

Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based DC CAPE Assessments

Students who may participate in a Paper-Based Assessment

Although DC CAPE assessments are computer-based using an online testing platform, there may be specific instances which require a student to take a paper-based assessment instead. These are defined as Computer-Based Tests (CBT) and Paper-Based Tests (PBT) in Table A1. The following conditions may result in a school choosing to administer a paper-based assessment:

- Condition #1: A student is unable to use a computer due to the impact of their disability. The student's inability to participate in computer-based assessments should be documented in an Individualized Education Program (IEP) or 504 plan.
 - Examples may include:
 - A student with a disability who cannot participate in the online assessment due to a health-related disability, neurological disorder, or other complex disability, and/or cannot meet the demands of a computer-based test administration;
 - A student with an emotional, behavioral, or other disability who is unable to maintain sufficient concentration to participate in a computer-based test administration, even with test accommodations;
 - A student with a disability who requires assistive technology that is not compatible with the testing platform.
- Condition #2: A student who recently entered the school and has had very little or no prior experience or familiarity with technology.
- Condition #3: A student who is unable to access an online assessment due to religious beliefs.

There are a few accessibility features that must be pre-selected for the student in the Accommodations Registration File (ARF). Accommodations for students with disabilities and/or ELs must be pre-selected for the student in the ARF. When needed for the paper-based accessibility feature or accommodation, this information is included in the "before testing" guidance.

Refer to the *DC CAPE Accessibility Features and Accommodations Manual* for additional information concerning test administration considerations, accessibility features, and accommodations.

Table A1: Accessibility Features for All Students Taking Paper-Based Assessments

Table A1 includes Features for All Students & Accessibility Features Identified in Advance.

CBT Comparable Accessibility Feature		PBT Accessibility Feature	PBT Administration Guidelines
A1a	Answer Masking	External Masking Cards (Visual Aids/Organizers)	Before Testing: • <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have Answer Masking selected. • <u>Materials</u>: Test Administrator provides student with blank masking cards. During Testing: The student may cover or uncover answer options with external blank masking cards as needed.

CBT Comparable Accessibility Feature		PBT Accessibility Feature	PBT Administration Guidelines
A1b	Audio Amplification	Auditory Aids	Before Testing: The student brings familiar auditory aid to the test administration. During Testing: The student uses amplification device assistive technology (e.g. FM System), noise buffers, or white noise machines (provided by the school or student).
A1c	Bookmark	Place Markers (Visual Aids/ Organizers)	Before Testing: <u>Materials</u>: Test Administrator provides student with place markers. During Testing: The student uses non-sticky place markers to “bookmark” items to review later. All place markers must be removed before test booklet or answer document is submitted for scoring.
A1d	Color Contrast (Background/Font Color)	Colored Overlays	Before Testing: <u>Identification for Accommodations Registration File (ARF)</u>: Student must have Color Contrast (Font Color/ Background) selected. - Test Administrator provides student with colored overlays. During Testing: The student uses colored overlays when taking the assessment. The color is pre-selected and should match what is currently used during instruction.
A1e	Blank Scratch Paper (provided by Test Administrator)	Same as CBT	Before Testing: Test Administrators must supply at least one page of blank scratch paper (i.e., either unlined, lined, 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. During Testing: The student uses blank scratch paper (lined, un-lined, 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.

CBT Comparable Accessibility Feature		PBT Accessibility Feature	PBT Administration Guidelines
A1f	Eliminate Answer Choices	Writing Instrument	During Testing: 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.
A1g	General Administration Directions Read Aloud and Repeated as Needed (by Test Administrator)	Same as CBT	During Testing: The Test Administrator reads aloud the general administration directions only. A student may raise their hand and request the directions be repeated.
A1h	General Administration Directions Clarified (by Test Administrator)	Same as CBT	During Testing: The Test Administrator clarifies general administration directions only. No passages or test items may be clarified.
A1i	Highlight Tool	Highlighter	Before Testing: <u>Materials:</u> Test Administrator provides student with highlighter(s). Multiple colors may be provided. During Testing: The student highlights text as needed to recall and/or emphasize. Multiple colors may be used.
A1j	Headphones or Noise Buffers	Same as CBT	Before Testing: <u>Materials:</u> Test Administrator provides student with headphones. During Testing: The student uses headphones or noise buffers to minimize distraction or filter external noise during testing.
A1k	Line Reader Mask Tool	Straight Edge (Visual Aids/ Organizers)	Before Testing: <u>Materials:</u> Test Administrator provides student with blank straight edge. During Testing: The student uses a blank straight edge as they read and follows along with the text.

