with the ability to select Read&Write software embedded within TestNav. Tools for these software options (Speech-to-Text, Text-to-Speech, Word Prediction) will be available for use dependent on the student choice selection when logging in. Before Testing: <u>Identification for Accommodations Registration File (ARF):</u> Student's ARF must have Enable Extensions selected. During Testing: Enables Read&Write toolbar in student test window to use during assessment.

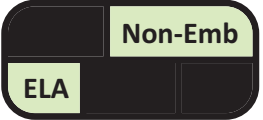
Accommodation		Administration Guidelines
5e	Mathematics Tools 	Before Testing: • Purpose: The purpose of the mathematics tools accommodation is to provide access for students with a disability that severely limits or prevents their ability to perform basic calculations (i.e., student is unable to perform single digit addition, subtraction, multiplication, or division). For these students, mathematics tools may be used on all sections of the mathematics assessments. The IEP or 504 plan must specify which device(s) or manipulatives. • Identification for Accommodations Registration File (ARF): Student's ARF must have Mathematics Tools selected. Manipulatives and tools not named in the math tools policy must be submitted to OSSE for approval. • Materials: ◦ Allowable mathematics tools include: ▪ Multiplication chart ▪ Two-color chips (e.g., single-sided or double-sided). ▪ Counters and counting chips. ▪ Square tiles. ▪ Base 10 blocks. ▪ 100s number table ▪ Abacus. ◦ A student with a visual impairment may need other mathematics tools, such as a large print ruler (embedded DC CAPE Next ruler is designed in 18 point font), braille ruler, tactile compass, or braille protractor. Note that braille mathematics kits will include the appropriate grade-level braille ruler and braille protractors.

Accommodation	Administration Guidelines
	During Testing: A student uses mathematics tools identified in their IEP or 504 plan on all sections of the mathematics assessments. Important Guidelines for identifying students to receive this accommodation: IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying students to receive this accommodation. If all guidelines are NOT met, and the student is given mathematics tools without proper documentation, the student's assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a non-participant for the mathematics assessment.) In making decisions whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has: • A disability that <i>severely limits or prevents</i> the student's ability to perform basic calculations (i.e., single-digit addition, subtraction, multiplication, or division), even after varied and repeated attempts to teach the student to do so. Before listing the accommodation in the student's IEP/504 plan, teams should also consider whether: • The student is unable to perform calculations without the use of an arithmetic table, or manipulative during routine instruction. • The student's inability to perform mathematical calculations is documented in evaluation summaries from locally administered diagnostic assessments. • The student receives ongoing, intensive instruction and/or interventions to learn to calculate without using an arithmetic table or manipulative, in order to ensure that the student continues to learn basic calculation and fluency. For a student who receives this accommodation, no claims should be inferred regarding the student's ability to perform basic mathematical calculations without the use of mathematics tools.

Accommodation		Administration Guidelines
5f 5g 5h 5i	ELA Selected and Constructed Response Options - Speech-to-Text - Gestures or Dictates to Human Scribe - Assistive Technology Device 	Before Testing: Identification for Accommodations Registration File (ARF): Student's ARF must have Speech-to-Text, Gestures or Dictates to Human Scribe, or Assistive Technology Device selected. Materials: External device provided by the student, if needed. If the student uses speech-to-text software, such as Dragon® Naturally Speaking, then a separate computer must be provided; one to run the assessment on TestNav and a second computer to run the software. TestNav 8 does not contain embedded speech-to-text software. Test Administrator Training: Test Administrators providing the accommodation must review: Appendix B: Scribing Protocol for DC CAPE Next Assessments. Appendix H: Human Signer Guidelines (signers only). Note: If a student is using an allowable third party external Assistive Technology that provides speech-to-text functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non-Screen reader to allow the assistive technology to work. - Assistive technology, including speech-to-text software, should be tested during an Infrastructure Trial. If, during the Infrastructure Trial, the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some speech-to-text software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software. - Reference the Assistive Technology Guidelines available at the following link: https://dc.mypearsonsupport.com/admin-resources.html. During Testing: Student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration. Note: TestNav does not have embedded Speech-to-Text functionality. Students must use allowable Assistive Technology or an external third-party device (responses must be transcribed). After Testing: - Responses must be transcribed exactly as dictated/signed (e.g., the Human Scribe/Human Signer may not change, embellish, or interpret a student's responses when transcribing) into the student's standard test booklet or answer document. Only transcribed responses will be scored. - Refer to Appendix B: Scribing Protocol for DC CAPE Next Assessments for protocol. - Test Administrators are responsible for collecting all paper nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

Accommodation		Administration Guidelines
5j 5k 5l 5m	Mathematics and Science Selected and Constructed Response Options - Speech-to-Text - Gestures or Dictates to Human Scribe - Assistive Technology Device 	Before Testing: <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have Selected Response Speech-to-Text, Gestures or Dictates to Human Scribe, or Assistive Technology Non-Screen Reader selected. <u>Materials</u>: External device provided by the student, if needed. If the student uses speech-to-text software, such as Dragon® Naturally Speaking, then a separate computer must be provided; one to run the assessment on TestNav and a second computer to run the software. TestNav 8 does not contain embedded speech-to-text software. <u>Test Administrator Training</u>: Test Administrators providing the scribe accommodation must review: Appendix B: Scribing Protocol for DC CAPE Next Assessments. Appendix H: Human Signer Guidelines (signers only). Note: If a student is using an allowable third party external Assistive Technology that provides speech-to-text functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non-Screen reader to allow the assistive technology to work. - Assistive technology, including speech-to-text software, should be tested during an Infrastructure Trial. If, during the Infrastructure Trial, the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some speech-to-text software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software. - Reference the Assistive Technology Guidelines available at the following link: https://dc.mypearsonsupport.com/admin-resources.html. During Testing: Student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration. Note: TestNav does not have embedded Speech-to-Text functionality. Students must use allowable Assistive Technology or an external third-party device (responses must be transcribed). After Testing: - Responses must be transcribed exactly as dictated/signed (e.g., the Human Scribe/Human Signer may not change, embellish, or interpret a student's responses when transcribing) into the student's standard test booklet or answer document. Only transcribed responses will be scored. - Refer to Appendix B: Scribing Protocol for DC CAPE Next Assessments for protocol. - Test Administrators are responsible for collecting all paper nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

Accommodation		Administration Guidelines
5n	Monitor Test Response 	Before Testing: LEA must submit the Unique Accommodation Request Form found in Appendix C to OSSE for approval to use this accommodation. <u>Identification for Accommodations Registration File (ARF):</u> Student's ARF must have Monitor Test Response selected. During Testing: The Test Administrator monitors proper placement of student responses. This accommodation is to ensure that the student is marking the answer for the problem the student intends to answer. The Test Administrator CANNOT assist the student in any way with respect to the content of the item.
5o	Answers Recorded in Test Booklet 	Before Testing: Identification for Accommodations Registration File (ARF): Student's ARF must have Answers Recorded in Test Booklet selected. During Testing: For students using test booklets and answer documents, the student records answers directly in the test booklet. After Testing: • Responses must be transcribed exactly as written in the student's standard test booklet into the answer document. Only transcribed responses will be scored. • Refer to Appendix B: Scribing Protocol for DC CAPE Next Assessments. • Test Coordinators must ensure all test booklets and other materials are returned with nonscorable materials. Nonscorable student work must be securely shredded. Answer documents must be returned as scorable materials.

	Accommodation	Administration Guidelines
5p	Word Prediction External Device on the ELA Assessment 	Before Testing: • <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have Word Prediction selected. • <u>Materials</u>: External word prediction device. Note: If a student is using an allowable third party external Assistive Technology that provides Word Prediction functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non Screen-reader to allow the assistive technology to work. • Assistive technology should be tested during an Infrastructure Trial. If, during the Infrastructure Trial, the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some external word prediction software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software. • Reference the Assistive Technology Guidelines available at the following link: https://dc.mypearsonsupport.com/admin-resources.html. During Testing: The student uses an external word prediction device that provides a bank of frequently- or recently-used words on-screen after the student enters the first few letters of a word. The student must be familiar with the use of the external device prior to assessment administration. The device may not connect to the internet or save information. After Testing: • Student responses generated using the external word prediction device software must be transcribed verbatim by a Test Administrator into TestNav. Only transcribed responses submitted in TestNav will be scored. Note: If the student is writing their responses directly into TestNav through the external software for word prediction, then transcribing is not necessary. • Refer to Appendix B: Scribing Protocol for DC CAPE Next Assessments. • Test Administrators are responsible for collecting all nonscorable student work created using external word prediction device software. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded. Important guidelines for identifying students to receive this accommodation: IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this accommodation. In making decisions whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators are instructed to consider whether the student has:

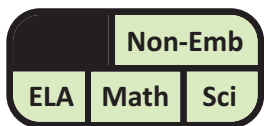
Accommodation	Administration Guidelines
	• A physical disability that <i>severely limits or prevents</i> the student from writing or keyboarding responses; OR • A disability that <i>severely limits or prevents</i> the student from recalling, processing, and expressing written language, even after varied and repeated attempts to teach the student to do so. Before listing the accommodation in the student’s IEP/504 plan, teams/ coordinators are instructed to consider whether: • The student’s inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments; • The student routinely uses a word-prediction device or software during classroom writing assignments; and • The student receives ongoing, intensive instruction, and/or intervention in language processing and writing, as deemed appropriate by the IEP team/504 Plan Coordinator.

