

Ohio Accessibility Manual

for Ohio's State Tests



9th Edition

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**Department of
Education &
Workforce**

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Revision History

The revision history of this manual helps readers easily navigate to the section where updates have occurred. Significant changes and updates are indicated with **red text**. Minor changes, such as formatting and grammar corrections, are not included in the revision history.

Page	Description
All pages	Removed references to the Ohio Graduation Test and updated test vendor name change from AIR to Cambium Assessments
Appendix F	Deleted Accessibility Feature Decision-Making Framework since the manual provides this information.
Appendix G	New guidance provided for Speech-to-Text accommodation feature.
	Read-aloud is now Reading Access

Section 1: Introduction

1.1 About this Manual

The *Ohio Accessibility Manual* is a comprehensive policy document providing information about the accessibility features of *Ohio’s State Tests* (OST) for grades 3-8 and high school in English language arts, mathematics, science and social studies. This manual does not include information about the Kindergarten Readiness Assessment-Revised nor Ohio’s English language proficiency assessments. Refer to the links in the table below for information about accessibility features of the OST and various other assessments.

For this manual, the term Ohio’s State Tests (OST) refers to Ohio’s tests in English language arts, mathematics and science for grades three through eight and the Ohio Graduation Tests, unless specifically noted otherwise. The manual defines the specific accessibility features available for all students, including students with disabilities, students who are English learners and students who are English learners with disabilities. The intended audience for this manual is educational team members who determine accessibility features for all students taking state tests.

<u>Assessment</u>	<u>Names of Included Tests</u>	<u>Relevant Accessibility Manual</u>
Ohio’s State Tests (OST) and Ohio’s Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD)	Grades 3-8 tests of English language arts and mathematics Grades 5 and 8 tests of science High school end-of-course tests <ul style="list-style-type: none"> • English language arts II • Algebra 1 • Geometry • Integrated Math I • Integrated Math II • Biology • American History • American Government 	Ohio Accessibility Manual for Ohio’s State Tests
College Readiness Exams	SAT ACT	Refer to each assessment publisher’s resources for information about allowable supports and accommodations. Accommodations on College Board Exams (SAT) Accommodations and English Learner Supports for the ACT

Ohio's English Language Proficiency Assessments	Ohio English Language Proficiency Screener (OELPS) Ohio English Language Proficiency Assessment (OELPA) Alternate Ohio English Language Proficiency Assessment (Alt- OELPA)	Accessibility Manual for OELPS and OELPA Alt-OELPA: Alt-OELPA Accessibility and Accommodations Manual
Kindergarten Readiness	Kindergarten Readiness Assessment Revised (KRA-R)	See the Kindergarten Readiness Assessment for Administrators webpage. <ul style="list-style-type: none"> • KRA Guidelines for Allowable Supports Universally Designed Allowable Supports
District-level Assessments	Examples: <ul style="list-style-type: none"> • Diagnostic Assessments • DIBELS • NWEA MAP • Alternative Assessments • WebXams • WorkKeys 	Refer to each assessment publisher's resources for information about allowable supports and accommodations. Districts are required to make these assessments accessible for students with disabilities and English learners.
Kindergarten Readiness	Kindergarten Readiness Assessment Revised (KRA-R)	See the Kindergarten Readiness Assessment for Administrators webpage. <ul style="list-style-type: none"> • KRA Guidelines for Allowable Supports Universally Designed Allowable Supports
District-level Assessments	Examples: <ul style="list-style-type: none"> • Diagnostic Assessments • DIBELS • NWEA MAP • Alternative Assessments • WebXams WorkKeys	Refer to each assessment publisher's resources for information about allowable supports and accommodations. Districts are required to make these assessments accessible for students with disabilities and English learners.

1.2 About Accessibility Features on Ohio’s State Tests

Ohio regards tests as tools for enhancing teaching and learning. Ohio is committed to providing all students with equitable access to valid and reliable assessments. This includes students with disabilities, English learners, English learners with disabilities and underserved populations. By applying principles of universal design, leveraging technology, and embedding and allowing a broad range of accessibility features, Ohio’s State Tests provide opportunities for the widest possible number of students to demonstrate their knowledge and skills. The Department encourages an iterative approach to accessibility decisions. As students’ needs evolve, decisions should be reevaluated to ensure that appropriate accessibility features are provided.

Ohio sets and maintains high expectations that all students will have access to the full range of Ohio’s Learning Standards. Together, these elements will increase student access to Ohio’s State Tests with fidelity of implementation.

Ohio’s goals for promoting student access include:

1. Apply principles of universal design to the development of the assessments such that the assessments provide the greatest amount of accessibility and minimize test related barriers for all students;
2. Measure the full range of complexity of the standards;
3. Leverage technology for the accessible delivery of the assessments;
4. Build accessibility throughout the test without sacrificing assessment validity; and
5. Use a combination of accessible design and accessible technologies from the inception of items and tasks.

1.3 General Testing Procedures

For information about coordinating or administering Ohio’s State Tests, including test security policies, administrative procedures and tasks to complete before, during and after testing, refer to the [OST Test Administration Manual](#). Manuals are available on [Ohio’s State Tests portal](#).

[Ohio Administrative Code 3301-13-02 \(J\)\(4\)](#) requires all testing procedures adopted by the Department and by a participating district be followed explicitly by all appropriate staff. In addition, each participating district shall appoint enough test administrators and monitors to satisfy the provisions of this rule. The Department will respond to individual exceptional requests for students who require accommodations beyond those routinely allowed.

Section 2: Ohio’s Accessibility Features for Students Taking Ohio’s State Tests

2.1 Decision-Making Framework for Accessibility Features

Students should be familiar with accessibility features **prior to testing** and should have the opportunity to select, practice and use those features in instruction before test day. Students can become familiar with the embedded online features by accessing the practice items available on the [Student Practice Site](#) on the test portal. The graphic below

titled *Ohio's Accessibility System* shows the various layers of accessibility features and accommodations available to students taking Ohio's state assessments.

This manual presents a three-tier accessibility framework of **universal tools, designated features**

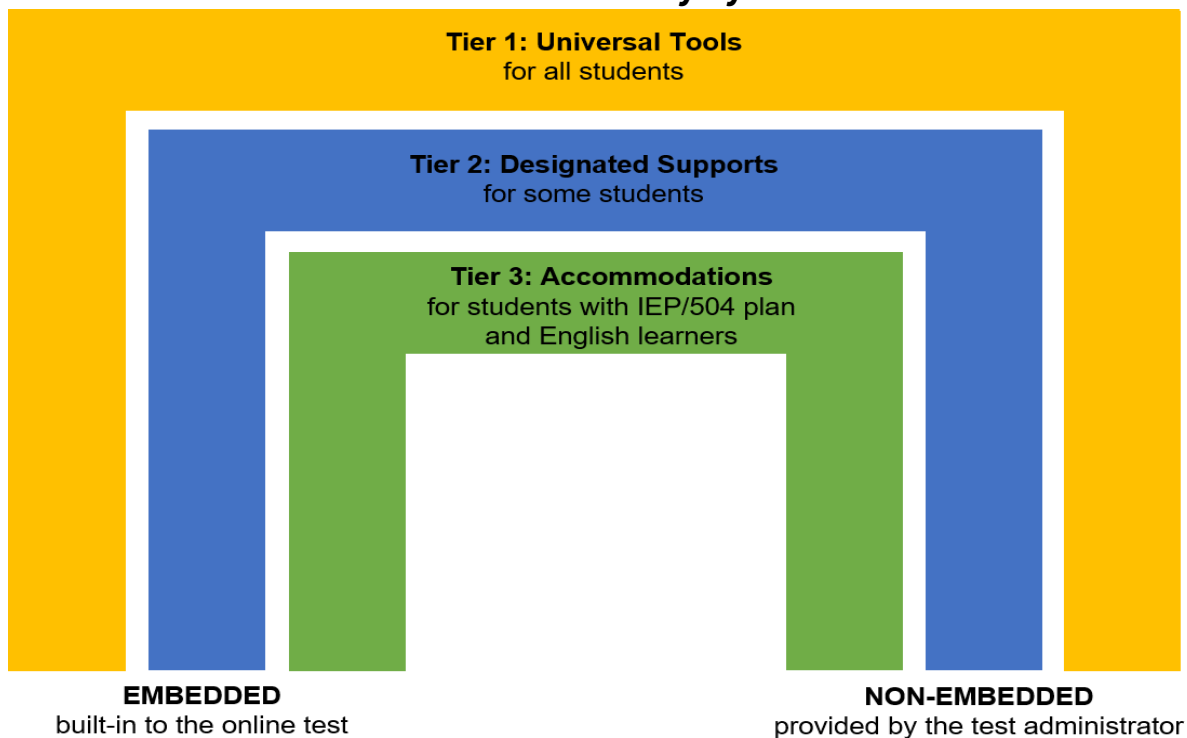
and **accommodations**, as well as a list of **administrative considerations** which lists practices such as minimizing distractions and individual testing. It is important to keep in mind that the same accessibility supports may be considered universal in one assessment but designated an accommodation in another.

The difference between universal supports and accommodations usually depends on the focus of a particular assessment or instruction. An English language proficiency assessment, for instance, may include some test items for all English learners with text-to-speech support. This specific support for English learners participating in a content assessment might be part of the default test format.

Additionally, some accessibility supports which are allowable on content assessments may be prohibited on English language proficiency or alternate assessments, or vice versa.

This manual also includes considerations for students who participate in alternate assessments, to assist educators with the process of including this population of students in meaningful educational experiences. The framework provides a general understanding of the accessibility supports educators will need to have in place for both instruction and assessment for students who take alternate assessments.

Ohio's Accessibility System



2.2 Ohio’s Accessibility Features

Through a combination of universal design principles and computer-embedded accessibility features, Ohio has designed an inclusive assessment system by considering accessibility from initial design through item development, field testing and administration of the assessments to all students. Although some students may require accommodations to demonstrate what they know and can do, the Department’s expectation is that the computer-embedded accessibility features reduce the need for accommodations during testing. This ensures more inclusive, accessible and fair testing for students participating in Ohio’s state assessments.

Accommodations for students with disabilities must be documented on individualized education programs (IEPs) or 504 plans. Other accessibility features are not required to be documented in order to be provided. However, if there is an accessibility feature that a team wants to ensure a student receives, the team should document the feature on the student’s IEP or 504 plan as well.

For example, if a student with a disability needs to have the test administered in a small group setting or have color contrast for testing, these features should be included on the IEP or 504 plan. Since small group setting and color contrast are not considered testing accommodations, they do not have to be included on an IEP or 504 plan to be provided. By documenting the student’s need for these accessibility features, teams ensure that the features are provided.

2.3 Administrative Considerations

Districts typically administer tests in students’ general education classrooms following the test administration schedule for the grade and content area being administered. However, the test administrator has the authority to schedule students in testing spaces other than general education 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 Security Provisions and Procedures](#). Districts should consider these options for students who are easily distracted in large group settings by testing them in a small group or individual setting. Generally, changes to the timing, setting or conditions of testing are at the discretion of the local school district.

In accordance with principles of universal design for assessment, these administrative considerations are available to all students.

Administrative Considerations	
Adjustable lighting	Lighting in testing location adjusts to meet the needs of the student by dimming or brightening the lights. Lighting should be adequate for test administrators to monitor students taking the test.
Familiar test administrator	The student knows the test administrator and/or interpreter. Both the test administrator and the interpreter must be adults and non-relatives of the student.