CBT Comparable Accessibility Feature		PBT Accessibility Feature	PBT Administration Guidelines
A1l	Magnification/ Enlargement Device	Magnification/ Enlargement Device	Before Testing: <u>Materials:</u> Test Administrator provides student with magnification/enlargement device. During Testing: - The student uses external magnification or enlargement devices to increase the font or graphic size (e.g., projector, CCTV, eye-glass mounted or hand-held magnifiers, electronic magnification systems, etc.).
A1m	Note Pad	Blank Scratch Paper	See Blank Scratch Paper in Table 1 of the DC CAPE Accessibility Features and Accommodations Manual
A1n	Pop-up Glossary	Glossary in Footnotes	During Testing: The student refers to a glossary of pre-selected, construct-irrelevant words in the footnotes of the paper-based test.
A1o	Redirect Student to the Test (by Test Administrator)	Same as CBT	During Testing: The Test Administrator redirects the student's attention to the test without coaching or assisting the student in any way. There is no limit to the number of times a Test Administrator can redirect a student back to the test. Examples: Providing reminders to stay on task and focused during the assessments; Providing a visual cue to the student to remain on task.
A1p	Spell Check or External Spell Check Device	External Spell Check Device	Before Testing: <u>Materials:</u> Test Administrator provides student with external spell check device. During Testing: The student uses an external spell check device. Device may not have embedded grammar check, connect to the internet, or save information.
A1q	Student Reads Assessment Aloud to Self	Same as CBT	During Testing: The student reads aloud the assessment to themselves. Students may use an external device such as a whisper phone. The student must be tested in a used setting.
A1r	Text-to-Speech for the Mathematics and Science assessments	Human Reader	See Human Reader guidance below (A1s).

CBT Comparable Accessibility Feature		PBT Accessibility Feature	PBT Administration Guidelines
A1s	Human Reader/ Human Signer for Mathematics and Science assessments	Same as CBT	Before Testing: • <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have Human Reader/Human Signer selected. • <u>Materials</u>: Read Aloud Kits, which include one copy of the student test booklet and answer document and a Human Reader Script. • <u>Test Administrator Training</u>: Test Administrators providing this accessibility feature must review: ◦ Read Aloud Kits, including the Human Reader Script, at least two school days prior to testing, with kits provided to schools for this purpose. Review of Read Aloud Kits must occur in a SECURE ENVIRONMENT. ◦ Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy (ELA/L) Assessments, and the Human Reader Accessibility Feature for Mathematics and Science Assessments. ◦ Appendix L: Human Signer Guidelines (signers only). ◦ Appendix M: DC CAPE Assessments for Students with Visual Impairments, Including Blindness. During Testing: A Test Administrator (Human Reader or Human Signer) reads aloud to a student using the provided Human Reader script and test booklet. 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 are secure, and Test Coordinators are responsible for returning the Human Reader Scripts with the non-scorable materials.
A1t	Writing Tools	Writing Instrument	During Testing: The student uses a writing instrument on written responses to underline, bold, or add bullets for formatting.

Administrative Considerations for All Students

Detailed guidance on the administration of the DC CAPE assessments is included in the *Test Administrator Manuals* and the *Test Coordinator Manual* available at dc.mypearsonsupport.com.

Although students are generally tested in their regular classroom and follow the standard test administration schedule for the grade and content area being assessed, school leadership has the authority to schedule students in testing 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* and *Test Coordinator Manuals*. 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 timing, 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, OSSE is providing the following administrative guidance regarding the timing and scheduling of assessments, and setting/locations for testing. These administrative considerations are available to all students. School leaders may determine that any student can receive one or more of the following test administration considerations, regardless of the student's status as a student with a disability or EL.