Section 5: Designated Supports for English Learners

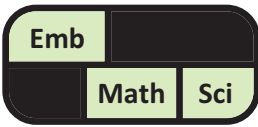
Table 6 provides a list of designated supports for ELs. Students who are classified as EL monitored and are in their first two years of monitoring status are only eligible to receive designated support 6a Word-to-Word Dictionary.

The table describes the activities needed before, during, and after testing necessary to administer these accommodations appropriately. Designated supports for ELs must be pre-selected for the student in the Accommodations Registration File (ARF). This information is included in the “before testing” guidance and the corresponding column in the Accommodations Registration File (ARF) is also provided.

Table 6: Designated Supports for English Learners on DC CAPE Next Assessments

Designated Support		Administration Guidelines
6a	Test Directions Read Aloud and Repeated in Student’s Native Language <i>(by Test Administrator)</i> 	Before Testing: • <u>Identification for Accommodations Registration File (ARF)</u>: Student’s ARF must have Directions in Native Language selected. • <u>Materials</u>: ◦ Written general test administration directions are available in the following languages: ▪ Spanish ◦ If written general test administration directions are not available in the student’s native language, a local translator fluent both in English and the student’s native language may translate and read the directions in the language of the student. • <u>Test Administrator Training</u>: Test Administrators, or other qualified interpreters, providing the general administration directions in languages other than English must review the directions in advance in order to provide consistent transadaptations. Test Administrators providing this accommodation will ideally be literate and fluent in English, as well as in the student’s native language; or may collaborate with a local translator, if available. During Testing: The Test Administrator, or other qualified interpreter, reads aloud the general administration instructions in the student’s native language. The student may request that directions be repeated. The student must be tested in a separate setting.

Designated Support		Administration Guidelines
6b	Test Directions Clarified in Student's Native Language <i>(by Test Administrator)</i> Non-Emb ELA Math Sci	Before Testing: <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have Directions in Native Language selected. <u>Test Administrator Training</u>: Test Administrators providing this accommodation should be literate and fluent in English, as well as in the student's native language. During Testing: The Test Administrator clarifies general administration directions only in the student's native language. Test Administrators, or other qualified interpreters, providing this accommodation should ideally be literate and fluent in English, as well as in the student's native language; or Test Administrator may be assisted by a translator who speaks the language of the student, if available. The student must be tested in a separate setting.
6c	Online Transadaptation of the Mathematics and Science assessments in Spanish Emb Math Sci	Before Testing: Science <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have Online Transadaptation of the Mathematics and Science Assessments in Spanish selected. Once a student is placed into a proctor group, the student will be assigned an online form in Spanish. <u>Test Administrator Training</u>: Test Administrators providing this accommodation should ideally be literate and fluent in English and Spanish, or may be assisted by a translator, if available, since test administration directions will be read to the student in Spanish. Mathematics <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have Online Transadaptation of the Mathematics and Science Assessments in Spanish selected. Additionally, in the ARF, the accommodation Mathematics Assessments in Spanish (Toggle) will need to be selected. Once a student is placed into a proctor group, the student will be assigned an online form and the Spanish content will be enabled with the toggle icon present. <u>Test Administrator Training</u>: Test Administrators providing this accommodation should ideally be literate and fluent in English and Spanish, or may be assisted by a translator, if available, since test administration directions will be read to the student in Spanish. During Testing: Science A student takes the online science assessment with content presented in Spanish. Mathematics A student takes the online mathematics with content presented in Spanish. The English/Spanish dual-language feature offers the ability to toggle within an item between the Spanish or English version of the item for mathematics only. Within the test, the student will be able to access a globe icon that allows for switching between Spanish and English content.

Designated Support	Administration Guidelines
6d Text-to-Speech for the Mathematics and Science assessments in Spanish 	Before Testing: Science • <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have Text-to-Speech AND Online Transadaptation of the Mathematics and Science Assessments in Spanish selected. Once a student is placed into a proctor group, the student will be assigned an online form in Spanish. • <u>Differences Between Text Only and Text Plus Graphics</u>: ◦ Text Plus Graphics (Science only) - Reads all printed text and the hidden alternate text descriptions for images.. ◦ Text Only - Reads printed text but does not read any alternate text descriptions for images. Mathematics • <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have Text-to-Speech AND Online Transadaptation of the Mathematics and Science Assessments in Spanish selected. Additionally, in the ARF, the accommodation Mathematics Assessments in Spanish (Toggle) will need to be selected. Once a student is placed into a proctor group, the student will be assigned an online form and the Spanish content will be enabled with the toggle icon present. • <u>Test Administrator Training</u>: ◦ Refer to the Text-to-Speech practice tests on https://dc.mypearsonsupport.com/practice-tests.html for training on functionality. ◦ Test Administrators providing this accommodation should ideally be literate and fluent in English and Spanish or may be assisted by a translator, if available, since test administration directions will be read to the student in Spanish. During Testing: The student selects the “Text-to-Speech Player” icon on the toolbar on the right side of the screen. The test is read aloud to the student in Spanish using embedded text-to-speech software. The student may pause and resume the audio as needed. To choose a speed (slow, normal, fast), select the “Text-to-Speech Settings” icon. Once the test begins, the volume level cannot be changed. Student must be tested in an individual setting if unable to wear headphones.

Appendix A: Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the Human Reader Designated Support for Mathematics and Science Assessments

In cases where a student requires a text-to-speech accommodation on the DC ELA assessment and/or a text-to-speech designated support on the DC Math or DC Science assessments, but cannot participate in the computer-based assessment and takes the paper-based assessment instead, a Human Reader must provide the accommodation to the student. Human Readers who provide the accommodation to a student on the DC ELA assessment or the designated support on the DC Math or DC Science assessments must follow these procedures during testing to ensure the standardization of the oral presentation of the assessments.

Procedures for Human Readers Providing the Human Reader Accommodation for DC ELA Assessment or the Human Reader Designated Support for the DC Math and DC Science Assessments

1. Readers must be trained locally to administer each assessment, as indicated in the *DC CAPE Next Test Administrator Manual (TAM)*.
2. Readers must refer to [Appendix F: DC CAPE Next ELA Audio Guidelines](#) to ensure consistency in how items are read.
3. Readers must read verbatim (word-for-word) only what is printed in the provided paper Human Reader script for science, or on the computer screen for ELA and math, without changing, emphasizing, or adding words. Readers may not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response in any way.
4. Readers must speak in a clear and consistent voice throughout the test administration, using correct pronunciation, and without vocal inflections that may provide clues to, or mislead, a student. For science, readers should be provided a copy of the test and the Test Administrator's directions two schools days prior to the start of testing, in order to become familiar with the words, terms, symbols, signs, and/or graphics that will be read aloud to the student.
5. Readers 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 vocal inflection is permitted.
6. Readers may repeat passages, test items, and response options, as requested, according to the needs of the student. Readers should appropriately pace the administration of the test and should ask the student if they are ready to move to the next item.
7. Readers may not attempt to solve mathematics problems or determine the correct answer to a test item while reading, as this may result in pauses or changes in inflection which may mislead the student.
8. Readers must attempt to maintain a neutral facial expression, neither smiling nor frowning during the test, which may be interpreted by the student as approval or disapproval of the student's answers.
9. Readers must be familiar with the student's IEP or 504 plan, and should know in advance which accommodations are required by the student, and for which test (ELA, mathematics, and/or science) the student is designated to receive a Human Reader.

10. Readers must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, closed circuit television (CCTV), abacus, braille, slate and stylus, etc.
11. If a reader is unsure how to pronounce an unfamiliar word, advise the student of the uncertainty and spell the word.
12. When reading a word that is pronounced like another word with a different spelling, the reader may spell the word after pronouncing it, if there is any doubt about which word is intended.
13. Readers must spell any words requested by the student.
14. When reading passages, readers must be aware of punctuation marks. Readers may read the passage, or selected lines a second time, with all punctuation marks indicated.
15. When test items refer to a particular line, or lines, of a passage, reread the lines before reading the question and answer choices. For example, the reader should say, "Question X refers to the following lines..." then read the lines to the student, followed by question X and the response options.
16. When reading selected response items, readers must be careful to give equal stress to each response option and to read all of them before waiting for a response.
17. If a reader is also scribing the student's responses, or if another adult will scribe, and the student designates a response choice by letter only ("D," for example), the reader must ask the student if they would like the response to be reread before the answer is recorded in the answer booklet.
18. If the student chooses an answer before the reader has read all the answer choices, the Human Reader must ask if the student wants the other response options to be read.
19. After the reader finishes reading a test item and all response options, the reader must allow the student to pause before responding. If the pause has been lengthy, say: "Do you want me to read the question or any part of it again?" When rereading questions, readers must avoid emphasis on words not bolded, italicized, or capitalized.