<p>Frequent breaks</p>	<p>All students may take breaks as needed. <i>Frequent breaks</i> are multiple, planned, short breaks during testing based on a specific student’s needs (for example, the student fatigues easily).</p> <p>Students should pause their tests when taking a break. Students may pause their tests from the student testing site or the test administrator may do so from the Test Administrator Interface. The testing clock stops when the test is paused. Pausing a student’s test signs the student out of the test. A student who pauses their test and signs back into the test on the same school day should be monitored to ensure the student does not return to previously viewed or answered items.</p> <p>A warning message displays after 20 minutes of test inactivity. If the student does not click OK within 30 seconds after this message appears, the test pauses and the student is logged out.</p>
<p>Separate or alternate location</p>	<p>The test administrator administers the test in a location different than the location where other students are testing (for example, in a different classroom).</p>
<p>Small group</p>	<p>A small group is a subset of a larger testing group assessed in a separate location. There is no specific number defined for a small group, but group of two to eight students is typical. A “group” of one also is permissible. Small groups may be appropriate for human read-aloud and translated test administrations or to reduce distractors for some students.</p>
<p>Specialized equipment or furniture</p>	<p>This includes equipment such as adjustable desks or chairs.</p>
<p>Specified area or seating</p>	<p>The student sits in a specific place in the test setting, such as by the window for natural light or near the test administrator.</p>
<p>Time of day</p>	<p>The student takes the test during the time of day most beneficial to their performance. Test administrators must ensure that the student has all allowable time available for testing.</p>

2.4 Universal Tools


On Ohio’s State Tests, universal tools are features or preferences that are either built into the assessment system or provided externally by test administrators. **Universal tools are available for all students taking Ohio’s State Tests** and are not classified as accommodations. Students should be familiar with these features prior to testing and should have the opportunity to select and practice using them to appropriately use these features on test day. Universal tools benefit a wide range of students. Students may use these universal tools at their discretion during testing. Universal tools embedded in the test delivery system are on by default, but some may be turned off. See the [TIDE User Guide](#) for detailed information about turning features on and off in the student test settings.

Universal Tools	
Blank paper	<p>The test administrator provides blank scratch paper to students to take notes and/or work through items during testing. Two sheets of blank paper are required for the English language arts OST. For all other tests, blank paper must be available upon the student’s request or per the district’s assessment plan and policy. After testing, the test administrator must collect and securely shred all marked scratch paper. Refer to the OST Test Administration Manual for more information about blank paper.</p>
Calculator – built-in to Test Delivery System	<p>The Test Delivery System provides a calculator for student use on calculator-allowable mathematics tests or parts of tests.</p> <p>The OST uses Desmos as the online calculator. The Desmos calculators also are available in the Student Practice Resources folder on the Ohio’s State Tests portal. Additional calculator guidance is in the Test Administration Manual for each test.</p> <p>A graphing calculator is available on the following end-of-course tests:</p> <ul style="list-style-type: none"> • Algebra I • Geometry • Integrated Mathematics I • Integrated Mathematics II <p>A scientific calculator is available on the following tests:</p> <ul style="list-style-type: none"> • Grades 6 to 8 Mathematics
General directions	<p>The test administrator must read the scripted general directions for starting all test administrations and must not deviate from the script. After the test administrator has read the directions, students may ask the test administrator to repeat or clarify directions. General directions may be translated or interpreted (for example, in the English learner’s native language or American Sign Language (ASL)). General directions include the scripted information for students that comes before the test starts.</p> <p>Once students have begun the test, the test questions may not be clarified (see Appendix F for more information if a sign language interpreter will sign the general directions).</p>

Universal Tools

<p>Headphones</p>	<p>The student uses headphones or earbuds to access text-to-speech on the assessment. Students using text-to-speech and speech-to-text must use headphones if tested in a group setting.</p> <p>There are no audio clips embedded in any content area tests.</p> <p>Therefore, headphones are not required for testing unless a student is using the text-to-speech or speech-to-text feature in a group setting.</p> <p>Students with hearing impairments may use personal FM systems. For more information on additional assistive technology devices and software for use on Ohio’s State Tests, refer to Appendix D: Assistive Technology Guidelines of this manual.</p>
<p>Highlighter</p>	<p>The student highlights text. By default, the highlighter tool is turned on. The test administrator can adjust this setting in the Test Information Distribution Engine (TIDE) and the Test Administrator Interface.</p>
<p>Line reader</p>	<p>The student uses an onscreen tool to highlight lines of text as they read. This setting can be changed in the Test Information Distribution Engine (TIDE) and the Test Administrator Interface. Line reader is a beneficial tool for students with low vision.</p>
<p>Mark for review</p>	<p>The student electronically “flags” or “bookmarks” items to review later. All students, including those with the extended time accommodation, must complete their test part within the same day.</p>
<p>Masking</p>	<p>The student covers an area of the item so they can focus on certain item elements. The student may uncover anything masked when ready. The test administrator can adjust this setting in the Test Information Distribution Engine (TIDE) and the Test Administrator Interface.</p>
<p>Notepad</p>	<p>The student writes notes using the embedded notepad feature. The notepad keeps notes during the entire test. The notes are not item specific.</p>
<p>Paginated stimuli and reading mode</p>	<p>The student reads a passage by flipping pages, similar to a book or e-reader. This eliminates vertical scrolling on passages. The student can also open the reading mode window which displays two pages of the reading passage at a time, side by side. By default, the paginated stimuli tool is turned off in the student test settings. Test administrators can change this setting in the Test Information Distribution Engine (TIDE) and the Test Administrator Interface.</p> <p>Paginated stimuli and reading mode are available only for the English language arts and social studies tests.</p>

Universal Tools

	Paginated stimuli and reading mode are available only for the English language arts and social studies tests.
Redirect student to the test	The test administrator redirects the student’s attention to the test without coaching or assisting the student in any way. Redirecting a student is not the same as cueing or prompting the student.
Spellcheck	This feature allows the student to check the spelling of words in student-generated responses. Spellcheck is available for items that require a student to type a constructed response. Unlike some word processing programs, the Test Delivery System does not automatically highlight misspelled words as the student types. Students must click the ABC button  to check spelling. Spellcheck is not allowed on the English language arts OST. There are no typewritten responses for mathematics.
Strikethrough	The student electronically crosses out possible answer choices on selected-response items. The test administrator can change this setting in TIDE and the Test Administrator Interface.
Test clock	The test clock displays the amount of time the student has been in the test. The student can view the test clock by clicking on it. The clock only runs while the student is viewing test content. The test administrator can change this setting in TIDE and the Test Administrator Interface.
Text-to-speech for mathematics, science and social studies	<p>Text-to-speech as a universal tool will be turned on for mathematics, science, and social studies tests. The text-to-speech feature reads aloud the test to the student when the student selects an available “ear icon” or “speak” option.</p> <p>Students must use headphones for text-to-speech if tested in a group setting.</p> <p>Students who use text-to-speech should use a voice pack they are familiar with and adjust the volume, pitch, and rate prior to starting the test. Students also can adjust volume, pitch, and rate while in the Test Delivery System. Detailed information about text-to-speech functionality is in the Test Administration Manual.</p>
Text-to-speech tracking for mathematics, science and social studies	The feature highlights words in test items as the embedded text-to- speech feature reads the test aloud. Students must use headphones for text-to-speech tracking if tested in a group setting.

Universal Tools

Writing tools	<p>Writing tools (cut and paste, copy, underline, bold and insert bullets) are available for constructed response items.</p> <p>Writing tools (cut, copy and paste) are only available in the notes tool for English language arts OST.</p>
Zoom	<p>Students use the zoom in and zoom out buttons to increase and decrease the size of the text and graphics on the page.</p> <p>Maximum zoom is about 250 percent depending on the device.</p>

2.5 Designated Supports

Some students, including students with disabilities, English learners, English learners with disabilities and underserved populations, may require additional features for their particular needs (for example, changing the background or font color or disabling text-to-speech for the mathematics assessments). Providing too many tools on screen might distract some students. Therefore, some designated features will be selected ahead of time based on the individual needs and preferences of the student. Prior to testing, students should practice using these features and understand when and how to use them. Students can decide whether to use a designated support without any consequence to the student or district.

Individualizing access needs on the test for each student provides increased opportunities to accurately demonstrate knowledge and skills.

Designated supports are divided into two types: 1) embedded designated supports; and 2) non-embedded designated supports. Embedded supports are those that are available as part of the test delivery system. They can be turned on three different ways:

1. By uploading a student settings file in the Test Information Distribution Engine (TIDE);
2. By marking the features under the “Test Settings” section of the student’s record manually in TIDE; or
3. Test administrators can select the feature(s) under “Test Settings” in the Test Administrator Interface when approving the student to test during the test session.

See the [OST Test Administration Manuals](#) for detailed information about turning features on and off in the student test settings. **Non-embedded supports are not part of the test delivery system so test administrators must provide them locally.**

Embedded Designated Supports	
Background/font color choice	<p>Alternate on-screen background and font color are enabled.</p> <ul style="list-style-type: none">• Black on light yellow• Black on light blue• Black on light magenta• White on black (inverted)• White on navy blue <p>A note about color blindness: The Department follows accessibility color guidelines when developing test items. Items on state tests should not be color dependent. Graphs, maps, charts, and other images may have color, but the inability to distinguish the colors should not affect a student’s ability to respond to a question.</p> <p>When using color-contrast options, the contrast may not transfer to some images or text in images. If a student comes to an item that they cannot answer, either because it is not universally accessible or the color contrast does not work properly, it is allowable for the test administrator to describe what needs to be explained to the student to be able to answer the question.</p>

Disable universal tool	Some students may benefit from fewer tools in the Test Delivery System when testing. Many of the universal tools available in the Test Delivery System can be turned off. See the Test Administration Manual for details about turning student settings on and off.
Mouse pointer size and color	Adjust the size and color of the mouse cursor as it appears on the student's screen. <ul style="list-style-type: none"> • Large/extra-large black • Large/extra-large green • Large/extra-large red • Large/extra-large yellow Large/extra-large white
Print size	The print size can be preset to one to four levels larger than the default size of 12-point. <ul style="list-style-type: none"> • Level 0: 100% (default) • Level 1: 150% • Level 2: 175% • Level 3: 250% Level 4: 300%

Non-embedded Designated Supports	
Color overlays	The student uses colored overlays when taking the assessment. The color should match what the student currently uses during instruction.
Calculator or fact charts - handheld	Students may use approved handheld calculators and reference sheets for calculator-allowable mathematics tests or parts of tests. Grade-level appropriate fact charts are permitted for calculator-allowable mathematics tests or parts of tests (addition, subtraction, multiplication or division only). Additional calculator guidance is available on the Department's website and in Appendix C of the OST Test Administration Manual .
Mathematics Reference Sheets	<p>All students in grades 4 and above may use reference sheets on Ohio's State Tests in Mathematics. For paper-based testers, the math reference sheets will be included within the student test booklet. For online testers, the math reference sheet is embedded within the test delivery system.</p> <p>The test administrator may provide hard copies of reference sheets to students during online testing, but they need to print these at the local level. Mathematics reference sheets are available in English and Spanish on the ODE website and OST portal.</p> <p>When ending a test session, test administrators must collect the math reference sheets and shred any that contain student writing.</p>

Non-embedded Designated Supports

<p>External magnification or enlargement device</p>	<p>The student uses external magnification or enlargement devices to increase the font or graphic size (for example, projector, closed-circuit television, eyeglass-mounted or hand-held magnifiers and electronic magnification systems).</p>
<p>Line reader tool - handheld</p>	<p>The student uses a blank straight edge as they read the text on the screen.</p>
<p>Music or white noise</p>	<p>A student or group of students listens to background music or white noise during testing. The test administrator may play music to a student or group of students, or a student may use a teacher-provided device and earbuds. Music selections should be free of any test content- specific lyrics. Test security must be maintained. Students may not use personal devices (for example, cell phone and MP3 player). Additional information about the electronic device policy is in the OST Test Administration Manual.</p>
<p>Noise buffers</p>	<p>The student uses headphones, earbuds or earplugs to minimize distraction or filter external noise during testing. If students use headphones or earbuds as noise buffers, they should not be plugged into a device. When using noise buffers, the student must be able to hear the test administrator.</p>
<p>Rulers, angled-rulers, compasses and protractors</p>	<p>Students may be familiar with these tools from instruction at various grade levels and want to use them on the test. While these tools are not required for testing, districts may choose to provide them to students or allow students to provide their own. The tools cannot contain any additional writing or information that may provide a testing advantage. Examples of additional writing that are prohibited could include, but are not limited to, multiplication tables, formulas, or conversion charts.</p> <p>A student with a visual impairment may need adapted mathematical tools such as a large-print ruler, braille ruler, tactile compass, or braille protractor.</p>
<p>Specialized paper</p>	<p>In addition to blank paper, students may use test administrator- provided grid paper, wide-ruled paper, braille paper, raised-line paper, bold-line paper, raised-line grid paper, bold-line grid paper, colored paper, and tracing paper. The paper provided cannot contain any writing that may give the student an unfair testing advantage. Examples of additional writing that are prohibited include, but are not limited to: number lines, graphic organizers, two-column tables, fraction models, and coordinate grids. Students also may use personal whiteboards instead of paper.</p>