Table A2: Administrative Considerations for All Students Taking Paper-Based Assessments, at School's Discretion

PBT Administrative Consideration		Description
A2a	Small Group Testing	Student is tested in a separate location with a small group of students with matching accessibility features, accommodations, or testing needs as appropriate.
A2b	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).
A2c	Separate or Alternate Location	Student is tested in a specifically assigned location.
A2d	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.).
A2e	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).
A2f	Frequent breaks	Guidance on logistics for administering assessments with frequent breaks: • <i>Medical Breaks:</i> Student takes a break due to pre-existing or sudden onset of a temporary or long-term medical condition. Student's testing time stops. • <i>Individual Bathroom Breaks:</i> Student requests a bathroom break within their overall allotted testing time. Student's testing time does not stop. • <i>In-Chair Stretch Break:</i> Student pauses and stretches. Student's testing time does not stop.

Table A3: Presentation Accommodations for Students with Disabilities Taking Paper-Based Assessments

	CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
A3a	Assistive Technology (Non-Screen Reader)	Assistive Technology (external)	Before Testing: • Identification for Accommodations Registration File (ARF): Student's ARF must have Assistive Technology - Non-Screen Reader selected. During Testing: Students may use a range of assistive technologies on the DC CAPE assessments, including those that are used externally on a separate computer. 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. Responses must be transcribed verbatim by a test administrator in a standard student test booklet or answer document. Only transcribed responses will be scored. Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
A3b	Hard Copy Braille Edition	Hard Copy Braille Edition	Before Testing: • Test Administrators may have access to and review secure materials no more than two days prior to test administration. • <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 will be provided to schools at least two full school days prior to testing in a SECURE ENVIRONMENT for the Test Administrator to verify that the braille code (e.g., English Braille American Edition (EBAE) and Unified English Braille (UEB)) is accurate on the test booklet cover and review the braille test administration scripts, including 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. ◦ Appendix M: DC CAPE 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.

CBT Comparable Accommodation		PBT Accommodation	PBT 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 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 C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol. • 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. • 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.
A3c	Tactile Graphics	Tactile Graphics	During Testing: Tactile graphics will be embedded in the hard copy braille edition assessments, when needed. After Testing: Tactile graphics booklets 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 tactile graphics with the nonscorable materials.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
A3d	Large Print Edition	Large Print Edition	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 M: DC CAPE Assessments for Students with Visual Impairments, Including Blindness. ◦ Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based DC CAPE Assessments. 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 C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
A3e	Paper-Based Edition	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 • <u>Test Administrator Training</u>: Test Administrators must review the following appendix for accessibility features and accommodations in a paper-based environment: • <u>Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based DC CAPE Assessments</u> During Testing: For schools administering the computer-based assessments, a paper-based assessment is available for students who are unable to take a computer-based assessment due to a disability.
A3f	Closed Captioning of Multimedia on the ELA/Literacy Assessments <i>Available on: DC CAPE ELA Assessments</i>	N/A	N/A

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
A3g A3h	ELA/Literacy Assessments, including items, response options, and passages - Text-to-Speech - Human Reader/ Human Signer	ELA/Literacy Assessments, including items, response options, and passages Human Reader/ Human Signer	Before Testing: Purpose: The purpose of the Human Reader/ Human Signer accommodation for the DC CAPE ELA/literacy assessment is to provide access to printed or written texts on the DC CAPE ELA/ literacy 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. Identification for Accommodations Registration File (ARF): Student's ARF must have Human Reader/Human Signer selected. Tools for Identification: IEP teams/504 Plan Coordinators should use the decision-making tool available in Appendix D: Text-to-Speech, or Human Reader/Human Signer Guidance for English Language Arts/Literacy (ELA/L) Assessments to inform their decision-making. Materials: Read Aloud Kits, which include one copy of the student test booklet and answer document and an extra test booklet for Test Administrators (Human Reader/ Human Signer). Test Administrator Training: Test Administrators providing this accommodation must review: - Read Aloud Kits at least two school days prior to testing, with kits provided to schools for this purpose. Review of Read Aloud Kits must occur in a SECURE ENVIRONMENT. Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy (ELA/L) Assessments, and the Human Reader Accessibility Feature for Mathematics and Science Assessments. Appendix L: Human Signer Guidelines (signers only). Appendix M: DC CAPE Assessments for Students with Visual Impairments, Including Blindness.
	<i>Available on: DC CAPE ELA Assessments</i>		