Procedures for Providing the Human Reader Accommodation for DC ELA Assessment or the Human Reader Designated Support for the DC Math and DC Science Assessments to a Small Group of Students

In the case of DC Science only, Human Readers may read the test aloud to a small group of students, rather than individually, provided that each student has the Human Reader accommodation/designated support listed in an IEP, 504 plan, or Accommodations Registration File (ARF). Students may be tested together per the guidance within the *Test Coordinator Manual*.

The following procedures must be followed:

- Test Administrators are required to order and use paper Human Reader scripts for science assessments. No printed script is provided for ELA or math.
- Students not receiving the Human Reader designated support for mathematics or science or the Human Reader accommodation for ELA may not be tested in the same location as students who are receiving these designated supports/accommodations.

Appendix B: Scribing Protocol for DC CAPE Next Assessments

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

Scribes are allowable on DC CAPE Next assessments as a documented accommodation. For information on documentation requirements and decision-making criteria for the use of scribes, please see the sections that follow.

Qualifications for Scribes

- The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.
- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.
- Scribes should have extensive practice and training in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and member test administration manuals, guidelines, and related documentation.

Preparation

- Scribes should be trained on all test security requirements and procedures 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 DC CAPE Next assessments.
- Scribes should review the Scribing Protocol for DC CAPE Next Assessments 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 the scribing session.

General Guidelines

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test takers or inadvertently reveal the student's answers.
- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the embedded and non-embedded tools available for a given item and student.
- Scribes are expected to comply with student requests regarding the use of all available features within the test environment.
- Scribes may respond to procedural questions asked by the student (e.g., test directions and navigation within the test environment).
- Scribes may not respond to student questions about test items if their responses compromise the validity of the test. The student must not be prompted, reminded, or otherwise assisted

in formulating their response during or after the dictation to the scribe.

- Scribes may ask the student to restate words or parts, as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.
- Scribes may not question or correct student choices, alert students to errors or mistakes, or 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 that the scribe read aloud the completed text before final approval.

Content Area Specific Guidelines

Content Area	Guidelines
English language arts	Selected-Response Items (single and multiple answer) - The student must point to or otherwise indicate the student's selection(s) from the options provided. - Scribes are expected to comply with student directions regarding screen and test navigation and the use of test platform features available for a given item. - The student will confirm the selected answer and indicate to the scribe when the student is ready to move on to the next item. Constructed-Response Items (short text) - The scribe will write student responses verbatim on paper or on screen in an area where the student's answers will not be accessible to other students. - The scribe will spell all words exactly as dictated. - The scribe will not capitalize words or punctuate text. - The scribe will orally confirm the spelling of homonyms and commonly confused homophones, e.g., <i>than</i> and <i>then</i>; <i>to</i>, <i>two</i>, and <i>too</i>; <i>there</i>, <i>their</i>, and <i>they're</i>. - The student will proofread to add punctuation, capitalization, formatting, and other edits. - The scribe will make student-requested changes, even if incorrect. - The student will confirm the fidelity of the response. - The student will indicate to the scribe when the student is ready to move on to the next item. Long Essay (full write) - The scribe will write student responses verbatim on paper or on screen in an area where the student's answers will not be accessible to other students. - The scribe will spell all words exactly as dictated. - The scribe will not capitalize words or punctuate text. - The scribe will orally confirm the spelling of homonyms and commonly confused homophones, e.g., <i>than</i> and <i>then</i>; <i>to</i>, <i>two</i>, and <i>too</i>; <i>there</i>, <i>their</i>, and <i>they're</i>. - The student will proofread to add punctuation, capitalization, formatting, and other edits. - The scribe will make student-requested changes, even if incorrect. - The student will confirm the fidelity of the response. - The student will indicate to the scribe when the student is ready to move on to the next item. - Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.

Content Area	Guidelines
Mathematics and Science	Selected-Response Items (single and multiple answer) - The student must point to or otherwise indicate the student's selection from the options provided. - The scribe will comply with student directions, including requests regarding screen and test navigation and the use of test platform features available for the question. - The student will confirm the student's selections and indicate to the scribe when the student is ready to move on to the next item. Constructed-Response Items - The student must point to or otherwise direct the scribe in developing the student's response. - The scribe will input student work directly onscreen and in view of the student. - For responses requiring equations, the student must specify where to place figures and operands. - For responses requiring text, the scribe will spell all words exactly as dictated and conform to standard writing conventions. - For responses requiring text, the student will proofread to add punctuation, capitalization, formatting, and other edits. - The scribe will make student-requested changes, even if incorrect. - The student will confirm the fidelity of the response. - The student will indicate to the scribe when the student is ready to move on to the next item.

Considerations for Students Also Using ASL or Other Sign System

- The scribe should be proficient in the sign system utilized (e.g., ASL) or the scribe should be working with an interpreter proficient in the sign system. When a constructed response is required, the interpreter/scribe should convey the meaning behind the student's indicated response.
- The interpreter/scribe should show the student the written response but NOT sign the response to the student.
- Probing or clarifying is allowed in the case of classifiers for students using ASL or other sign systems.
- Students may review the written or typed response on paper or on the computer screen and indicate any changes or revisions to the scribe.

Considerations for Students Using Braille

- The scribe should be proficient in reading (visually or tactually) braille in all braille codes used by the student.
- The scribe should enter the responses on paper or online exactly as the student has brailled. In addition to following the content-specific guidelines above, errors in braille code should not be corrected.
- 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.

Post-Administration

- The scribe will submit online or paper-based student responses and collect scratch paper, graph paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the Test Coordinator in accordance with test security policies and procedures.

Guidelines for Transcribing Student Responses (Paper-based testing only)

Certain situations involving scribing of responses during administration of assessments may require a Test Administrator to transcribe a student's response in a standard, scorable test booklet or answer document. These situations may include:

- Answers were recorded in the wrong section of a Test Booklet or Answer Document, or in an incorrect Test Booklet or Answer Document.
- A student takes the test using a special test format that requires answers to be transcribed (e.g., large print).
- A student uses a speech-to-text converter, augmentative communication device, or assistive technology device to be transcribed by the scribe at a later time.
- As an accommodation, a student records answers in a test booklet, answer document, or on blank paper, instead of in the required Test Booklet or Answer Document.
- A Test Booklet or Answer Document becomes unusable (e.g., torn, wrinkled).

If 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 any transcription of student responses. One of these people will be the transcriber, and the other will be an observer confirming the accuracy of the transcription. One of the individuals must be an authorized Test Administrator, and it is highly recommended that the other individual be an authorized LEA Test Coordinator or School Test Coordinator.

The student's response must be transcribed verbatim into the Answer Document or Test Booklet. The student's original response in an Answer Document/Test Booklet should be returned with secure test materials. The LEA Test Coordinator or School Test Coordinator should write "DO NOT SCORE" or draw an "X" in large font on the front of the original Answer Document/Test Booklet. Do not cover the barcode. Return them with nonscorable test materials.

- Braille transcription: Only an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness, or someone working under the direct supervision of an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness may transcribe the student's responses onto the paper form of the DC CAPE Next assessments.
- Any original student responses that were printed from an assistive technology device or recorded separately on blank paper (or on other external devices) must be securely shredded.

Appendix C: Unique Accommodation Request Form



OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

DC Statewide Assessments Unique Accommodations Request Form

The Office of the State Superintendent of Education (OSSE) has an established process for approving student use of unique accommodations on statewide assessments. In the rare event that a student with a disability or an English Learner requires an accommodation on a statewide assessment that is not included on the standard accommodation list; the item is deemed a unique accommodation. As with the standard accommodation, a unique accommodation may not change the construct being measured by the assessment. When applicable, individual schools must use **this Unique Accommodations Request Form** to request approval for individual student use of a unique accommodation for an assessment.

A minimum of **four weeks** prior to test administration, the school principal, principal's designee, or LEA/School Assessment Manager must complete and upload the Unique Accommodations Request Form into the [OSSE Support Tool](#). School personnel are responsible for the mandatory filing of a copy of this completed request form into the student's file.