Non-embedded Designated Supports

Spellchecker - handheld	<p>The student uses a handheld spellchecker during testing instead of the universal spellcheck embedded in the Test Delivery System. A handheld spellchecker may not be used on English language arts tests.</p> <p>Spellcheckers may not connect to the internet, store information or include definitions, phrases, sentences or pictures. The student should be familiar with the spellchecker that will be used during testing.</p>
Student reads test aloud to self	<p>The student reads aloud to self. This feature includes the use of whisper phones. Student must be tested in a one-on-one setting so that the student does not disturb other students or in a setting in which students are separated enough so not to disturb others.</p>
Tactile fidgets and fidget devices	<p>The student uses this tool for self-regulation, to help with focus, attention, calming, and active listening. Examples include, fidget spinner, squish ball, focus cube, and pencil topper. The tool must be free of anything that may give an unfair advantage during testing or reveal any test content.</p>
Timer - external	<p>The student uses a timer. There are a variety of timers that students may use, ranging from basic kitchen timers to more complex wearable devices that vibrate or flash at preset intervals or timers with visual cues such as a red covering that disappears as the timer counts down.</p> <p>Students may not use cell phones or devices that connect to the internet.</p>

2.6 Information about Accommodations for Students with Disabilities and English Learners with Disabilities

While all students potentially can benefit from the universal tools and designated supports during testing, some students may need further support to access assessments to show what they know. These students may require testing accommodations. Accommodations for testing are supports that already are familiar to the student because they are used during instruction.

Five distinct groups of individuals are eligible to receive accommodations on Ohio’s State Tests:

- 1. Students with disabilities who have a current Individualized Education Program (IEP).**
- 2. Students with a Section 504 plan.**
- 3. Students who have been formally identified as English learners.**

The guidelines for [Identifying English Learners](#) outline Ohio’s standardized English learner identification. See [Section 2.6.4: Accommodations for English Learners](#) of this manual for a list of allowable accommodations. Students who have exited English learner status may not receive English learner accommodations on Ohio’s State Tests.

4. Students who are English learners with disabilities.

Students who have been identified as an English learner and who have an IEP or 504 plan are eligible for both accommodations for students with disabilities and accommodations for English learners.

5. Testers who exited high school with English learner status and/or a valid IEP or 504 plan.

- a. English learners who exited high school with valid English learner status may have access as necessary to the same accommodations available to English learners enrolled in school if taking Ohio's State Tests for graduation purposes.
- b. Testers who had valid IEPs or 504 plans when they exited high school may have access to the same or comparable accommodations as listed on their IEPs or 504 plans if the student is taking Ohio's State Tests for graduation purposes. Testers with disabilities who are 22 or more years of age and who are enrolled in an adult high school continuation program are subject to the provisions of [Ohio Administrative Code 3301-13-09](#).

For Ohio's State Tests, accommodations are considered adjustments to the testing conditions, test format, or test administration that provide equitable access during assessments for students with disabilities and students who are English learners. **The administration of the assessment should never be the first occasion in which an accommodation is introduced to the student. The Department recommends practicing with assessment accommodations prior to administration.**

Accommodations should:

- ☒ Provide equitable access during instruction and assessment to mitigate the effects of a student's disability or English learner status;
- ☒ Promote learning or performance expectations;
- ☒ Preserve the construct being assessed; and
- ☒ Maintain the integrity, validity, and security of the assessment.

The guidelines provided in this manual are intended to ensure that valid and reliable scores are produced on Ohio's State Tests and that an advantage is not given to students who receive accommodations. Outside of the guidance in this manual, changes to an accommodation or the conditions in which it is provided, may change what the test is measuring and likely will call into question the reliability and validity of the results.

Accommodations should adhere to the following principles:

- ☒ Accommodations enable students to participate more fully and fairly in assessments so they can 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 English language proficiency alone, level of or access to grade-level instruction, amount of time spent in a general classroom, current program setting, or availability of staff.
- ☒ Teams of educators should base accommodations on a documented need in the instruction and assessment setting and educators should not provide accommodations to give the student an enhancement that others could view as an advantage.
- ☒ IEP teams and 504 plan coordinators should describe and document accommodations for students with disabilities and English learners with disabilities in the student's appropriate plan (either the IEP or 504 plan).
- ☒ Districts should develop district-wide educational plans for *all* English learners that include testing accessibility features.
- ☒ **Educators should not introduce accommodations to the student for the first-time during official testing.**
- ☒ When allowable, students also should use accommodations used during instruction on district assessments and state tests.

- ☒ Policies about allowable accommodations sometimes differ between standardized tests. For example, an accommodation allowed on the state English language arts test may not be allowed on a different standardized English language arts test used in a district for purposes other than statewide testing. To help ensure that students only receive accommodations that result in a valid assessment, teams of educators should document student accommodations by test and content area, not content area alone.
- ☒ The Department recommends that educators should document in student plans what accommodations the school will provide on behalf of the student on tests that require application for and vendor approval of accommodations, such as college and career readiness tests.
- ☒ Districts should ensure that schools apply for accommodations in a timely manner, when applicable.

Assessment scores for students who qualify and receive any of the accommodations listed in this manual will be aggregated with the scores of other students and those of relevant student subgroups and will be included for accountability purposes.

The tables below show the allowable accommodations for Ohio’s State Tests. Note that some accommodations students use in the classroom will reduce the validity of a student’s test score and are not allowable, such as use of a thesaurus, graphic organizers, or access to the internet during testing.

The Department will review exceptional requests for students who require accommodations beyond those routinely allowed. Please contact the Office of Assessment at statetests@education.ohio.gov or (614) 466-1317 to discuss a request.

2.6.1 Presentation Accommodations for Students with Disabilities

Presentation accommodations alter the method or format used to administer Ohio’s State Tests to a student by **changing the way a student hears, sees and/or physically interacts with the assessment**. Students who benefit most from presentation accommodations are those with disabilities that affect accessing printed or digital text, typically because of a physical, sensory, cognitive, or specific learning disability.

Presentation Accommodations for Students with Disabilities	
Additional assistive technology regularly used in instruction	<p>Students may use a range of assistive technologies (AT) on Ohio’s State Tests including devices that are compatible with the test delivery system and those that are used externally (on a separate device).</p> <p>For more information on assistive technology devices and software for use on Ohio’s State Tests, refer to Appendix D of this manual.</p> <p>For additional information about AT, visit the Assistive Technology & Accessible Educational Materials Center.</p>
Dual monitors	<p>Students typically should not take online tests on computers connected to more than one monitor. Systems that use an additional monitor often display an application on one screen while another application is accessible on the other screen. However, dual monitors may be used as an accommodation to facilitate human read-aloud and oral translation. Instead of the reader, interpreter, or translator reading “over the shoulder” of the student testing, the reader, interpreter or translator can face the student while looking at a second screen that mirrors the</p>



	student's testing screen. Test security must be maintained at all times due to the dual screens and access to other programs.
Paper version of test instead of online	<p>A paper version of the test is available for students who are unable to use a computer due to the impact of their disabilities. Before selecting a paper version of the test, IEP teams and 504 plan coordinators should consider the available accessibility features mentioned above.</p> <p>Situations that may require a paper accommodation include:</p> <ul style="list-style-type: none">● A student with a disability who cannot participate in the online assessment due to a health-related disability, neurological disorder, or other complex disability.● A student who struggles meeting the demands of an online test administration even with other accessibility features such as extended time, frequent breaks, or a scribe.● A student with an emotional, behavioral, or other disability who is unable to maintain sufficient concentration to participate in an online test administration, even with other accessibility features such as a familiar test administrator, frequent breaks, small group, specified seating, or a timer.● A student with a disability who requires assistive technology that is incompatible with the testing platform. <p>If a student takes a paper version of a test, the student must take <i>both</i> parts of the test on paper. Refer to Appendix A of this manual for additional information about paper-based testing.</p>

Presentation Accommodations for Students with Disabilities

Paper version of test instead of online

A paper version of the test is available for students who are unable to use a computer due to the impact of their disabilities. Before selecting a paper version of the test, IEP teams and 504 plan coordinators should consider the available accessibility features mentioned above.

Situations that may require a paper accommodation 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.
- A student who struggles meeting the demands of an online test administration even with other accessibility features such as extended time, frequent breaks, or a scribe.
- A student with an emotional, behavioral, or other disability who is unable to maintain sufficient concentration to participate in an online test administration, even with other accessibility features such as a familiar test administrator, frequent breaks, small group, specified seating, or a timer.
- A student with a disability who requires assistive technology that is incompatible with the testing platform.

If a student takes a paper version of a test, the student must take *both* parts of the test on paper. Refer to [Appendix A](#) of this manual for additional information about paper-based testing.

Reading Access for online testing

Mathematics, Science, and Social Studies OST:

A reading access accommodation is when a student is administered an assessment via text-to-speech, human reader, screen reader, or sign language interpreter. In some cases, due to a student’s disability a human reader may be required.

If testing in a small group, test administrators should ensure that all students in the group have similar abilities so that the reader’s pace meets all students’ needs without being too slow or too fast for any student. Refer to the [TIDE User Guide](#) for information about setting up groups for online testing; see “**Group Oral Administration.**”

If a student needs this accommodation, then the person providing the accommodation must read the *entire* test to the student. *This is not a “as needed” or “on demand” accommodation.*

English language arts OST:

Only students who meet the criteria to have a reading access accommodation on the English language arts state assessment may use this feature for the OST English language arts. See [Appendix B](#) for more information and to determine eligibility.

Presentation Accommodations for Students with Disabilities

Reading Access on OST English language arts

A reading access accommodation is when a student is administered an assessment via text-to-speech, human reader, screen reader, or sign language interpreter. In making decisions on whether to provide a student this accommodation on the OST English language arts, IEP teams and 504 plan coordinators must use [Appendix B](#).

The reading access accommodation for the English language arts test is intended to provide students access to printed or digital texts on state assessments.

Because students who require this accommodation are unable to access printed or digital text, *they must have a reading access accommodation for the entire test*, including the items, answer options, charts/graphs/figures, and passages.

IEP teams and 504 plan coordinators make decisions about who receives this accommodation. Districts should use a variety of sources as evidence (including state assessments, district assessments, and one or more locally administered diagnostic assessments or other evaluations).

The text-to-speech feature reads aloud the test to the student when the student selects an available “ear icon” or “speak” option. Students must use headphones for text-to-speech if tested in a group setting.

Students who use text-to-speech should use a voice pack they are familiar with and adjust the volume, pitch, and rate prior to starting the test. Students also can adjust volume, pitch, and rate while in the Test Delivery System. Detailed information about text-to-speech functionality is in the [Test Administration Manual](#).