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		During Testing: A student receives an audio representation of the ELA/literacy assessment either through a Human Reader/ Human Signer. For Human Reader, the Test Administrator will need to reference Appendix I: DC CAPE ELA Audio Guidelines. Note: If a student has a Human Reader or Human Signer, the student must be tested in a separate setting. Important Guidelines on identifying students for these accommodations: IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying students to receive these accommodations on the ELA/ literacy assessments. 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 and fluency).

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
A3i	Human Signer for Test Directions	Same as CBT	Before Testing: • Identification for Accommodations Registration File (ARF): Student's ARF must have Human Signer for Test Directions selected. • Test Administrator Training: Human Signers must review: ◦ Test Administrator Scripts included in the <i>Test Administrator Manuals</i>. ◦ Appendix L: Human Signer Guidelines (signer 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 experiences during classroom assessments.

Table A4: Response Accommodations for Students with Disabilities Taking Paper-Based Assessments

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
A4a	Assistive Technology (<i>Non-Screen Reader</i>)	Assistive Technology (<i>external</i>)	Before Testing: • <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have External Assistive Technology Device selected. During Testing: Students may use a range of assistive technologies on the DC CAPE assessments, including those that are used externally on a separate computer. 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. Responses must be transcribed verbatim by a test administrator in a standard student test booklet or answer document. Only transcribed responses will be scored. Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
A4b	Braille Note-taker	Same as CBT	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. The grammar checker, internet, and stored file functionalities must be turned off. For students using braille forms, 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: • Student responses generated using an electronic braille note-taker must be transcribed verbatim by a Test Administrator into the student's standard student booklet. Only transcribed responses will be scored. Responses must be transcribed by a teacher of the visually impaired or a Test Administrator supervised by a teacher of the visually impaired. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. • 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.
A4c	Braille Writer	Same as CBT	Before Testing: • <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have braille writer selected. During Testing: A student who is blind or has a visual impairment may use a braille writer. For DC CAPE assessments, grammar checker, internet, and stored file functionalities must be turned off. For students using braille forms, 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.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
			After Testing: - Student responses generated using an electronic braille notetaker must be transcribed verbatim by a Test Administrator into the student's standard test booklet or answer document. Only transcribed responses will be scored. Responses must be transcribed either by a teacher of the visually impaired or a Test Administrator supervised by a teacher of the visually impaired. - Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. - 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.
A4d	Calculation Device (on <i>calculator parts of Mathematics Assessments</i>)	Same as CBT	Before Testing: Materials: - Allowable calculators on calculator parts: Grades 3-7: Four-function with square root and percentage functions. Grade 8: Scientific calculators (Student may also bring a four-function with square root and percentage functions in addition to a grade-level calculator). High School: 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). During Testing: A student uses a specific calculation device (e.g., large key, talking, or other adapted calculator) on the calculator part of the mathematics assessments. If a talking calculator is used, the student must use headphones or be tested in a separate setting.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
A4e	Calculation Device (on <u>non-calculator parts of Mathematics Assessments</u>) Available on: DC CAPE Math Assessments	Same as CBT	Before Testing: • Purpose: The purpose of the calculation device on the non-calculator parts accommodation is to provide access for students with a disability that <i>severely limits or prevents</i> their ability to perform basic calculations (i.e., student is unable to perform single-digit addition, subtraction, multiplication, or division). Specific guidelines for determining if this accommodation would be appropriate for a specific student, see the next page. For these students, a calculation device may be used on the non-calculator AND calculator parts of the mathematics assessments. The IEP or 504 plan must specify which device(s). • Identification for Accommodations Registration File (ARF): Student's ARF must have Calculation Device on Non-Calculator parts selected. Check with your district/state contact if you have questions. • Materials: ◦ Allowable calculators for the calculator accommodation on non-calculator parts: ▪ Grades 3-7: Four-function with square root and percentage functions. ▪ Grade 8: Scientific calculators (Student may also bring a four-function with square root and percentage functions in addition to a grade-level calculator). ▪ High School: 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).