Student Information	
Name:	State ID (USI):
Grade:	DOB:
Indicate Type of plan: ☐ IEP ☐ Section 504 Plan ☐ EL Plan	
School Information	
School Name:	Tel. Number:
District/LEA Name:	
Name of Principal or LEA/School Assessment Manager:	Signature:
Email:	Date:
Test Administration	
DC Statewide assessment(s) for which you are seeking approval to use unique accommodation(s):	
☐ DC CAPE Next ELA	☐ MSAA ELA
☐ DC CAPE Next Mathematics	☐ MSAA Mathematics
☐ DC CAPE Next Science	☐ DLM Science
☐ WIDA ACCESS	☐ WIDA Alternate ACCESS
Provide a brief description of the accommodation for which you are requesting approval:	

Describe the evidence that supports the need for this accommodation, including how it is used by the student in the classroom or on other assessments:

Did OSSE approve the use of this unique accommodation on a statewide assessment in the previous school year for this student? ☐ Yes, approved ☐ No, denied ☐ Did not submit request last year

In submitting this form to OSSE for approval, the principal or LEA/School Assessment Manager assures that:

- If approved, this accommodation will be documented in the student's IEP, Section 504 plan, or EL plan.
- In the case of an IEP, the unique accommodation will be listed as "Unique/Non-standard" on the IEP.
- In the case of an IEP, the parent/guardian of the student will sign the finalized IEP (or IEP amendment form) 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 class instruction.

If approved, the accommodation must be listed in the Individualized Education Program (IEP) or 504 plan for a student with a disability or in an English Learner (EL) plan for an English learner, and must be indicated in the student's profile in the assessment management platform.

For OSSE Use Only: (Approval/Denial of Request)

(This completed section will be returned to your school prior to testing.)

☐ **This request has been approved.** ☐ **This request has been denied.**

OSSE Decision Rationale:

OSSE Staff Name and Position:

Signature:

Date:

Appendix D: Emergency Accommodation Request Form



OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

DC Statewide Assessments Emergency Accommodations Request Form

Directions: This form 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 the principal (or designee) determines that a student requires an emergency accommodation on the day of the statewide test, this form must be completed and maintained in the student's assessment file. **The parent/guardian must be notified that an emergency accommodation was provided.**

To request approval for an emergency accommodation, this form must be completed and submitted to the OSSE Assessment Team for rapid approval as soon as the need arises. A copy of this form must be kept in the student's file and, if appropriate, retained at the LEA office. Forms must be submitted via the [OSSE Support Tool](#) to ensure the secure transfer of sensitive student data.

Student Information	
Name:	State ID (USI):
Grade:	DOB:
Indicate Type of plan: ☐ IEP ☐ Section 504 Plan ☐ EL Plan ☐ No plan	
School Information	
School Name:	Tel. Number:
District/LEA Name:	
Name of Principal or LEA/School Assessment Manager:	Signature:
Email:	Date:
Test Administration	
DC Statewide assessment(s) for which you are seeking approval to use an emergency accommodation(s):	
☐ DC CAPE Next ELA	☐ MSAA ELA
☐ DC CAPE Next Mathematics	☐ MSAA Mathematics
☐ DC CAPE Next Science	☐ DLM Science
☐ WIDA ACCESS	
☐ WIDA Alternate ACCESS	
Provide a brief description of the accommodation for which you are requesting approval:	

Describe the reason for needing an emergency test accommodation (attach documentation if needed):

In submitting this form to OSSE for approval, the principal or assessment coordinator assures that if approved and applicable, this accommodation will be documented in the student's IEP, Section 504 plan, or EL plan, as applicable.

If approved, the accommodation must be listed in the Individualized Education Program (IEP) or 504 plan for a student with a disability or in an English Learner (EL) plan for an English learner, and must be indicated in the student's profile in the assessment management platform.

For OSSE Use Only: (Approval/Denial of Request)

(This completed section will be returned to your school prior to testing.)

☐ **This request has been approved.**

☐ **This request has been denied.**

OSSE Decision Rationale:

OSSE Staff Name and Position:

Signature:

Date:

Appendix E: Student Accommodation Refusal Form

Directions: If a student refuses an accommodation listed in their Individualized Education Program (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 must be completed and placed in the student's file and a copy sent to the parent on the day of refusal. Principals (or designee) should work with Test Administrators to determine who, if any others, should be informed when a student refuses an accommodation documented in an IEP or 504 plan.

Student Name: _____	Date: _____
Student ID#: _____	Grade: _____
School Name: _____	
LEA: _____	
Assessment: _____	
Test Administrator: _____	
Accommodation(s) refused: _____	
Reason for refusal: _____	

Comments: _____	

Student's Signature (optional): _____

Signature of Test Administrator: _____

**Keep this form on file at the school.
A copy must be sent home to the parent.**

Appendix F: DC CAPE Next Audio Guidelines

When a student cannot access text-to-speech, the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. 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 test reader must be trained and qualified and must follow the *DC CAPE Next Audio Guidelines* presented here. The guiding principle in reading aloud is to ensure that the student has access to test content.

On DC CAPE Next assessments, test readers are allowable across all grades as a **designated support** for mathematics and science items. Test readers are allowable for ELA reading passages and items as a **documented accommodation** in all grades.

Note that this accommodation is appropriate for a very small number of students (estimated to be approximately 1–2 percent of students with disabilities participating in a general assessment).

For more information about the use of test readers, please see the sections that follow.

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 be trained in the administration of the assessment in accordance with member policy and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must be trained in accordance with DC CAPE Next administration, as well as security policies and procedures as articulated in DC CAPE Next test administration manuals, guidelines, and related documentation.

Preparation

- Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test.
- Test readers should have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on DC CAPE Next assessments.
- Test readers should be aware of and familiar with all additional supports and/or accommodations provided to a student in accordance with the student's Individualized Education Program (IEP) or 504 plan. This will ensure that there are plans in place for providing all the designated support and accommodation needed.
- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate.

- Test readers should be familiar with any assistive technology or approved supports that the student requires.
- Test readers should have extensive practice in providing read aloud support and must be familiar and comfortable with the process before working directly with a student.
- The reader should be knowledgeable of procedures for reading aloud text by content area (see tables and examples below).
- The test reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test reader script is included at the end of the *Read Aloud Guidelines*.
- Unless otherwise specified by a student's IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. Test readers should be ready with an appropriate script that reinforces the parameters during the test session.

General Guidelines

- The test reader's support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Read each question exactly as written and as clearly as possible.
- Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in the text.
- Avoid conversing with the student about test questions as this would be 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, words, or instructions, as this would be a violation of test security.
- Spell any words requested by the student.
- Adjust your reading speed and volume if requested by the student.

Post-Administration

- The test reader must collect scratch paper, graph paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the Test Administrator in accordance with DC CAPE Next policies and procedures.
- The test reader must not discuss any portion of the test with others.

English Usage/Conventions

- Punctuation: Read all text as punctuated, unless reading the text compromises the construct being measured.
- Ellipses: When an ellipsis is used to signify missing text in a sentence, pause briefly, and read it as “dot, dot, dot.”
- Quotations: Quotation marks should be verbalized as “quote” and “end quote” at the beginning and end of quoted material, respectively.
- Emphasis: When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- Misspellings: In some cases, a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances, the student is required to respond in a specific way. When presented with intentionally misspelled words, test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.

Images/Graphics/Diagrams

- Before describing an image or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image or graphic will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item. Typically, diagrams are imperative to student understanding and should be described in a logical order.
- Describe the image/graphic/diagram 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/diagram.
- Read the title or caption, if available.
- Any text that appears in the body of the image/graphic/diagram may be read to a student. Read text in images/graphics/diagrams in the order most suited for the student’s needs. Often the reader moves from top to bottom, from left to right, in a clockwise direction, or from general to specific in accordance with teaching practices.

Passages

- Read the passage in its entirety as punctuated (e.g., pauses at periods and commas; raised intonation for questions). Do not verbalize punctuation marks other than ellipses and quotation marks, as noted above.
- If the student requires or asks for a specific section of the passage to be reread with the punctuation indicated, the test reader should reread those specific lines within the passage and indicate all punctuation found within those lines as many times as requested by the student.
- When test questions refer to specific lines of a passage, read the lines referenced as though they are part of the item.

Mathematical Expressions

- The test reader must read mathematical expressions precisely and with care to avoid misrepresentation for a student who has no visual reference. For mathematics and science items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Test readers must read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common English usage for the student's grade level.
- Additional examples may be found in the guidance tables below.
- Abbreviations and acronyms should be read as full words. For example, *10cm* needs to be read as "ten centimeters." Some abbreviations may be read differently by different readers. For example, cm^3 may be read as "cubic centimeters" or "centimeters cubed."