Presentation Accommodations for Students with Disabilities

<p>Text-to-speech tracking for English language arts (Ohio’s State Tests only)</p>	<p>The text-to-speech tracking feature will highlight words in test questions as the embedded text-to-speech feature reads the test aloud.</p> <p>Only students who meet the criteria in Appendix B may have a reading access accommodation on the English language arts test.</p>
<p>Screen reader mode</p>	<p>Screen reader mode is for students with visual impairments who use screen readers. <i>Students who do not use screen readers should not enable screen reader mode.</i> Screen reader mode changes the presentation of items and removes some features. Students working in this mode do not have the same access to tools. Additional information about the screen reader and functionality is in the Test Administration Manual, Practice Test Guidance Document and TIDE User Guide.</p> <p>Only students who meet the criteria to have a reading access accommodation on the English language arts test via Appendix B may use this feature for English language arts.</p>
<p>Sign language interpreter</p>	<p>Any student who is deaf or has hearing loss may have a sign language interpreter reflecting their IEP accommodations (American Sign Language, Signed English, Cued Speech) for mathematics, science and social studies.</p> <p>For the purposes of statewide testing, sign language is recognized as a language and should be treated the same as any other language from a translational standpoint. The test must be <i>signed verbatim</i>. The intent of the phrase “signed verbatim” does not mean a word-to-word translation, as this is not appropriate for any language translation. The expectation is that the interpreter should interpret, to the greatest extent possible, all the words on the test without changing or enhancing the meaning of the content, adding information, or explaining concepts unknown to the student.</p> <p>If a sign language interpreter perceives that a specific sign gives a student the answer or otherwise provides an advantage, an alternate sign, or finger spelling should be used.</p> <p>Only students who meet the criteria to have a reading access accommodation on the English language arts OST via Appendix B may use this feature for English language arts tests.</p> <p>English/sign dictionaries are permissible for use by students and interpreters.</p> <p>For further guidance for sign language interpreters, refer to Appendix F.</p>

2.6.2 Response Accommodations for Students with Disabilities

Response accommodations allow students to use alternative methods for providing responses to test items, such as dictating to a scribe or using an assistive device. Response accommodations benefit students who have physical, sensory, or learning disabilities involving difficulties with memory, fine-motor skills, sequencing, directionality, alignment, and organization.

Accommodations for Students with Disabilities	
Additional assistive technology regularly used in instruction	<p>A student may use a range of assistive technologies (AT) on Ohio’s State Tests, including devices that are compatible with the test delivery system and those that are used externally (on a separate device).</p> <p>For more information on additional assistive technology devices and software for use on Ohio’s State Tests, refer to Appendix D.</p> <p>For information about students who benefit from AT, how to obtain AT, and AT tools, visit the Assistive Technology & Accessible Educational Materials Center website.</p>
Answers transcribed by test administrator	<p>A student may record their answers directly on paper for the test administrator to transcribe the responses verbatim into the test delivery system.</p>
Braille notetaker	<p>A student who is blind or has visual impairments may use an electronic braille notetaker. For Ohio’s State Tests, grammar checker, internet, and stored file functionalities must be turned off.</p> <p>The responses of a student who uses an electronic braille notetaker during Ohio’s State Tests must be transcribed exactly as entered in the electronic braille notetaker. Only transcribed responses will be scored. Transcription guidelines are available in Appendix C of this manual.</p>
Braille writer	<p>A student who is blind or has visual impairments may use an electronic braille writer. A test administrator must transcribe into the computer the student’s responses exactly as entered in the electronic braille writer. Only transcribed responses will be scored. Transcription guidelines are available in Appendix C of this manual.</p>

Accommodations for Students with Disabilities

Calculator or fact charts on non-calculator mathematics test or part of test

Parts 1 and 2 of grades 3 through 5 mathematics tests and part 1 of grades 6 and 7 mathematics tests are **non-calculator tests**. A student who qualifies to use a calculator or fact chart on non-calculator mathematics tests (or parts) may use a handheld calculator, the embedded calculator in the test delivery system, or a fact chart (addition, subtraction, multiplication, or division only). *Math tables where the solution is not provided are allowed. Fact sheets where the solution is provided are not allowed.*

Calculators are allowed on the grades 5 and 8 science tests and the biology end-of-course assessment for students with disabilities. However, there are no mathematical calculations on these Ohio science tests, and a calculator should not be needed. An embedded calculator is not available for these tests.

Determining Eligibility:

This accommodation would be permitted on test sections for which calculators are *not allowed* for other students. IEP teams and 504 plan coordinators should carefully review the following guidelines for identifying students to receive this accommodation. An accommodation should never be introduced to the student during testing.

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 severely limits or prevents the student's ability to perform basic calculations (in other words, single-digit addition, subtraction, multiplication, or division), even after varied and *repeated attempts* to teach the student to do so.

Before documenting the accommodation in the student's IEP or 504 plan, teams also should consider whether:

- The student is unable to perform calculations without the use of a calculation device, 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 a calculation device, to ensure that the student continues to learn basic calculation and fluency.

Students in grade 3-5: If students in grades 3-5 will use the embedded Desmos calculator within the test delivery system as an accommodation, the test administrator must turn on this accommodation when approving the student to test for part 1 **and** part 2.

Students in grades 6 and 7: If students in grades 6 and 7 will use the embedded Desmos calculator within the test delivery system as an accommodation, the test administrator must turn on this accommodation when approving the student to test for part 1.

	<p>An embedded calculator for non-calculator math tests (or parts) cannot be turned on in Test Settings and Tools like other accommodations in TIDE prior to testing. The embedded calculator for non-calculator math tests must be turned on by the test administrator in the Test Administrator Interface on the day of testing. Calculator guidance is in <i>Appendix C</i> of the Test Administration Manual.</p>
<p>Specialized calculation device</p>	<p>A student must qualify for the <i>Calculation device or fact charts on non-calculator mathematics test or part of test</i> accommodation to use a specialized calculator on those tests.</p> <p>A student may use a specialized calculation device (for example, a 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 test in a separate setting.</p>
<p>Mathematics tools</p>	<p>Mathematics tools are only allowed on math and science tests for students with disabilities. However, an accommodation should never be introduced to the student during testing.</p> <p>Eligible students may use these tools and manipulatives to assist mathematical problem solving. These manipulatives allow the flexibility of grouping, representing, or counting without numeric labels.</p> <p>Allowable mathematics tools as accommodations include:</p> <ul style="list-style-type: none"> • 100s chart • Abacus/Rekenrek • Algebra tiles • Base 10 blocks • Counters and counting chips • Cubes • Fraction tiles and pies without numerical labels • Square tiles • Two-colored chips • Cuisenaire rods <p>Tools that give students answers (for example, fraction tiles with numerical labels or fact sheets with the solution) or lead a student to use a specific strategy (for example, number lines) are not allowed.</p> <p>Students may create their own strategies on blank paper. The test administrator cannot provide the student with paper with pre-written strategies or solutions during Ohio’s State Tests.</p> <p>For information about fact charts, see <i>Calculation device or fact charts on non-calculator mathematics test or part of test</i> in this section.</p> <p>Information about rulers, angled-rulers, compasses, and protractors is in the Non-embedded Designated Supports section of this manual.</p>

Accommodations for Students with Disabilities

<p>Word prediction external device</p>	<p>A student must be familiar with the use of the external device <i>prior</i> to assessment administration. The device cannot connect to the internet or save information.</p> <p>A student may use an external word prediction device that provides a bank of frequently or recently used words on screen because of the student entering the first few letters of a word.</p> <p>In making decisions about whether to provide the student with this accommodation, IEP teams and 504 plan coordinators are instructed to consider whether the student has:</p> <ul style="list-style-type: none"> ● A physical disability that severely limits or prevents the student from writing or keyboarding responses; <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ● A disability that severely limits or prevents the student from recalling, processing and expressing written language, even after varied and repeated attempts to teach the student to do so. <p>Before documenting the accommodation in the student’s IEP/504 plan, teams/coordinators are instructed to consider whether:</p> <ul style="list-style-type: none"> ● The student’s inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments; 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.
<p>Scribe</p>	<p>The student dictates responses either verbally, using a speech-to text device, augmentative or assistive technology device (for example, picture or word board), or by signing, gesturing, pointing, or eye gazing. The grammar checker, internet, and stored files functionalities must be turned off. Word prediction must also be turned off for students who do not receive this accommodation. The student must test in a separate setting.</p> <p>In making decisions whether to provide the student with the scribe accommodation, IEP teams and 504 plan coordinators should consider whether the student has met the required criteria in Appendix C: Decision-Making Tool for Written Response Accommodations.</p>

Accommodations for Students with Disabilities

Embedded Speech-to-text (Dictation)

Speech-to-text (STT) is an accessibility feature allowing students to use their voices to speak into a test delivery system (TDS) to dictate a response to test questions and in the Notes tool. This accommodation only can be enabled **with permission from the Department** for the English language arts OST, Ohio English Language Proficiency Screener (OELPS) and the Ohio English Language Proficiency Assessment (OELPA).

Students with disabilities who have an IEP or 504 plan, English learners with disabilities, and testers who exited high school with a valid IEP or 504 plan can use speech-to-text as an assessment accommodation. **Education teams must also use [Appendix C: Decision-Making Tool for Written Response Accommodations](#) to determine eligibility.**

2.6.3 Timing and Scheduling Accommodations for Students with Disabilities

Timing and scheduling accommodations are changes in the allowable length of time in which a student may complete the test. The extended-time accommodation is most beneficial for students who routinely need more time than is generally allowed to complete activities, assignments, and tests. Extra time may be needed to:

- Process written text (for a student who processes information slowly or has a human reader);
- Write (for a student with limited dexterity); and
- Use other accommodations or devices.

Note: Students taking Ohio’s Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) or any of Ohio’s English language proficiency assessments (OELPS, OELPA, Alt-OELPA) may utilize the entire test window to complete the assessment. The OELPS and each domain test of the OELPA are intended to be completed in one day, though there may be circumstances that cause a student's test to be completed on another day (for example, student illness, the test is paused, or a fire drill).

Accommodations for Students with Disabilities	
Extended time	<p>The Department recommends that extended time be defined for students and not left open-ended. This accommodation usually is expressed as one and one-half time (1.5x) or double time (2x). A student who has one and one-half time on a test that normally takes 60 minutes may be allowed 90 minutes. Extended time may not exceed one school day; students must complete each test part on the same day that part is started.</p> <p>Decisions about how much extended time is provided must be made on a case-by-case basis for each student, not for any category of students or group. Teams should keep in mind the purposes of different accommodations as they relate to language barriers or disability characteristics. Typically, if a student needs extended time, one and one-half time is sufficient. For some accommodations, such as an oral translation, double time may be appropriate. Rarely is unlimited time (an entire school day) applicable.</p> <p>Districts may choose to test students with extended-time accommodations in a separate setting to minimize distractions. The Department recommends scheduling these students for testing in the morning to allow adequate time for completion of a test part by the end of the school day.</p>

2.6.4 Accommodations for English Learners

English learners are a diverse group, and as with students with disabilities, educators should assign assessment accommodations for English learners on a case-by-case basis. Knowing the student is key. Accommodations for English learners are intended to reduce or eliminate language barriers.

When considering accommodations for English learners, it is important to focus on the effectiveness of each accommodation for the individual student. A student’s level of English language proficiency influences accommodation effectiveness, as do other factors, including their literacy development in English and native language, grade, age, affective needs, and prior education. The purpose of assessment accommodations for English learners is to allow more accurate demonstration of their knowledge of the content being assessed, which may also improve an English learner’s rate of passing state assessments.

All students who have been formally [identified as English learners](#) are eligible for the accommodations explained in this section (2.6.4), including identified English learners who are not participating in the district’s English language development program. **If the English learner has an IEP or 504 plan, the student is also eligible for the accommodations for students with disabilities described throughout section 2.6 of this manual.** Districts should monitor how English learners benefit from English learner-specific accommodations during instruction when determining assessment accommodations. Also, students should have opportunities to practice using the accommodations on the practice tests before operational testing.