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		During Testing: A student uses a calculation device (e.g., four-function calculator, large key, or other adapted calculator) on the non- calculator parts of the mathematics assessments. If a talking calculator is used, the student must use headphones or be tested in a separate setting. 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. 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 a calculation device 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 a calculation device, 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 a calculator.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
A4f	Mathematics Tools <i>Available on: DC CAPE Math Assessments</i>	Same as CBT	Before Testing: • Purpose: The purpose of the mathematics tools accommodation is to provide access for students with a disability that <i>severely limits or prevents</i> their ability to perform basic calculations (i.e., student is unable to perform single-digit addition, subtraction, multiplication, or division). Specific guidelines for determining if this accommodation would be appropriate for a specific student, see the next page. For these students, mathematics tools may be used on the non-calculator AND calculator parts of the mathematics assessments. The IEP or 504 plan must specify which manipulatives. • Identification for Accommodations Registration File (ARF): Student's math tools policy must be submitted to OSSE for approval. • Materials: ◦ Allowable mathematics tools include: ▪ Arithmetic tables (e.g., addition charts, subtraction charts, multiplication charts; division charts). ▪ Two-color chips (e.g., single-sided or double-sided). ▪ Counters and counting chips. ▪ Abacus. ▪ Square tiles. ▪ Base 10 blocks. ▪ 100s chart. ◦ A student with a visual impairment may need other mathematics tools, such as a large print ruler, braille ruler, tactile compass, or braille protractor. Note that braille mathematics kits will include the appropriate grade-level braille ruler and braille protractors.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		During Testing: A student uses an arithmetic table (including addition/ subtraction and/or multiplication/ division charts), and/or manipulatives (IEP or 504 plan must specify which device or manipulative) on 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. 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.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
A4g A4h A4i A4j	ELA/Literacy Selected Response Options¹⁰	Same as CBT	Before Testing: • <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have Selected Response Speech-to-Text, Human Scribe, Human Reader/Human Signer, or Assistive Technology Non-Screen Reader selected. • <u>Test Administrator Training</u>: Test Administrators providing the scribe accommodation must review: ◦ Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. ◦ Appendix L: Human Signer Guidelines (signers only). 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. After Testing: • Braille and Large Print 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 C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses 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.
	Mathematics and Science Response Options	Same as CBT	
	A4k		
	A4l A4m A4n		

¹⁰ This accommodation applies to Evidence Based Selected Response items (not Prose Constructed Response items) on the English/language arts (ELA/L) assessments.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
A4o A4p A4q A4r	ELA/Literacy Constructed Response Options¹¹	Same as CBT	Before Testing: • <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have Selected Response Speech-to-Text, Human Scribe, Human Reader/Human Signer, or Assistive Technology Non-Screen Reader selected. • <u>Materials</u>: External device provided by the student, if needed. • <u>Test Administrator Training</u>: Test Administrators providing the scribe accommodation must review: ◦ Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. ◦ Appendix L: Human Signer Guidelines (signers only). 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. After Testing: • Braille and Large Print 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 C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol. • 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.
	• Speech-to-Text		
	• Human Scribe		
	• Human Signer		
	• Assistive Technology Device		
	Available on: DC CAPE ELA Assessments		