Test Reader Guidance for Mathematics and Science

Numbers

Large whole numbers	$632,407,981$ $45,000,689,112$	"six hundred thirty-two million, four hundred seven thousand, nine hundred eighty-one" "forty-five billion, six hundred eighty-nine"
Decimal numbers	0.056 1.23	"zero point zero five six"
Fractions—common	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{4}{5}$	"one half, one fourth, two thirds, four fifths" Other common fractions include "sixths, eighths, tenths"
Fractions—not common—read as "numerator over denominator"	$\frac{14}{25}$ $\frac{487}{6}$	"fourteen over twenty-five" "four hundred eighty-seven over six"
Mixed numbers—read with "and" between whole number and fraction	$3\frac{1}{2}$ $57\frac{3}{4}$	"three and one half" "fifty-seven and three fourths"

Description	Example(s)	Read as:
Percents	62% 7.5% 0.23%	"sixty-two percent" "seven point five percent" "zero point two three percent"
Money—if it contains a decimal point, read as "dollars AND cents"	\$4.98 \$0.33 \$5368.00	"four dollars and ninety-eight cents" "thirty-three cents" "five thousand three hundred sixty-eight dollars"
Negative numbers—do NOT read the 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	"Roman numeral one" "Roman numeral two" "Roman numeral three" "Roman numeral four"
Ratios	$x : y$	"x to y"
Square roots and cube roots	$\sqrt{6}$ $\sqrt[3]{16}$	"the square root of six" "the cube root of sixteen"

Operations

Description	Example(s)	Read as:
Addition—vertical or horizontal	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array}$ $13 + 27 =$ $13 + 27 = ?$	"thirteen plus twenty-seven equals" "thirteen plus twenty-seven equals question mark"

Description	Example(s)	Read as:
Subtraction—vertical or horizontal	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array}$ $487 - 159 =$ $487 - 159 = ?$	“four hundred eighty-seven minus one hundred fifty-nine equals” “four hundred eighty-seven minus one hundred fifty-nine equals question mark”
Multiplication—vertical or horizontal	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array}$ $63 \times 49 =$ $63 \times 49 = ?$	“sixty-three times forty-nine equals” “sixty-three times forty-nine equals question mark”
Division—vertical or horizontal	$\frac{120}{15} = 8$ $120 \div 15 = 8$	“one hundred twenty divided by fifteen equals eight”
Operations with boxes	$3 + \square = 8$	“three plus box equals eight”

Expressions

Description	Example(s)	Read as:
Expressions containing variables (any letter may be used as a variable)	$N + 4$ $8x - 3$ $4(y - 2) + 5 = 7$ $V = \frac{4}{3}\pi r^3$ $\frac{ t - 2}{6} \leq 15$ $x^2 y^3 = -36$ $156x \geq 4$	“‘N’ plus four” “eight ‘x’ minus three” “four open parenthesis ‘y’ minus two close parenthesis plus five equals seven” “‘V’ equals four thirds pi ‘r’ cubed” “the absolute value of ‘t’ (pause) minus two (pause) over six is less than or equal to fifteen” “‘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”

Description	Example(s)	Read as:
Functions and inverse functions (Read “of” instead of “parenthesis.”)	$f(x)$ $f(x + 2)$ $f(g(x))$	“F of x” “F of x plus 2” “F of g of x”
Coordinate pairs	the point $(-1, 2)$ the point A is at $(6, 3)$	“the point (pause) negative one comma two” “the point ‘A’ is at (pause) six comma three”
Answer choices with no other text	A. $(-3, -4)$	“‘A’ (pause) negative three comma negative four”

Comparing Lines, Shapes, and Angles

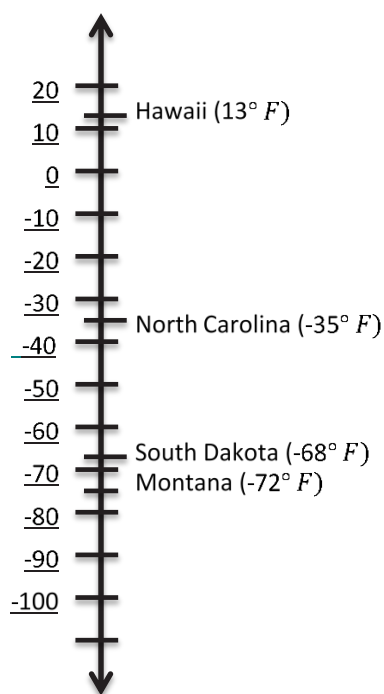
Description	Example(s)	Read as:
Parallels	$\overline{AB} \parallel \overline{CD}$	“line segment AB is parallel to line segment CD”
Perpendiculars	$\overline{AB} \perp \overline{CD}$	“line segment AB is perpendicular to line segment CD”
Similar and congruent	$\triangle ABC \sim \triangle DEF$ $\angle ABC \cong \angle DEF$	“triangle ABC is similar to triangle DEF” “angle ABC is congruent to angle DEF”
Lines, line segments, rays, arcs	$\overleftrightarrow{BC}$ $\overline{CD}$ $\overrightarrow{BC}$ $\widehat{BC}$	“line BC” “line segment CD” “ray BC” “arc BC”

Trigonometry

Description	Example(s)	Read as:
Sine	$\sin 25^\circ$	"sine twenty-five degrees"
Cosine	$\cos 35^\circ$	"cosine thirty-five degrees"
Tangent	$\tan 10^\circ$	"tangent ten degrees"

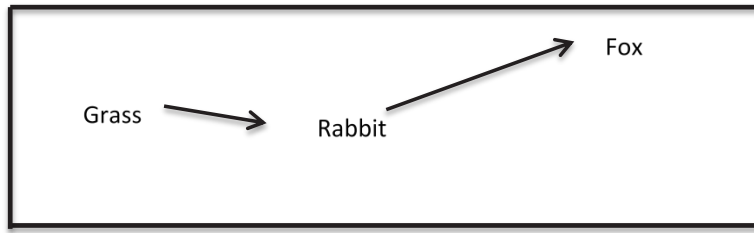
Images/Graphics/Diagrams/Tables

From Top to Bottom



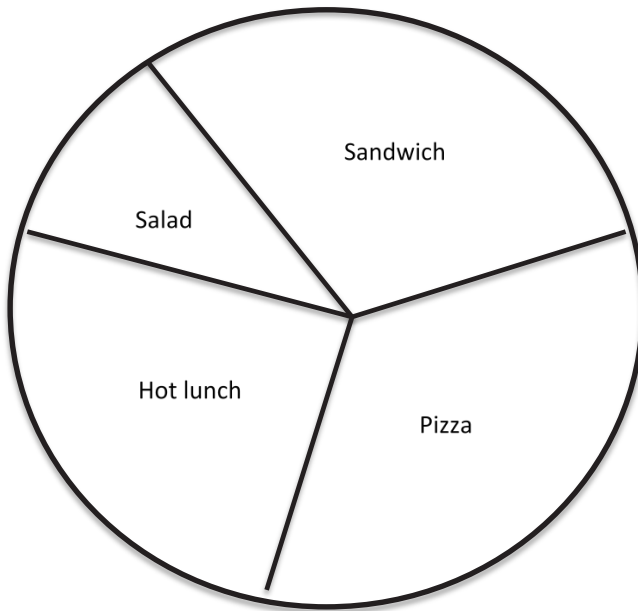
"From top to bottom, the figure is labeled: Hawaii thirteen degrees Fahrenheit, North Carolina negative thirty-five degrees Fahrenheit, South Dakota negative sixty-eight degrees Fahrenheit, Montana negative seventy-two degrees Fahrenheit."

From Left to Right



“From left to right, the figure reads: Grass, Rabbit, Fox.”

Clockwise (Start wherever it makes sense.)



“Clockwise from the top, the figure reads: Sandwich, Pizza, Hot lunch, Salad.”

Tables

- Read the title.
- Total up the columns and rows.
- Read the column/row headings (with directional language).
- Read the cell values (with directional language for the first row only).

Results from School Walk-a-Thon

Number of Students	Number of Miles Walked
30	112
46	214
37	98
41	189

“The title of the table is Results from School Walk-a-Thon. The table has two columns and four rows. From left to right, the column headings read Number of Students, Number of Miles Walked. From left to right, the first row reads thirty, one hundred twelve. The second row reads forty-six, two hundred fourteen. The third row reads thirty-seven, ninety-eight. The fourth row reads forty-one, one hundred eighty-nine.”

Suggested Test Reader Script

To be used with student in advance of the day of testing.

Hi _____,

I'm the person who will be reading your test to you when you take your DC CAPE Next assessment next week in [math/ELA/science]. I wanted to let you know how we'll work together. When I'm reading a test to you, it's very different from when I'm reading to you during class time. I must follow certain rules.

- I cannot help you with any answers.
- I cannot click on anything on the screen.³³
- I will not be using different character voices or changes in my tone when I read. I will be using a very direct voice that does not change very much, no matter how exciting the story or test item gets.
- If there is a picture that has words in it, I will read those words. If you ask, I will reread the words as well.
- Sometimes there may be something about a word or phrase that might give you a hint if I read it out loud. In those cases, I will skip the word, point to it on screen [**or in your booklet if braille or print on demand], and continue to read.
- I can still help you with your [**list any assistive technology that the student may require that would need adult support—if that support is provided by you].
- You can ask me to reread parts of the test if you didn't hear me or need more time to think.
- You can ask me to pause my reading if you need to take a break.
- You can ask me to slow down or speed up my reading, or read louder or softer, if you are having trouble understanding what I read.
- I will only read certain types of punctuation, but if you need me to reread a sentence and tell you how it was punctuated, I can do that.
- If you ask me a question about the test, all I will say is: "Do your best work. I cannot help you with that."
- Do you have any questions for me about how we'll work together during the test?