Accommodations for English Learners	
Dual monitors	<p>Students typically do not take online tests on computers connected to more than one monitor. However, dual monitors are allowed as an accommodation to facilitate human read-aloud and oral translation of the test. Instead of the reader, interpreter, or translator reading “over the shoulder” of the student, the dual monitor may allow the reader, interpreter, or translator to face the student while looking at a second screen that mirrors the student’s testing screen. Test security must be maintained when using dual monitors.</p>
Extended time	<p>Extended time is appropriate for English learners of all English proficiency levels. With extended time, the student is allowed more time to complete each part of the test.</p> <p>In most cases, the Department recommends that extended time be defined for each student and not left open-ended. This accommodation usually is expressed as one and one-half time (1.5x) or double time (2x). Extended time may not exceed one school day; students must complete each test part on the same day that part is started.</p> <p>Educator teams must decide how much extended time to provide on a case-by-case basis for each student, not for any category of students or group. Teams should keep in mind the purpose of each accommodation as they relate to language barriers or disability characteristics. Typically, if a student needs extended time, one and one-half time is sufficient. For some accommodations, such as an oral translation, double time may be appropriate. Rarely is unlimited time (an entire school day) applicable.</p> <p>Districts may choose to test students with extended-time accommodations in a separate setting to minimize distractions. The Department recommends scheduling these students for testing in the morning to allow adequate time for</p>

Accommodations for English Learners

	<p>completion of a test part by the end of the school day.</p>
<p>Reading Access for online test</p>	<p>This accommodation is appropriate for English learners who regularly receive reading access accommodations during instruction and who have little or no prior experience or familiarity taking online tests.</p> <p>For Ohio’s State Tests (OST) of mathematics and science in grades 3-8 and the end-of-course tests for high school (algebra I, geometry, integrated mathematics I and II, biology, American history, and American government), the test administrator reads in English from the student’s computer screen (or dual monitor) to the student. This includes the test directions, test questions, <i>and</i> the student’s responses to the test questions, when applicable. For online testing, students may use the embedded text-to-speech audio to receive the read-aloud support on these same tests.</p> <p>Test administrators must administer the read-aloud accommodation in a separate setting. This feature can be provided in small groups if the “group oral administration” setting is enabled in TIDE. The group oral administration setting only is available for spring administrations of OST. If testing in a small group, test administrators should ensure that all students in the group have similar abilities so that the reader’s pace is not too slow or too fast.</p> <p>If a person other than the test administrator reads the test aloud, that person must affirm via their signature that they are an adult non-relative and have received training from the district.</p>
<p>Oral translation of the test</p>	<p>Ohio’s State Tests (OST) of mathematics and science in grades 3-8 and the end-of-course tests for high school (algebra I, geometry, integrated mathematics I and II, biology, American history, and American government) may be translated orally. This includes the test directions, test questions, <i>and</i> the student’s responses to the test questions, when applicable.</p> <p>Oral translation of OST English language arts tests is not allowed. Only the general test directions of the English language arts tests may be translated. The general test directions are the scripted directions found in the Test Administration Manual that the test administrator reads to all students before the test begins.</p> <p>When providing oral translation of the test, a qualified translator reads the test aloud in the student’s native or preferred language. A qualified translator has demonstrable proficiency in English and the language of translation and may hold professional certification or other credential verifying their multilingual proficiency. The translator’s qualification is verified locally. Translators may translate the test from the student’s screen, a dual monitor, or the paper test booklet (if the student is taking a paper test). Students may respond in their native language; however, the translator must translate the student’s response in the native language into English before sending the test to be scored. Student responses must be recorded in the test delivery system in English. Responses</p>

Accommodations for English Learners

submitted in a language other than English will not be scored. **A test administrator who meets the criteria must be in the room during the test administration with the translator.**

A translator must administer an oral translation of the test in a separate setting, and the translator must be an adult, non-relative of the student. To administer a test to a group of English learners receiving oral translation in the same language, test coordinators and test administrators must enable the “group oral administration” setting in TIDE. **The group oral administration setting only is available for spring administrations of OST.** See the [OST Test Administration Manual](#) for more information or contact the Ohio Help Desk at 1-877-231-7809 or OHHelpDesk@cambiumassessment.com.

Translation of the test can help a student access the test content and demonstrate knowledge, but only if the student has learned the content in the translated language. Meaningful, high-quality instruction will yield greater learning outcomes than direct translation of course content and related assessments.

Oral translation is most appropriate for English learners with beginning English proficiency and some English learners with intermediate English proficiency. Oral translation may not be appropriate for English learners with early advanced and advanced English proficiency.

Refer to the [OST Test Administration Manual](#) for additional information on administering an oral translation:

- OST Test Administration Manual, Appendix B: Supplemental Instructions for Oral Translation and Human Reader for Online Test Administrations.
- OST Test Administration Manual, Appendix G: Nondisclosure Agreement Form

The Department will reimburse districts for translator costs. Refer to the [Translator Reimbursement Guidance Document](#) for more information and submit reimbursement requests via the [Translator Reimbursement Form](#) on the Office of Assessment’s Forms and Documents webpage. The Department does not reimburse translators for translating general directions only.

If a district cannot find and provide an oral translator, the district should document its attempts to find an oral translator. If the oral translator does not show up on the scheduled test day(s), the district should document the oral translator’s absence. Districts may retain this documentation should the provision of a translator ever be called into question. **If the district cannot find a translator during its 15-day test window, contact the Office of Assessment at (614) 466-1317 or statetests@education.ohio.gov to discuss options.**

Scribe (in English)

A scribe is not allowed for English learners on the English language arts OST, unless the student also has an IEP or 504 plan that documents the need for a scribe using [Appendix B](#) of this manual and Appendix C of the [OST Test Administration Manual](#).

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	<p>The student dictates responses in English. The test administrator must test the student in a separate setting when providing the scribe accommodation. A scribe may be appropriate for English learners with beginning-level English proficiency who do not have translators and who have better spoken than written English language proficiency. Typically, a scribe is not appropriate for English learners with intermediate- or advanced-level English proficiency.</p>
<p>Bilingual Test Form (Spanish/English)</p>	<p>Ohio’s State Tests (OST) are available in English and Spanish, except for the English language arts tests. The bilingual test form is only for online tests.</p> <p>When the bilingual test form is enabled, the student can toggle between the two languages.</p> <p>Only responses in English will be scored. Schools may provide an oral translator or interpreter to translate the student’s response(s) from Spanish to English. See the Oral Translation accommodation for more information.</p> <p>The bilingual test form is appropriate for students who have content knowledge in both Spanish and English. It is inappropriate for students who have not been instructed in the tested content area in Spanish.</p>
<p>Text-to-speech Spanish/English</p>	<p>The text-to-speech Spanish/English accommodation reads aloud the bilingual test form to the student and is enabled by default when students take the test with the bilingual test form enabled. This accommodation is not allowed for the English language arts tests since the English language arts tests are ineligible for the bilingual test form. This accommodation is recommended for English learners with beginning-level English proficiency and some English learners with intermediate-level English proficiency. It may be inappropriate for advanced-level English learners.</p> <p>Students who use text-to-speech Spanish/English should use a voice pack they are familiar with from instructional time and adjust the volume, pitch, and rate prior to starting the test. The OST Test Administration Manual provides detailed information about text-to-speech functionality. A Spanish voice pack may be needed to speak the Spanish version of the test. The practice tests should be administered with the setting turned on to confirm the text-to-speech functions properly and the student has opportunities to practice with the voice support.</p>
<p>Text-to-speech tracking</p>	<p>Text-to-speech tracking is not allowed for the English language arts test, unless the student also has an IEP or 504 plan that documents the need for text-to-speech tracking. The feature will highlight words in test questions as the embedded text-to-speech feature reads the test aloud, which may help some students who use text-to- speech.</p>
<p>Word-to-word dictionaries and word-to-word glossaries (English/Native)</p>	<p>The student uses an allowable bilingual, word-to-word dictionary or glossary. Dictionaries and glossaries that include definitions, phrases, sentences, or pictures are prohibited. An electronic dictionary that meets the above criteria may be used, but the electronic translator must not connect to the Internet or store information. The student should be familiar with the dictionary or glossary</p>

Accommodations for English Learners

Language)

used during testing and must be able to use it independently.

Translation devices and software (ScanMarker, Forum, Vavus, Google Translate, etc.) are not permitted during any Ohio's State Tests (OST) administration.

English learners may use an approved bilingual word-to-word dictionaries and glossaries on all Ohio's State Tests, including tests of English language arts, even though oral translation or interpretation of the English language arts tests is not allowed.

If electronic dictionaries are used by a student during testing, Department guidelines on the use of this technology must be followed to maintain the security and validity of the assessment. Although some technology may be useful during a daily academic setting, technology that has functionality that violates test security guidelines may not be used during a state assessment.

While this accommodation is allowed for any student currently identified and reported as an English learner, this accommodation is recommended for English learners with intermediate to advanced English proficiency and may not be appropriate for beginning-level or younger English learners.

Lists of approved dictionaries and glossaries known to meet the criteria for allowable dictionaries for statewide testing:

- [The Massachusetts Department of Elementary and Secondary Education's list of bilingual word-to-word dictionaries](#) (opens as a Word.doc)
- [ACT-Approved Bilingual Word-to-Word Dictionaries](#) (opens as a PDF)
- [College Board-Approved Word-to-Word Glossaries for the SAT Suite of Assessments](#) (opens as a PDF)
- [New York University, Steinhardt, Glossaries for English Learners and Multilingual Language Learners](#). These glossaries may be downloaded, printed, and disseminated to educators, parents, and English learners at no cost.

2.7 Other Accommodations and Modifications

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 assessment window (for example, the student has a recently fractured limb that affects physical access to the test, a student whose only pair of eyeglasses has broken or a student returning after a serious or prolonged illness or injury). Scribe is the most common emergency accommodation for the examples given. Extended time also may be considered when providing a scribe, but it is not required. For a student with a concussion, a paper test may be an appropriate emergency accommodation. In addition, frequent breaks and a human reader may provide needed access for a student in this situation.

If the principal (or designee) determines that a student requires an emergency accommodation, the optional *Emergency Accommodation* form found in [Appendix E](#) may be completed and maintained in the student's file. The Department recommends that the school notify the parent or guardian that an emergency accommodation was provided. If appropriate, the form also may be submitted to the district testing coordinator to be retained in the student's cumulative file.

Accommodation Irregularities

In the event that a student was provided a test accommodation the student was not entitled to or if a student was not provided a test accommodation the student was entitled to, the school should refer to the *Test Incident Guidance Document* located in the [OST Test Administration Manual](#) Appendix G to determine next steps.

Modifications on Assessments

Modifications are not permitted on Ohio's State Tests. Modifications, as contrasted with accessibility features, involve changes in the standards being measured on the test or in the conditions in which a student takes the test that would result in changes in what the assessment is designed to measure (for example, reducing or changing expectations for students), or provides an unfair advantage to a student.

Examples of modifications the Department does not permit on Ohio's State Tests include:

- Allowing a student to be assessed off grade level;
- Instructing a student to skip selected items, reducing the scope of assessments so a student needs to complete only a limited number of problems or items;
- Modifying the complexity of assessments to make them easier (deleting response choices on a multiple-choice assessment so that a student selects from two or three options instead of four);
- Providing hints, clues or other coaching that directs the student to correct responses;
- Defining vocabulary on the assessment, for non-glossed words, or explaining assessment items;
- Allowing the student to complete an assessment of English language arts in a language other than English; and
- Using a dictionary that provides definitions (rather than an acceptable word-to-word dual language dictionary).

Providing a student with modifications during Ohio's State Tests may constitute a test irregularity and will result in an invalidated score (the score will not be counted) and/or a test security investigation by the Department into the school's or district's testing practices. Moreover, providing modifications to students during statewide tests may have the unintended consequence of reducing their opportunities to learn critical content and may result in adverse effects on the students throughout their educational careers.