11 This accommodation applies to Prose Constructed Responses on the ELA/literacy assessments.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
			Important Guidelines for identifying students to receive these accommodations: 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 should consider whether the student has: • A physical disability that <i>severely limits or prevents</i> the student’s motor process of writing through keyboarding; OR • A disability that <i>severely limits or prevents</i> the student from 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 or 504 plan, teams/coordinators should also 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 scribe for written assignments; and • The student receives ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team or 504 Plan Coordinator.
A4s	Monitor Test Response	Same as CBT	Before Testing: LEA must submit the Unique Accommodation Request Form found in Appendix F to OSSE for approval to use this accommodation. 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. For example, a student may accidentally skip a question. The Test Administrator CANNOT assist the student in any way with respect to the content of the item.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
A4t	Word Prediction External Device on the ELA/Literacy Assessment <i>Available on: DC CAPE ELA Assessments</i>	Same as CBT	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. 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 a scorable test booklet or answer document. Only transcribed responses will be scored. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. • 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: • 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.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
			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.
A4u	Not Applicable	Answers Recorded in Test Book	Before Testing: <u>Identification for Accommodations Registration File (ARF)</u>: 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 C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol.

Table A5: Timing & Scheduling Accommodation for Students with Disabilities Taking Paper-Based Assessment

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
A5a	Extended Time	Same as CBT	Before Testing: • <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have extended time selected. The amount of time a student receives may be indicated in the student's IEP or 504 plan. • <u>Test Administrator Training</u>: Test Administrators providing this accommodation must review: ◦ <u>Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation</u>. During Testing: Students have until the end of the school day to complete a single test section administered during the prescribed testing window. It is recommended to test students receiving the extended time accommodation in a separate setting to minimize distractions to other students, and to schedule these students for testing in the morning to allow adequate time for completion of a test section by the end of the school day.

Table A7 provides a list of ACCOMMODATIONS for active ELs. Students who are classified as EL monitored and are in their first two years of monitoring status are only eligible to receive accommodations A7a and A7b, Extended Time and Word-to-Word Dictionary. The table describes the activities needed before, during, and after testing necessary to administer these accommodations appropriately.

Table A7: Accommodations for English Learners Taking the Paper-Based Assessments

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
A7a	Extended Time	Same as CBT	Before Testing: • <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have extended time selected. The amount of time a student receives may be indicated in the student's IEP or 504 plan. • <u>Test Administrator Training</u>: Test Administrators providing this accommodation must review: ◦ Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation. During Testing: Students have until the end of the school day to complete a single test section administered during the prescribed testing window. It is recommended to test students receiving the extended time accommodation in a separate setting to minimize distractions to other students, and to schedule these students for testing in the morning to allow adequate time for completion of a test section by the end of the school day.
A7b	Word-to-Word Dictionary (English/ Native Language)	Same as CBT	Before Testing: • <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have Native Language Word-to-Word Dictionary. • <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. During Testing: The student uses a published bilingual, word-to-word dictionary that does not definitions, phrases, pronunciations, 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.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
A7c	Mathematics and Science Response Speech-to-Text	Same as CBT	Before Testing: <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have Selected Response Speech-to-Text, Human Scribe, Human Reader/Human Signer, or Assistive Technology Non-Screen Reader selected. <u>Materials</u>: If student uses software, a separate computer will be needed in addition to the computer used to administer the test. An external device may also be brought to the assessment. <u>Test Administrator Training</u>: Test Administrators providing the scribe accommodation must review: Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. During Testing: A student dictates responses verbally, using an external speech-to-text device or by dictating aloud to the Human Scribe. The student must be tested in a separate setting. The student must already be familiar with any external device used for this accommodation. 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 C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol. - 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.
A7d	Human Scribe/Human Signer <i>Available on: DC CAPE Math and Science Assessments</i>		

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
A7e	General Administration Directions Read Aloud and Repeated in Student's Native Language (by Test Administrator)	Same as CBT	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 provided in the following language: ▪ 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 ideally will be literate and fluent in English as well as in the student's native language. Test Administrators may collaborate with a local translator, if one is 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.
A7f	General Administration Directions Clarified in Student's Native Language (by Test Administrator)	Same as CBT	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.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
A7g	Online Transadaptation of the DC CAPE Mathematics and Science assessment in Spanish	Paper-Based Edition of the Mathematics and Science 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 Mathematics and Science Assessment. • <u>Test Administrator Training</u>: For ELs with disabilities, administrators must review the following: ◦ Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based DC CAPE Assessments. ◦ 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 Mathematics and Science assessment in Spanish.