³³ A reader may click on something on the screen only if this is an identified need in the student's IEP or 504 plan and the reader has received appropriate training on when and how to do so.

Appendix G: Legal Background

Federal Legislation

The Every Student Succeeds Act

The Elementary and Secondary Education Act of 1965 (ESEA) was reauthorized in 2015 as The Every Student Succeeds Act (ESSA). ESSA explicitly calls for the participation in high-quality, yearly student academic assessments of all students [20 USC § 6311(b)(3)(C)(i)]. It also requires that these assessments provide for the reasonable adaptations and accommodations for students with disabilities – as defined in IDEA [20 USC § 1401(3)]– necessary to measure the academic achievement of such students relative to state academic content and state student academic achievement standards [20 USC § 6311(b)(3)(C)(ii)].

Federal provisions for inclusion and accommodation of ELs in state assessment and accountability systems are included in ESSA, which requires the participation of all students, including ELs and ELs with disabilities, in standards-based instruction and assessment initiatives.

Through the ESSA federal legislation, in addition to other state and local district initiatives, assessments aimed at increasing accountability provide important information with regard to:

- How successful schools are including all students in standards-based education;
- How well students are achieving standards; and
- What needs to be improved upon for specific groups of students.

There are several elements in ESSA that hold schools accountable for educational results:

- Academic content standards (what students should learn) and academic achievement standards (how well students should learn the content) form the basis of state accountability systems. State assessments are the primary (though not necessarily exclusive) tool for determining whether schools have been successful in having students attain the knowledge and skills defined by the content standards. States must include at least 95 percent of students in these assessments, with the following two exceptions:
 - ELs in their first year in a U.S. school are not required to participate in the state’s English language arts Title I assessment, and are not counted in the state’s accountability system for ELA and mathematics; and
 - Up to one percent of the total number of students participating in statewide assessments, and who take alternate assessments based on alternate achievement standards, are not required to take the state’s standard Title I assessments and may be counted as proficient on the alternate assessments in the state’s accountability system.
- States must provide assessments in reading/language arts and mathematics for all students, including in grades 3-8 and once in high school; science at least once in elementary, middle, and high school; and English language proficiency for students designated as ELs.
 - DC CAPE Next assessments include annual Literacy and mathematics assessments in grades 3–high school, and annual science assessments in grades 5, 8, and high school.
 - WIDA ACCESS and WIDA Alternate ACCESS are the annual English language proficiency assessments used in the District of Columbia.
- The accountability system is intended to measure the improvement of schools, districts, and states in achieving standards for all students and designated subgroups each year.
- Schools, districts, and states are held accountable for improvements on an annual basis through public reporting and ultimately through consequences if accountability goals are not achieved.

Students with Disabilities

Individuals with Disabilities Education Improvement Act of 2004

IDEA requires the participation of students with disabilities in state and district-wide assessments. Specific IDEA requirements include that:

Children with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations, where necessary [14 USC § 1412(a)(16)(A)]. The term ‘individualized education program’ or ‘IEP’ means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes ... a statement of any individual modifications in the administration of state or district-wide assessments of student achievement that are needed in order for the child to participate in such assessment; and if the IEP team determines that the child will not participate in a particular state or district-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the child; and how the child will be assessed [14 USC § 1412(d)(1)(A)(v) and (vi)].

For more information, see <https://www.ed.gov/laws-and-policy/individuals-disabilities/idea>.

Section 504 of the Rehabilitation Act of 1973

Section 504 prohibits discrimination against individuals with disabilities who seek access to programs and activities provided by entities that receive financial assistance from the federal government, including organizations that receive U.S. Department of Education funding. In the public school setting, students with disabilities protected by Section 504 have the right to the aids and services required to meet their educational needs to the same extent as other students. The Act states that:

No otherwise qualified individual with a disability in the United States, as defined in 20 USC § 794(a) of this title, shall, solely by reason of their disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under and program or activity conducted by any Executive agency.

In school settings, Section 504 legislation guarantees and protects the rights of students with disabilities who may not have an IEP, but are still considered individuals with disabilities. The definition of a student with a disability is much broader under Section 504 than it is under the IDEA. Under Section 504, in order for a student to have a qualifying disability, a student must have a physical, sensory, or mental impairment that substantially limits one or more major life activities. The determination of a substantial limitation is made on a case-by-case basis by a group of knowledgeable persons who draw upon a variety of information in making the determination [34 C.F.R. § 104.35 (c)].

For more information on Section 504, see: <https://www.ed.gov/laws-and-policy/individuals-disabilities/section-504>.

Students Who Are ELs

The *Every Student Succeeds Act (ESSA)* provides an explicit definition of what constitutes an English learner student, as follows:

The term “English learner,” when used with respect to an individual, means an individual — (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska

Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual — (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. (ESEA Section 8101(20))

Federal Legislation, Policies and Court Cases Ensuring Equal Access for ELs

Title VI of the Civil Rights Act of 1964

42 U.S.C. Section 2000d⁴ states that:

No person in the United States shall, on the basis of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Equal Educational Opportunities Act of 1974 (EEOA)⁵

EEOA of 1974 requires states and school districts to provide an equal educational opportunity to students learning English. States and districts must take “appropriate action” to “overcome language barriers,” which usually means teaching academic content in the language students understand, while also teaching them English. It prohibits discrimination against faculty, staff, and students, including racial segregation of students, and requires school districts to take action to overcome barriers to students’ equal participation.

Office of Civil Rights 1970 Memorandum⁶

This memorandum:

- Requires school districts to take affirmative steps to rectify language deficiencies in order to open its instructional program to national origin minority group students, where inability to speak and understand English excludes the students from effective participation in the district’s educational program.
- Prohibits school districts from assigning EL students to special education classes on the basis of criteria which essentially measure or evaluate English language skills.
- Forbids specialized programs for EL students to operate as an educational dead-end or permanent track.
- Requires school districts to adequately notify language-minority parents of school activities that are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English.

Lau v. Nichols (1974)

4 Retrieved from the internet at <https://www.justice.gov/crt/fcs/TitleVI-Overview>.

5 Retrieved from the internet at <https://www.gpo.gov/fdsys/pkg/USCODE-2010-title20/pdf/USCODE-2010-title20-chap39-subchap1-part2-sec1703.pdf>.

6 Retrieved from the internet at <https://outreach.ou.edu/educational-services/education/edutas/comp-center-landing-page/knowledgebases/english-language-learners/ell-admin-teachers/1-1-2-become-familiar-ocr-guidelines/office-civil-rights-memorandum/#:~:text=The%20May%2025%2C%201970%2C%20memo,the%20basis%20of%20national%20origin.>

The Office of Civil Rights established a policy for the provision of equal educational opportunities for ELs based on Title VI of the Civil Rights Act of 1964. This policy was described in a memorandum in 1970:

Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

This memorandum does not inform districts of the steps they must take to ensure equal opportunities for ELs. However, it does state that Title VI of the Civil Rights Act of 1964 is violated if:

- students are excluded from effective participation in school because of their inability to speak and understand the language of instruction;
- students are inappropriately assigned to special education classes because of their lack of English skills;
- programs for students whose English is less than proficient are not designed to teach them English as soon as possible, or if these programs operate as a dead end track; or
- parents whose English is limited do not receive school notices or other information in a language they can understand.

This policy was tested in the Supreme Court Case, *Lau v. Nichols*. In 1974, the Supreme Court upheld this law, supporting the premise that if students cannot understand the language of instruction, they do not have access to an equal opportunity education. The Supreme Court said the following:

There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.

Therefore, equal education is only possible when students are able to understand the language of instruction.

Castañeda v. Pickard (1981)

This case established the *Castañeda* standards, a three-prong set of evaluation criteria for the adequacy of a district's program for EL students:

1. Is the program based on an educational theory recognized as sound by some experts in the field or considered by experts as a legitimate experimental strategy?
2. Are the programs and practices, including resources and personnel, sufficient to implement the district's chosen program effectively?
3. Does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

Recently-Arrived Students Who Are ELs

The US Department of Education defines a "recently arrived" EL as a student who has been enrolled in schools in the United States for fewer than 12 cumulative months. For statewide assessments, recently arrived EL students are defined as EL students in the current school year, per OSSE records, who have been enrolled in a school in one of the 50 States in the United States or the District of Columbia for fewer than 12 cumulative months (not necessarily consecutive).

In the District of Columbia, recently arrived EL students are required to participate in the ACCESS assessment, DC Math assessment and the DC Science assessment (if enrolled in a grade/course with a required test). These students are exempt for one year from taking the DC ELA assessment. If a recently arrived student is an EL with a significant cognitive disability who is eligible for alternate assessments, their required assessments would be Alternate ACCESS, MSAA Mathematics and DLM Science. The exemption for recently arrived EL students may only be provided to a student once.