Section 3: Universal Design and Ohio's State Tests

The Department designs Ohio's State Tests to ensure all students have the tools and supports to demonstrate what they know. Using universal design approaches, the test developers ensure that all students have equal opportunities to show what they have learned. All students benefit from the flexibility universal design can bring to assessment design and administration, including students who need accommodations. Universally designed assessment aims to create multiple alternatives and approaches, so a maximum number of students can take assessments without accommodations.

Ohio has included the following universal-design requirements for item development for Ohio's State Tests:

- Items take into consideration the diversity of the assessment population and the need to allow the full range of eligible students to respond to items and stimuli.
- Constructs have been precisely defined and the item measures what is intended.
- Assessments contain accessible, non-biased items.
- Assessments are designed to be amenable to accommodations.
- Instructions and procedures are simple, clear, and intuitive.
- Assessments are designed for maximum readability, clarity, and legibility.
- Items use a clear and accessible text format.
- Items use clear and accessible visual elements (when essential to the item).
- Items use text appropriate for the intended grade level.
- Decisions ensure that items measure what they are intended to measure for English learner students with different levels of English language proficiency and/or first language proficiency.
- Consideration of all accessibility features increases access while preserving the targeted construct.
- Consideration by test developers of multiple means of item presentation, expression and student engagement ensures that items and tasks are appropriate for both students with disabilities and English learners.

Section 4: Accessibility Planning Tools

Paper-Based Testing Accessibility Planning Tool

Students taking Ohio’s state tests may use accessibility features, including administrative considerations, universal tools, designated supports, and accommodations. This document is an optional planning tool to help districts and schools identify available features, record student needs, and prepare for paper-based testing. It does not supersede a student’s individualized education program (IEP) or Section 504 plan.

Consider the student’s experience with these features when deciding whether to offer them during testing. For additional information about these accessibility features, refer to [Ohio’s Accessibility Manual](#).

Districts should not submit this form to Cambium or the Department. Districts may use the information from this form when planning for paper-based tests.

District and school personnel **must**:

- Arrange resources before testing so students receive appropriate accessibility features as needed.
- Confirm that district test coordinators or district administrators order paper-pencil, braille and large- print tests for students who need them.
- Confirm that district test coordinators or district administrators order additional test booklets for test administrators who have students taking paper-based tests who will receive a human read-aloud or language translation administration.

Directions: Use the student’s demographic information to complete Table 1. For Tables 2-15, mark the following:

- Y for Yes in the content area the tool is needed; and/or
- Leave blank if the student does not need the tool

Table 1 Student Information

Demographics	District Response
Student’s Name	
SSID/Student ID	
Date of Birth	
Does the student have an IEP/504?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the student an English Learner?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Enrolled Grade	
Is the student accelerated?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Accelerated Grade	
Prepared by	
Completed Date	

Table 2 Administrative Considerations

Administrative Considerations	ELA	Math	Science	Social Studies
Adjustable lighting				
Familiar test administrator				
Frequent breaks				
Separate or alternate location				
Small group				
Specialized equipment or furniture				
Specified area or seating				
Time of day				
Other:				

Table 3 Universal Tools

Universal Tools	ELA	Math	Science	Social Studies
Blank paper (Required for ELA. For math, science and social studies tests, blank paper must be available if requested)	Y			
General directions				
Redirect Student to the Test				
Strikethrough				
Writing tools such as underlined words or bullets (student strategy)				

Table 4 Designated Supports

Districts may provide the features below to any student who needs them and must plan for their use in advance of testing.

Designated Supports	ELA	Math	Science	Social Studies
Color overlays				
Calculator or fact charts – handheld				
External magnification or enlargement device				
Highlighting tool				
Human reader				
Line-reader tool				
Mark for review				
Masking				
Music and white noise				
Noise buffers				
Rulers, angled-rulers, compasses and protractors				

Specialized paper				
Spellchecker – handheld device				
Student reads test aloud to self (requires 1:1 setting)				
Tactile fidgets/Fidget devices				
Mathematics Reference Sheets				
Timer				

Table 5 Accommodations for Students with Disabilities

Note that the test vendor will provide braille and large-print test booklets, but the district test coordinator must order them in TIDE. District test coordinators or district administrators must also order additional test booklets for test administrators who have students taking paper-based tests and who will receive a human read-aloud or language translation administration.

In table below, please provide the **name or type** of additional technology used in instruction and in what content area.

Presentation Accommodations	Name or Type	ELA	Math	Science	Social Studies
Additional assistive technology regularly used in instruction					
Additional assistive technology regularly used in instruction					

Table 6 Presentation Accommodations and Special Versions

Presentation Accommodations and Special Versions	ELA	Math	Science	Social Studies
Braille test				
Online test instead of paper (Use online test planning tool.)				
Large-print test booklet				
Sign language interpreter (Student must meet criteria for the reading access accommodation to receive this feature on the English language arts test.)				
Human reader	(see below)			

Table 7 Presentation Accommodations and Special Versions

The only choice is ELA for this tool. Please mark if student needs this tool in ELA.

Presentation Accommodations	ELA
Human reader English language arts test (Student must meet criteria for the reading access accommodation to receive this feature.)	

Table 8 Presentation Accommodations and Special Versions

In the table below, please provide the **name or type** of additional technology used in instruction and in what content area.

Presentation Accommodations	Name or Type	ELA	Math	Science	Social Studies
Additional assistive technology regularly used in instruction					

Table 9 Response Accommodations

Response Accommodations	ELA	Math	Science	Social Studies
Answers recorded in test booklet and transcribed into scorable documents				
Braille notetaker				
Braille writer				
Monitor test response				
Scribe				
Speech-to-text		N/A	N/A	N/A
Word prediction device				

Table 10 Response Accommodations

Response Accommodations	Math	Science
100s chart		
Abacus/Rekenrek		
Base 10 block		
Counters and counting chips		
Cubes		
Fraction tiles and pies without numerical labels		
Square tiles		
Two-colored chips		

Table 11 Response Accommodations

Response Accommodations	Math
Calculator or fact charts on non-calculator mathematics test or part of test	
Mathematics reference sheet	

Table 12 Response Accommodations

Response Accommodations	Math	Science
Specialized calculation device		

Table 13 Timing Accommodations

Timing Accommodations	ELA	Math	Science	Social Studies
Extended time (e.g., 1.5X, 2X, not to exceed one school day)				

Table 14 Accommodations for English Learners

Only students designated as English learners qualify for these accommodations.

Accommodations for English Learners	ELA	Math	Science	Social Studies
Extended time (e.g., 1.5X, 2X, but not to exceed one school day)				
Word-to-word dictionary or glossary				
Reading access for paper test	N/A			
Scribe (in English)	N/A			

ELA is not a choice in this section. Please mark if student needs this tool in math, science, or social studies.

Accommodations	Language?	Math	Science	Social Studies
Oral translation of the test				

Table 15 Emergency Accommodations

Emergency Accommodations
Districts may use an optional form to document a temporary disabling condition (e.g., a broken arm). See Appendix E: Emergency Accommodation Form in Ohio’s Accessibility Manual for further information.

Online Testing Accessibility Planning Tool

Students taking Ohio’s state tests may use accessibility features, including administrative considerations, universal tools, designated supports and accommodations. This document is an optional planning tool to help district and school personnel identify available features, record student needs and prepare for online testing. It does not supersede a student’s individualized education program (IEP) or Section 504 plan.

Consider the student’s experience with these features when deciding whether to offer them during testing. For additional information about these accessibility features, refer to [Ohio’s Accessibility Manual](#).

Districts should not submit this form to Cambium or to the Department. Districts may use the information from this form when planning for online tests.

District and school personnel **must**:

- Arrange resources before testing so students receive appropriate accessibility features as needed.
- Identify and turn on some online features in advance of testing as needed. District and school test coordinators can turn on the feature(s) by:
 - Uploading a student settings file in TIDE;
 - Individually marking the features in the student’s Pre-ID record in TIDE; or
 - Marking the feature(s) in the Test Administrator Interface when approving the student to test.

Directions: Use the student’s demographic information to complete Table 1. For Tables 2-7, mark the following:

- Y for Yes in the content area the tool is needed; and/or
- Leave blank if the student does not need the tool

Table 1 Student Information

Demographics	District Response
Student’s Name	
SSID/Student ID	
Date of Birth	
Does the student have an IEP/504?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the student and English Learner?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Enrolled Grade	
Is the student accelerated?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Accelerated Grade	
Prepared by	
Completed Date	

Table 2 Administrative Considerations

Administrative Considerations	ELA	Math	Science	Social Studies
Adjustable lighting				
Familiar test administrator				
Frequent breaks				
Separate or alternate location				
Small group				
Specialized equipment or furniture				
Specified area or seating				
Time of day				

Table 3 Universal Tools

These universal tools are available on the online tests for all content areas:

- Highlighter
- Line reader
- Mark for review
- Masking
- Notepad
- Strikethrough
- Test clock
- Writing tools
- Zoom

Universal Tools	ELA	Math	Science	Social Studies
Blank paper (Required for ELA. For math, science and social studies tests, blank paper must be available if requested)	Y			
General directions				
Redirect student to the test				

Choices are **NOT** available in the table below. The table below lists all Universal tools which are offered, available and/or not available.

Universal Tools	ELA	Math	Science	Social Studies
Calculator–Test Delivery System	N/A	Y	Y	N/A
Headphones (not required for testing UNLESS a student is using the Text-to-Speech feature in a Group Setting)	N/A	N/A	N/A	N/A
Paginated stimuli and reading mode	Y	Y	Y	Y
Spellcheck	N/A	N/A	N/A	N/A
Text-to-Speech (use headphones if not testing in 1:1 setting)	N/A	Y	Y	Y

Universal Tools	ELA	Math	Science	Social Studies
Text-to-Speech tracking	N/A	Y	Y	Y

Table 4 Embedded Designated Supports

The online Student Testing Site offers embedded designated supports, but districts must activate these features in advance of testing:

- By uploading a student settings file in TIDE;
- By marking the features under the “Test Settings” section of the student’s record manually in TIDE; and/or
- Test Administrators can select the feature(s) under “Test Settings” in the Test Administrator Interface when approving the student to test during the test session.

Districts must provide the non-embedded supports to students who need them. Alternatively, districts should disable embedded universal tools for students as needed.

Disable Universal Tool

Some students may benefit from fewer tools in the Test Delivery System when testing online. Mark any of the embedded universal tools that should be **disabled** for the student below.

Disable Embedded Universal Tool	ELA	Math	Science	Social Studies
Highlighter				
Masking				
Strikethrough				
Test clock				
Line reader				
Text-to-Speech				

Background and Font Color Section

Background and Font Color	ELA	Math	Science	Social Studies
Black on light yellow				
Black on light blue				
Black on light magenta				
White on black (invented)				
White on navy blue				

Mouse pointer Size and Color

Mouse Pointer size and color	ELA	Math	Science	Social Studies
Large black				
Large green				
Large red				
Large yellow				
Large white				
Extra-large black				
Extra-large green				
Extra-large red				
Extra-large yellow				
Extra-large white				

Print Size

Mouse Pointer size and color	ELA	Math	Science	Social Studies
Level 0:1x (default/no zoom)				
Level 1:1.5x				
Level 2: 1.75x				
Level 3: 2.5x				
Level 4: 3x				

Table 5 Non-embedded Designated Supports

Non-embedded Designated Supports	ELA	Math	Science	Social Studies
External magnification or enlargement device				
Line reader tool - handheld				
Music and white noise				
Noise buffers				
Specialized paper				
Student reads test aloud to self (requires 1:1 setting)				
Tactile fidgets/fidget devices				
Timer-external				

Calculator or fact charts – handheld	N/A			N/A
Rulers, angled-rulers, compasses, and protractors	N/A		N/A	N/A
Spellchecker - handheld	N/A			
Mathematic Reference Sheet				

Table 6 Accommodations for Students with Disabilities

If a student uses an alternate response option, the test administrator must transcribe and submit the student’s responses in the online testing site.

Additional Assistive Technology: please fill in Name of tool for this section.

Presentation Accommodations	Name Type	ELA	Math	Science	Social Studies
Additional assistive technology used regularly in instruction					
Additional assistive technology used regularly in instruction					

Presentation Accommodations	ELA	Math	Science	Social Studies
Dual monitors				
Human reader for online test.				
Paper-based test instead of computer (Use paper-based test planning tool. Also includes large-print and braille.)				
Screen reader mode				
Sign language interpreter (Student must meet criteria for the read-aloud accommodations to receive this feature on the English language arts test.)				

The accommodations in this section are only available for English language arts. Reading access guidance is found in the [Ohio’s Accessibility Manual](#). Please mark if student needs.

Presentation Accommodations	ELA
Read-aloud on English language arts	
Text-to-speech English language arts (must use headphones if not tested in 1:1 setting)	
Text-to-speech tracking English language arts	

If a student uses an alternate response option, the test administrator must transcribe and submit the student's responses in the online testing site. Please mark if student needs additional assistive technology.

Accommodations	Name Type	ELA	Math	Science	Social Studies
Additional assistive technology regularly used in instruction					

Response Accommodations	ELA	Math	Science	Social Studies
Answers transcribed by test administrator				
Speech-to-text		NA	NA	NA
Braille notetaker				
Braille writer				
Calculator, mathematics reference sheet or fact chart on non-calculator mathematics test or part of test	N/A		N/A	N/A

Allowable Tools Mathematical tools (**mathematics and science only**)

Allowable tools for Math and Science	Math	Science
100s chart		
Abacus/Rekenrek		
Algebra tiles		
Base 10 blocks		
Counters and counting chips		
Cubes		
Fraction tiles and pies without numerical labels		
Square tiles		
Two-colored chips		

Response Accommodation	ELA	Math	Science	Social Studies
Scribe				
Speech-to-text		N/A	N/A	N/A
Word prediction external device				

Timing Accommodations	ELA	Math	Science	Social Studies
Extended time (1.5X, 2X, not to exceed one school day.)				

Table 7 Accommodations for English Learners

Only students designated as English learners qualify for these accommodations.

Accommodations for English Learners	ELA	Math	Science	Social Studies
Dual monitors				
Extended time (e.g., 1.5X, 2X, not to exceed one school day)				
Word-to-word dictionary or glossary				

Accommodations	Language?	ELA	Math	Science	Social Studies
Oral translation of the test		N/A			

Accommodations in the following content areas only	ELA	Math	Science	Social Studies
Human reader (in English) for online test	N/A			
Scribe (in English)	N/A			
Bilingual test form (Spanish/English)	N/A			
Text-to-speech Spanish/English	N/A			
Text-to-speech tracking Spanish and English	N/A			

Emergency Accommodations
Districts may use an optional form to document a temporary disabling condition (e.g., a broken arm). See Appendix E: Emergency Accommodation Form in <i>Ohio's Accessibility Manual</i> for further information.

Section 5: Appendices

Appendix A: Accessibility Feature for Students Taking Ohio's State Tests on Paper

1.0 Conditions for taking a paper-based test

Although Ohio's State Tests are computer-based using an online testing platform, there may be specific instances that require a student to take a paper-based assessment instead.

Condition #1: The school is providing paper-based assessments for its students as the primary mode of administration. Districts must deliver Ohio's State Tests online unless they can demonstrate the need for paper tests. Information about this process can be located on the department website by searching [Networking Diagnostic Tool](#).

Condition #2: A student is unable to use a computer due to the impact of their disability. Before selecting a paper version of the test, IEP teams and 504 plan coordinators should first consider other accessibility features. Students who take a paper-based test should be unable, even with support, to use technology to produce and publish writing using keyboarding. The use of a paper-based assessment should be documented in the student's IEP or 504 plan.

Situations that may require this accommodation include:

1. 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 struggles meeting the demands of a computer-based test administration even with other accessibility features such as extended time, frequent breaks or a scribe;
2. 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 other accessibility features such as a familiar test administrator, frequent breaks, small group, specified seating or a timer;
3. A student with a disability who requires assistive technology that is not compatible with the testing platform.

Condition #3: A student who is unable to access an online assessment due to cultural or religious beliefs.

2.0 Accessibility features

The accessibility features available to computer-based testers often are the same as those available for students taking paper-based tests. However, the limitations of paper-based testing can sometimes require schools to use alternative methods to provide a similar feature on paper tests from what is available on computer-based tests.

2.1 Administrative considerations

Administrative considerations are changes to the timing, setting or conditions of testing and are at the discretion of the principal or test coordinator. There are no differences in administrative considerations between computer-based tests and paper-based tests.

Administrative Considerations for Paper Tests	
Familiar test administrator	Student knows the test administrator and/or interpreter.
Frequent breaks	All students may take breaks as needed. Frequent breaks refer to multiple, planned, short breaks during testing based on a specific student need (for example, the student fatigues easily). During each break, the testing clock is stopped.
Separate or alternate location	The test is administered in a different location than the location where other students are testing (for example, a different classroom).
Small group	A small group is a subset of a larger testing group assessed in a separate location. There is no specific number defined for a small group but two to eight is typical. A “group” of one also is permissible. Small groups may be appropriate for human read- aloud and translated test administration or to reduce distractors for some students.
Specialized equipment or furniture	This includes equipment such as adjustable desks or chairs.
Specified area or seating	The student sits in a specific place in the test setting, such as by the window for natural light or beside the test administrator’s desk.
Time of day	The student takes the test during the time of day most beneficial to his or her performance. Care must be taken to ensure that the student has all allowable time available for testing.

2.2 Universal tools

Universal tools for paper-based testing are student strategies or features provided externally by test administrators and are available for all students.

Universal Tools for Paper Tests	
Blank paper	The test administrator provides blank scratch paper to students to take notes and/or work through items during testing. Blank paper is required for the English language arts tests. For mathematics, science and social studies, blank paper must be available upon request. Refer to the Test Administration Manual for more information about blank paper.

Universal Tools for Paper Tests

General directions	<p>The test administrator must read the scripted general directions for starting all administrations and must not deviate from the script. After the test administrator has read the directions, students may ask for the directions to be repeated or clarified. General directions may be translated or signed (e.g. ASL). General directions include the scripted information for students that comes before the test starts.</p> <p>Once students have begun the test, nothing may be clarified.</p>
Redirect student to the test	<p>The test administrator redirects the student’s attention to the test without coaching or assisting the student in anyway.</p>
Strikethrough	<p>The student may mark answers to indicate to themselves that they are eliminating an answer. The student must NOT cross out or make any marks on answer bubbles.</p> <p>Placing stray marks in the answer area may conflict with accurate scoring.</p>
Writing tools	<p>The student uses a writing instrument on written responses to underline, bold, or add bullets for formatting.</p>

2.3 Designated supports

These features may be provided to any student who needs them. Students must practice using these features and understand when and how to use them, either in a classroom or real-world application or setting.

Designated Supports for Paper Tests

Color overlays	<p>The student uses colored overlays when taking the assessment. The color should match what the student currently uses during instruction.</p>
Calculator or fact charts-handheld	<p>Students may use handheld calculators and fact charts (addition, subtraction, multiplication or division only) for calculator-allowable mathematics tests or parts of tests and the physical science test. Additional calculator guidance is in the Test Administration Manual.</p>
External magnification or enlargement device	<p>The student uses external magnification or enlargement devices to increase the font or graphic size (e.g., projector, closed-circuit television, eyeglass-mounted or handheld magnifiers, electronic magnification systems, etc.).</p>
Highlighting tool	<p>The student uses highlighters or colored pencils to highlight text as needed to recall and/or emphasize. The department does not recommend highlighters for grades 3 or 4. These grades use consumable test booklets and highlighter ink can bleed through paper causing errors in scoring.</p> <p>Students must use colored pencils with caution. Scoring machines cannot scan or score student responses in colored pencil.</p> <p>Test administrators should monitor students who use colored pencils to ensure they only use approved #2 pencils for marking responses in answer documents.</p>

Designated Supports for Paper Tests

<p>Human reader for mathematics, science and social studies</p>	<p>A test administrator or monitor reads the test from a test booklet to the student.</p> <p>This feature can be provided in small groups. If testing in a small group, test administrators should ensure that all students in the group have similar abilities so that the reader’s pace meets all students’ needs without being too slow or too fast for some students. The reader can only read to the group as fast as the slowest student. Reading tests to large groups is rarely, if ever, appropriate. As with all designated supports, the feature should be based on student need. Many students do not need tests read and their performance will decrease if the test is read to them. If students need this feature, then the person providing the feature must read the entire test to the students. It cannot be “as needed” or “on demand”.</p> <p>Only students who meet the criteria to have a read-aloud accommodation on the English language arts test may use this feature for English language arts.</p>
<p>Line reader tool</p>	<p>The student uses a blank straight edge as he or she reads and follows along with the text.</p>
<p>Mark for review</p>	<p>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.</p>
<p>Masking</p>	<p>The student may cover or uncover answer options with external blank masking cards or scrap paper as needed.</p>
<p>Music and white noise</p>	<p>A student or group of students listens to background music during testing. The test administrator may play music to a student or group of students, or a student may use a teacher provided device and earbuds. Music selections should be free of any test content specific lyrics. Test security must be maintained. Students may not use a personal device (e.g. cell phone, MP3 player).</p> <p>Additional information about the electronic device policy is in the Test Administration Manual.</p>
<p>Noise buffers</p>	<p>The student uses headphones/earbuds or earplugs to minimize distraction or filter external noise during testing. If students use headphones/earbuds as noise buffers, they should not be plugged into a device.</p>
<p>Rulers, angled-rulers, compasses and protractors</p>	<p>Students may be familiar with these tools from instruction at various grade levels and want to use them on the test.</p> <p>While these tools are not required for testing, districts may choose to provide them to students or allow students to provide their own. The tools cannot contain any additional writing or information that may provide an unfair testing advantage. Examples of additional writing could include but are not limited to multiplication tables, formulas, or conversion charts.</p> <p>A student with a visual impairment may need adapted mathematical tools such as a large print ruler, braille ruler, tactile compass or braille protractor.</p>

Designated Supports for Paper Tests

Specialized paper	In addition to blank paper, students may use test administrator provided grid paper, wide-ruled paper, braille paper, raised-line paper, bold-line paper, raised-line grid paper, bold-line grid paper, colored paper, etc. The paper provided cannot contain any writing that may give the student an unfair testing advantage. Examples of additional writing that is prohibited can include but is not limited to number lines, graphic organizers, two-column tables, fraction models, and coordinate grids. Students also may use personal whiteboards instead of paper.
Spellchecker–handheld device	Not allowed for the English language arts test. The student uses an external spell check device. Device may not have embedded grammar check, connect to the Internet, or save information. The student should be familiar with the spellchecker he or she will use during testing.
Student reads test aloud to self	Student reads aloud to self. This feature includes the use of whisper phones. Student must be tested in a one-on-one setting so that the student does not disturb other students or in a setting in which students are separated enough from each other that they cannot hear each other and do not disturb one another.
Tactile fidgets/fidget devices	Student uses tool for self-regulation, to help with focus, attention, calming, and active listening. (e.g. Fidget Spinner, squish ball, focus cube, pencil topper, etc.). Tool must be free of anything that may give an advantage during testing or test content.
Timer	<p>Student uses a timer. There are a variety of timers that students may use ranging from basic kitchen timers to more complex wearable devices that vibrate or flash at preset intervals or timers with visual clues such as a red covering that disappears as the timer counts down.</p> <p>Students may not use cell phones and devices must not connect to the internet.</p>

2.4 Accommodations for students with disabilities and English learners

While all students can potentially use the universal tools and designated supports, some students may still need further support to access the test and show what they know. Those students may benefit from testing accommodations. Testing accommodations are supports that are already familiar to the student because they are being used in the classroom to support instruction. See Ohio’s Accessibility Manual section on [testing accommodations for students with disabilities and English learners](#) for more information. Note that the test contractor will provide braille and large print test booklets, but the district test coordinator must order them in TIDE.