Recently arrived EL students are included in assessment participation reporting for math and science; and are not included in assessment performance results reporting for ELA, math, and science.

More detailed guidance can be found in the OSSE Statewide Assessments Participation and Performance Policy at <https://osse.dc.gov/publication/statewide-assessments-participation-and-performance-policy>

Appendix H: Human Signer Guidelines

The following procedures must be followed:

- The scribe should be proficient in the sign system utilized (e.g., ASL) or the scribe should be working with an interpreter proficient in the sign system, as determined by the Consortium member.
- When a constructed response is required, the interpreter/scribe should convey the meaning behind the student's indicated response.
- The interpreter/scribe should show the student the written response but NOT sign the response to the student.
- Probing or clarifying is allowed in the case of classifiers for students using ASL or other sign systems.
- Students may review the written or typed response on paper or on the computer screen and indicate any changes or revisions to the scribe.

Appendix I: DC CAPE Next Assessments for Students with Visual Impairment, Including Blindness

DC CAPE Next Assessments and Students with Visual Impairment, Including Blindness

I. Purpose of this Guidance

The District of Columbia Comprehensive Assessments of Progress in Education (DC CAPE) Next Assessments are provided online, in regular print, large print and braille. This document is for Test Coordinators, Test Administrators, test transcribers and teachers to clarify issues and potential questions for students with visual impairments, including blindness. Given the innovative approach to the assessments, students with visual impairments who receive instructional and assessment accommodations, and those professionals that work with them, will need to plan ahead for testing to ensure that students have all necessary tools and materials available to complete assessment tasks. All accommodations must be documented in the student's Individualized Education Program (IEP) or 504 plan.

II. Frequently Asked Questions (FAQ)

1. Who is an Eligible Test Administrator?

In general, the following individuals may serve as a Test Administrator:

- Individuals employed by the Local Education Agency (LEA) as teachers
- LEA and school-level administrators
- Other certified educational professionals

Eligible Test Administrators and proctors must attend training and follow test procedures and protocol. See the *OSSE Test Security Guidelines* for further details on Test Administrator requirements.

2. What is included in the Braille/Large Print versions of the tests? What additional materials do I need?

Large print and braille versions of the tests are used by students who have this presentation format identified in their IEPs or 504 plans for instruction and assessment. Charts in Section III of the Test Administrator Manual identify the materials packaged with each large print and braille test and additional needed materials. Additional materials needed must be documented in the student's IEP or 504 plan, except for the following items:

- Test Administrator Manual
- No. 2 pencils with erasers
- Blank scratch paper
 - Blank scratch paper may include: abacus, slate, stylus, Braille Math Window or Brannan Cubarithm.
- Highlighter
- Graph paper
- Calculator
 - Use of a grade-level appropriate calculator is available to all students during designated portions of the mathematics assessment. Note: grades 3-5 math have no allowable calculator.

- The calculator currently available in TestNav is not accessible with screen readers. Students who use a screen reader should use calculators they use during instructional activities as long as it meets the calculator policy.
- Refer to <https://dc.mypearsonsupport.com/admin-resources.html> for specific information on grade-level appropriate calculators.

3. What if a student requires a combination of Human Reader, braille, and large print (i.e., dual or multi-media)?

Pearson will distribute materials in the following hierarchy:

- Human Reader Kits
- Large Print Kits
- Braille Kits

Considering the above, if a student requires both large print and braille versions of the assessment, Pearson will process the orders as made in the ADAM platform by the school/LEA and approved by OSSE.

4. What special issues exist regarding the use of optical or electronic magnification of the test?

Electronic magnification systems enlarge print materials in black/white or color combinations. Magnification for viewing text and graphics can be increased up to 800% with option for changing font colors, background colors, using a line marker, etc. They come in a variety of models – desktop or handheld, near or distance, stand alone or connected to a computer. Electronic magnification systems provide students with access to all printed materials, and the size of the print can be customized for the task. Students who require magnification by using an electronic magnification system can use a regular paper-based test book.

- If the electronic magnification system used by the student has the ability to capture images, these images must be deleted at the end of the test.
- Graphics enlarged on an electronic magnification system may be problematic for some students with low vision. When an image is magnified, the student may not be able to see the whole graphic at once. If the student has difficulty with graphics, a large print test should be ordered. Large print is the regular print book enlarged to 150% which is equivalent to 18 point font size.

5. What special issues should be considered regarding students with a visual impairment, including blindness who may take the online test?

For any student taking the online test, it will be delivered using TestNav 8.

Screen enlargement

The online assessments come with a built-in magnifier that can be used by all students at any time during the assessment period. This magnifier is intended to enlarge small areas of the screen so that a student can get a closer look at a visual image such as a picture or graphic. The built-in magnifier cannot be increased or decreased and students will not be able to select answers or interact with the text that is magnified with the built-in tool. For students with a visual impairment that require screen enlargement for access, it is recommended that they use third-party access technology, such as ZoomText or MAGic or other third-party access technology that conforms with UAAG (User Agent Accessibility Guidelines), and supports content that is coded to comply with the Web Content Accessibility Guidelines (WCAG) and the Accessible Rich Internet Applications (ARIA) recommendations from the World Wide Web Consortium (W3C). Again, any third-party access technology used during the assessment should be familiar to the student and used during instruction.

Students may also use screen enlargement capabilities that are built into web browsers. Note, that some graphical information may become “pixelated” at very high magnification. Students and teachers should explore the Practice Items with enlargement in order to determine the efficacy of using the browser-based enlargement in a testing environment.

For students who will use screen enlargement software with a Human Reader, refer to the *DC CAPE Next Accessibility Manual*, [Appendix A: Test Administration Protocol for the Human Reader Accommodation for English Language Arts \(ELA\) Assessments, and the Human Reader Designated Support for Mathematics and Science Assessments](#).

For more information about prerequisite skills, refer to the Technology Skills Checklist below.

Color contrast

The TestNav system provides a built-in method for changing the color contrast settings and is available to all students. Currently, the available choices are Black on Cream, Black on Light Blue, Black on Light Magenta, White on Black, Light Blue on Dark Blue or Gray on Green. Color contrast settings can also be adjusted through a screen enlargement program, such as ZoomText or MAGic.

Brailers and Braille Note-takers

Students who are accustomed to using a brailier, slate and stylus or a braille note-taker to produce work during instructional activities will be able to do so with the online test. In these cases, the student will produce their answers and transcribe them into TestNav or have them transcribed into the TestNav.

6. Who can transcribe the tests?

Only an Eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness or someone working under the direct supervision of an Eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness may transcribe the student’s responses into the test booklet, answer document or online form of the DC CAPE Next assessments.

Answers written on braille paper must be transcribed onto the standard-size paper form of the DC CAPE Next assessments or into TestNav. If responses are written on an electronic braille note-taker, they should be printed and transcribed into a standard-size paper test booklet,

answer document or into TestNav. The file in the electronic braille note-taker must be deleted following successful transcription of the student's responses. **Note:** A student response can be embossed for their reviews, after which copies must be securely shred after transcription.

III. Testing Materials

DC CAPE Next English Language Arts			
Materials	Large Print	Braille	Online
Included with the Test	• Instructions for Large Print Administration, including Test Administrator scripts • Large Print Test Booklet • Standard Print Test Booklet or Answer Document for transcription • English Definition Glossary	• Instructions for Braille Administration, including Test Administrator scripts • Braille test booklet or answer document with embedded tactile graphics (certain forms) • Picture descriptions • Standard Print Test Booklet or Answer Document for transcription	• Braille test booklet
Additional Materials Needed	• Test Administrator Manual • No. 2 pencils with erasers • Blank scratch paper • Highlighter • Other materials included in the student's IEP or 504 plan	• Test Administrator Manual • No. 2 pencils with erasers • Other materials included in student's IEP or 504 plan, such as braille writing devices	• Test Administrator Manual • No. 2 pencils with erasers • Student's preferred access technology • Other materials included in the student's IEP or 504 plan, such as braille writing devices

DC CAPE Next Mathematics			
Materials	Large Print English	Braille	Online
Included with the Test	• Instructions for Large Print Administration, including Test Administrator Scripts • Large Print Test Booklet • Standard Print Test Booklet or Answer Document for transcription	• Instructions for Braille Administration, including Test Administrator Scripts • Braille test booklet or answer document with embedded tactile graphics • Standard Print Test Booklet or answer document for transcription	• Braille test booklet with embedded tactile graphics

DC CAPE Next Mathematics			
Materials	Large Print English	Braille	Online
Additional Materials Needed	• Test Administrator Manual • No. 2 pencils with erasers • Blank scratch paper • Highlighter • Regular classroom compass⁷ • Grade-level appropriate large print ruler – measures in US customary and metric • Grade-level appropriate large print protractor • Grade-level appropriate calculator – four-function, scientific or graphing (6-HS only) • Other materials included in the student's IEP or 504 plan	• Test Administrator Manual • No. 2 pencils with erasers • Braille writing devices, such as a Perkins Braille or an electronic braille note-taker • Grade-level appropriate braille ruler – measures in US customary and metric • Grade-level appropriate braille protractor • Grade-level appropriate tactile compass • Grade-level appropriate calculator – four-function, scientific or graphing (6-HS only) • Braille materials that can be used as scratch paper • Cranmer Abacus • Braille Math Window • Brannan Cubarithm	• Test Administrator Manual • No. 2 pencils with erasers • Blank scratch paper or braille materials that can be used as scratch paper • Cranmer Abacus • Braille Math Window • Brannan Cubarithm • Grade-level appropriate tactile compass • Grade-level appropriate braille ruler – measures in US customary and metric • Grade-level appropriate braille protractor • Grade-level appropriate calculator – four-function, scientific or graphing (6-HS only) • Other materials included in the student's IEP or 504 plan, such as braille writing devices. • Student's preferred access technology

7 A compass is an allowable material for the grade 8 Mathematics and Geometry assessments. The compass is not a required tool but can be made available to students if they use the tools regularly during instruction. Geometry tools are not allowed for grades 3–7, Algebra I, and Algebra II.

DC CAPE Next Science		
Materials	Large Print English	Braille
Included with the Test	• Instructions for Large Print Administration, including Test Administrator Scripts • Large Print Test Booklet • Standard Print Test Booklet or Answer Document for transcription	• Instructions for Braille Administration, including Test Administrator Scripts • Braille test booklet or answer document • Standard Print Test Booklet or answer document for transcription
Additional Materials Needed	• Test Administrator Manual • No. 2 pencils with erasers • Blank scratch paper • Highlighter • Four-function calculator with square root and percentage functions • Other materials included in the student's IEP or 504 plan	• Test Administrator Manual • No. 2 pencils with erasers • Other materials included in student's IEP or 504 plan, such as braille writing devices • Four-function calculator with square root and percentage functions • Braille materials that can be used as scratch paper

Accommodations Registration File and Ordering Braille and Large Print

The Accommodations Registration File (ARF) is used to gather information regarding a student's testing condition, materials, or accessibility features and accommodations that are needed to take a DC CAPE Next assessment. Any paper based accessibility feature or accommodation which requires materials to be shipped will need to be requested in the accommodations registration file import. (e.g., Large Print, braille, Human Reader or Human Signer for ELA/L Kits, Paper Test for Online Students, and Spanish Paper Mathematics, or Science Assessments). All students who require braille and large print test must ordered through the ADAM materials orders process. Guidance for placing materials orders can be found in the *DC CAPE Next Test Coordinator Manual (TCM)*.

IV. Technology Skills Checklist

Accessibility of testing materials for all students is an important part of the DC CAPE Next assessments. For a student with visual impairment, including blindness to take the online test, they will need to have a minimum level of skills with computer technology and the assistive technology they use to access instructional materials. The following is a list of skills a student should be using regularly during instructional activities and be proficient with on the day of testing in order to independently access the DC CAPE Next assessments online. Students should, at a minimum, be able to complete these tasks independently and should be given multiple opportunities to practice using the DC CAPE Next Practice Tests available here: <https://dc.mypearsonsupport.com/>.

Screen Reader

- Use arrow keys to navigate
- Navigate by headings
- Access and use the Headings List
- Access and use the Links List
- Activate Links using keyboard commands

- Activate Buttons
- Adjust voice settings
- Select text using keyboard commands
- Copy text to clipboard
- Paste text from clipboard
- Access edit fields
- Use check boxes
- Use radio buttons
- Enter and exit forms mode
- Navigate, locate and read text on a webpage
- Navigate and understand a table

Refreshable Braille Display

- Complete all of the functions listed under Screen Reader
- Use corresponding commands to run a screen reader with a supported refreshable braille display

Screen Magnification

- Adjust color and contrast settings
- Adjust magnification settings
- Use text-to-speech when needed
- Use find features to efficiently find information

Appendix J: Text-to-Speech and Human Reader/Human Signer Guidance for DC ELA Assessment



Text-to-Speech and Human Reader/Human Signer Guidance for DC ELA Assessment
IEP Teams and Section 504 Teams/Coordinators should use this form to help document the need for a Text-to-Speech (computer-based) or Human Reader/Signer (paper-based) for the DC ELA Assessment. **This accommodation is only for students with an Individualized Education Program (IEP) or Section 504 Plan in Grades 3-12 with:**

- *blindness or visual impairment*, who have not yet learned (or are unable to learn) braille;
- *deafness or hearing impairment* that severely limits or prevents them from decoding text due to a documented history of early and prolonged language deprivation; or
- *documented print or visual disability*, or a *specific disability* that severely limits or prevents them from decoding at any level of difficulty, even after varied and repeated attempts to do teach the student to do so.

Student has (please check the appropriate box): ☐ IEP ☐ 504 Plan		Grade:
Student Name:	ID:	Date:
LEA:	School:	
A preponderance of evidence should exist rather than one or two marks in shaded boxes to support the eligibility of a student in Grades 3-12 for Text-to-Speech (computer-based) or Human Reader/Signer (paper-based) for the DC ELA Assessment.		
Question:	Assurance: Evidence may be found in the following sections of IEP or Section 504 Plan	Yes
1a. Is this student blind or does this student have a significant visual impairment?	• Student Information section (refer to Primary Disability category) • Special Considerations	
1b. If the student is blind or has a significant visual impairment, is the student learning to read braille?	• Present Levels of Performance & Goals • Services and Supplemental Aids • Section 504 Determination of Eligibility	
2a. Is the student deaf or does the student have a significant hearing impairment?	• Student Information section (refer to Primary Disability category) • Special Considerations	
2b. If the student is deaf or hearing impaired, were they severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation?	• Present Levels of Performance & Goals • Services and Supplemental Aids • Section 504 Determination of Eligibility	
3a. Does this student have an identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?	• Student Information section (refer to Primary Disability category) • Present Levels of Performance & Goals • Services and Supplemental Aids • Section 504 Determination of Eligibility	
3b. Is there evidence of the persistence of the reading-based disability despite intensive, targeted instruction in the Science of Reading. (Note: There should be documentation of the interventions used and formative assessment data on the effect of each intervention.)		
4. Does the student's disability impact their ability to access the curriculum across all academic subjects?	• Present Levels of Performance & Goals • Services and Supplemental Aids • Section 504 Plan Details	

Text-to-Speech and Human Reader/Human Signer Guidance for DC ELA Assessment

Question:	Assurance: Evidence may be found in the following sections of IEP or Section 504 Plan	Yes	No
5. Are interventions being utilized to improve the student's decoding, fluency, or comprehension skills?	- Present Levels of Performance & Goals - Services and Supplemental Aids - Section 504 Plan Details		
6. Does the student use assistive technology software, audio books, or receive a read-aloud (human reader) or sign (human signer) accommodation during instruction?	- Special Considerations - Present Levels of Performance & Goals - Services and Supplemental Aids - Classroom Accommodation & Assessment and Participation - Section 504 Plan Details		
7. Does the student receive a read-aloud (human reader) sign (human signer) accommodation during classroom assessments?	- Present Levels of Performance & Goals - Services and Supplemental Aids - Classroom Accommodation & Assessment and Participation - Section 504 Plan Details		
8. Does an adult (teacher, paraprofessional) regularly read aloud or sign to the student in school as an instructional accommodation?	- Present Levels of Performance & Goals - Services and Supplemental Aids - Section 504 Plan Details		
Further describe endorsement of items above and explain your thinking.			
1a/2a/3a description and evidence review: 1b/2b/3b description and evidence review:			

- 4: Does the student's disability impact the student's ability to access the curriculum across **all** academic subjects?
Evidence review: ☐ Yes ☐ No

- 5: List interventions being used to improve decoding, fluency, or comprehension.

- 6: List assistive technology software, audio books, read aloud/sign accommodations the student receives during classroom instruction.

- 7: Describe how the human reader/human signer accommodation is provided on classroom assessments.

- 8: Describe how the human reader/human signer accommodation is provided during instruction.



Text-to-Speech and Human Reader/Human Signer Guidance for DC ELA Assessment

Recommendation and IEP Team or Section 504 Team/Coordinator Attestation

- ☐ Based on the limited preponderance of evidence indicated above, the student **does not qualify** for the Text-to-Speech (computer-based) or Human Reader/Signer (paper-based) for the DC ELA Assessment.
- ☐ Based on the substantial preponderance of evidence indicated above, the student **qualifies** for the Text-to-Speech (computer-based) or Human Reader/Signer (paper-based) for the DC ELA Assessment. Designated school/LEA personnel should select the appropriate accommodation for DC ELA Assessment in the ARF.

Please sign to acknowledge the completion and accuracy of this determination. Maintain this document locally with the student's record.

Parent/Guardian Name/Signature/Date: _____

Teacher/Case Manager Name/Signature/Date: _____

Special Education Director Name/Signature/Date: _____