Presentation Accommodations for Paper Tests	
Additional assistive technology regularly used in instruction	<p>Students may use a range of assistive technologies on Ohio’s State Tests.</p> <p>Assistive technologies for paper-based tests may not reproduce the tests in any manner and may not connect to the Internet.</p> <p>For more information on additional assistive technology devices and software for use on Ohio’s State Tests, refer to Appendix D.</p>
Braille test	<p>A student who is blind or has a visual impairment may take the English language arts and mathematics tests using a hard copy contracted braille edition.</p> <p>Refer to the Directions for Administration Manual for more information about administering braille forms of the test.</p>
Computer-based test instead of paper version	<p>If a student’s class is taking Ohio’s State Tests on paper, and a student needs to use a computer due to the impact of his or her disability, it is allowable for the student to take the test on a computer instead.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> A student with an emotional, behavioral or other disability who is unable to maintain sufficient concentration to participate in a paper-based test administration, even with other accessibility features; A student with a disability who requires assistive technology that is compatible with the testing platform. <p>If a student takes a computer-based version of a test, the student must take the computer-based version of the test for both parts.</p>

<p>Human reader for English language arts</p>	<p>A test administrator or monitor reads the test from a test booklet to the student.</p> <p>This feature can be provided in small groups. If testing in a small group, test administrators should ensure that all students in the group have similar abilities so that the reader’s pace meets all students’ needs without being too slow or too fast for some students. continue attaining the important college and career- ready skill of independent reading.</p> <p>For information about who needs AEM, how to obtain AEM and tools to support AEM, visit the Assistive Technology & Accessible Educational Materials Center online (http://ataem.org/); IEP teams and 504 plan coordinators make decisions about who receives this accommodation. Schools should use a variety of sources as evidence (including state assessments, district assessments and one or more locally administered diagnostic assessments or other evaluation). Refer to the Test Administration Manual for more information about administering a test through a human reader.</p>
<p>Large print test booklet</p>	<p>Large print test booklet is a presentation accommodation for students with visual impairments who require large print materials.</p> <p>The large print test booklets are 8.5-x-11 inches and printed in 18-point type.</p> <p>Refer to the Test Administration Manual for more information about administering a test through human read-aloud.</p>
<p>Sign language interpreter</p>	<p>Any student who is deaf or has hearing loss may have a sign language interpreter reflecting their IEP accommodations (for example, American Sign Language, signed English, Cued Speech) for mathematics, science and social studies.</p> <p>For the purposes of statewide testing, sign language is considered a second language and should be treated the same as any other language from a translational standpoint. The test must be <i>signed verbatim</i>. The intent of the phrase “signed verbatim” does not mean a word-to-word translation, as this is not appropriate for any language translation. The expectation is that the interpreter should faithfully translate, to the greatest extent possible, all of the words on the test without changing or enhancing the meaning of the content, adding information or explaining concepts unknown to the student.</p> <p>If a sign language interpreter perceives that a specific sign gives a student the answer or otherwise provides an unfair advantage, an alternate sign or finger spelling should be used.</p> <p>Only students who meet the criteria to have a read-aloud accommodation on the English language arts test may use this feature for English language arts.</p>

Response Accommodations for Paper Tests

<p>Additional assistive technology regularly used in instruction (for example, speech-to-text)</p>	<p>Students may use a range of assistive technologies on Ohio’s State Tests.</p> <p>Assistive technologies for paper-based tests may not reproduce the tests in any manner and may not connect to the Internet.</p> <p>For information about who needs AT, how to obtain AT and AT tools, visit the Assistive Technology & Accessible Educational Materials Center online (http://ataem.org/).</p>
<p>Answers recorded in test booklet and transcribed by the test administrator into the scorable document</p>	<p>The student records his or her answers directly on paper or in the test booklet and the test administrator transcribes the responses verbatim into the scorable answer document.</p>
<p>Braille notetaker</p>	<p>A student who is blind or has visual impairments may use an electronic braille notetaker. For Ohio’s State Tests, grammar checker, Internet and stored file functionalities must be turned off.</p> <p>The responses of a student who uses an electronic braille note taker during Ohio’s State Tests must be transcribed exactly as entered in the electronic braille notetaker. Only transcribed responses will be scored. Transcription guidelines are available in Appendix C: Decision-Making Tool for Written Response Accommodations.</p>
<p>Braille writer</p>	<p>A student who is blind or has visual impairments may use an electronic braille writer. A test administrator must transcribe into the computer the student responses exactly as entered in the electronic braille writer.</p> <p>Only transcribed responses will be scored. Transcription guidelines are available in Appendix C: Decision-Making Tool for Written Response Accommodations.</p>

Response Accommodations for Paper Tests

Calculation device or fact charts on non-calculator mathematics test or part of test

The student uses a calculation device or fact chart (addition, subtraction, multiplication or division only) on a non-calculator mathematics test or part of test. Both parts of grades 3 through 5 mathematics tests and part 1 of grades 6 and 7 mathematics tests are non-calculator tests.

The accommodation would be permitted on test sections for which calculators are not allowed for other students. IEP teams and 504 plan coordinators should carefully review the following guidelines for identifying students to receive this accommodation.

This accommodation is for students with disabilities that severely limit or prevent their abilities to perform basic calculations (i.e., single-digit addition, subtraction, multiplication or division.)

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 severely limits or prevents 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 documenting the accommodation in the student's IEP or 504 plan, teams also should consider whether:

The student is unable to perform calculations without the use of a calculation device, 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 a calculation device, in order to ensure that the student continues to learn basic calculation and fluency.

Calculators are allowed on grades 5 and 8 science tests and the biology end-of-course test. However, there are no mathematical calculations on these Ohio science tests and a calculator should not be needed.

Response Accommodations for Paper Tests

Mathematical Tools	<p>Student uses these tools and manipulatives to assist mathematical problem solving. These tools are allowed for mathematics and science tests only. These manipulatives allow the flexibility of grouping, representing or counting without numeric labels:</p> <ul style="list-style-type: none"> • 100s chart • Abacus/Rekenrek • Algebra tiles • Base 10 blocks • Counters and counting chips • Cubes • Fraction tiles and pies without numerical labels • Square tiles • Two-colored chips' • Cuisenaire Rods <p>Tools that give students answers (for example, fraction tiles with numerical labels) or lead a student to use a specific strategy (for example, number lines) are not allowed. These types of tools can be effective for instruction and while students may create their own during testing as a strategy, they may not be provided to students on Ohio's State Tests.</p> <p>For information about fact charts, see calculation deice or fact charts on non-calculator mathematics test or part of test in this section.</p> <p>Information about rulers, angled-rulers, compasses and protractors is in the non-embedded designated supports section of this manual.</p> <p>The Department will review and revise this list annually as needed.</p>
Monitor test response	<p>The test administrator monitors proper placement of student responses on a test booklet or answer sheet. The test administrator cannot assist the student with changing a response to the correct answer.</p> <p>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 put two answers for one problem on the same line or accidentally skip a question. Students who are able to use bubbled answer sheets may benefit from having an adult simply monitor the placement of their responses to ensure that they are actually responding to the intended question.</p>
Scribe	<p>The student dictates responses either verbally, using a speech-to text device, augmentative or assistive communication device (e.g., picture or word board), or by signing, gesturing, pointing or eye-gazing. Grammar checker, Internet and stored files functionalities must be turned off. Word prediction must also be turned off for students who do not receive this accommodation. The student must test in a separate setting.</p> <p>In making decisions whether to provide the student with this accommodation, IEP teams and 504 plan coordinators should consider whether the student has:</p> <ul style="list-style-type: none"> • A physical disability that severely limits or prevents the student's motor process of writing through keyboarding; OR • A disability that severely limits or prevents the student from expressing written

	<p>language, even after varied and repeated attempts to teach the student to do so.</p> <p>Before documenting the accommodation in the student’s IEP or 504 plan, teams/coordinators should also consider whether:</p> <ul style="list-style-type: none"> • 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 coordinators. • Student responses must be transcribed exactly as dictated.
<p>Specialized calculation device</p>	<p>A student uses a specialized calculation device (for example, 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 test in a separate setting.</p> <p>The student must qualify for calculation device or fact charts on non-calculator mathematics test or part of test accommodation to use a specialized calculator in those tests.</p>

Response Accommodations for Paper Tests

Word prediction device

The student uses an external word prediction device that provides a bank of frequently or recently used words on screen as a result of the student entering 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 cannot connect to the Internet or save information.

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 severely limits or prevents the student from writing or keyboarding responses; OR
- A disability that severely limits or prevents the student from recalling, processing and expressing written language, even after varied and repeated attempts to teach the student to do so.

Before documenting 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; 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.

Timing Accommodation for Paper Tests

Extended Time

Student is allowed more time than allotted for each test part.

In most cases, the department recommends that extended time be defined for students and not open ended. This accommodation is usually expressed as one and a one-half time (1.5x) or double time (2x). A student who has one-half time on a test that normally takes 90 minutes, may be allowed 135 minutes. Extended time may not exceed one school day; students must complete each test part on the same day the test is started.

Decisions about how much extended time is provided must be made on a case-by-case basis for each individual student, not for any category of students or group. Teams should keep in mind the purposes of different accommodations as they relate to disability characteristics or language barriers. Typically, if a student needs extended time, one and one-half time is sufficient. For some accommodations, such as use of a human reader or scribe, double time may be appropriate. Rarely is unlimited time (an entire school day) applicable.

Schools may choose to test students with the extended time accommodation in a separate setting to minimize distractions. The department recommends scheduling these students for testing in the morning to allow adequate time for completion of a test part by the end of the school day.

Accommodations for English Learners on Paper Tests

Extended time

Extended time is appropriate for English learners of all English proficiency levels. With extended time, the student is allowed more time to complete each part of the test.

In most cases, the Department recommends that extended time be defined for students and not left open-ended. This accommodation usually is expressed as one and one-half time (1.5x) or double time (2x). A student who has one and one-half time on a test that normally takes 60 minutes may be allowed 90 minutes. Extended time may not exceed one school day; students must complete each test part on the same day that part is started.

Educators must decide how much extended time to provide on a case-by-case basis for each student, not for any category of students or group. Teams should keep in mind the purposes of different accommodations as they relate to language barriers or disability characteristics. Typically, if a student needs extended time, one and one-half time is sufficient. For some accommodations, such as an oral translation, double time may be appropriate. Rarely is unlimited time (an entire school day) applicable.

Districts may choose to test students with extended-time accommodations in a separate setting to minimize distractions. The Department recommends scheduling these students for testing in the morning to allow adequate time for completion of a test part by the end of the school day.

Accommodations for English Learners on Paper Tests

Oral translation of the test

Ohio's State Tests (OST) of mathematics, science and social studies in grades 3-8 and the end-of-course tests of for high school (algebra I, geometry, integrated mathematics I and II, biology, American history, and American government) can be translated orally. This includes the test directions, test questions *and* the student's responses to the test questions, when applicable.

Oral translation of OST English language arts tests is not allowed. Only the general test directions of the English language arts tests may be translated. The general test directions are the scripted directions found in the Test Administration Manual that the test administrator reads to all students before the test begins.

When providing oral translation of the test, a qualified translator reads aloud the test to a student in the student's native or preferred language. **A qualified translator has demonstrable proficiency in English and the language of translation and may hold professional certification or other credential verifying their multilingual proficiency. The translator's qualification is verified locally.** Translators may translate the test from the student's screen, a dual monitor or the paper test booklet (if the student is taking a paper test). Students may respond in their native language; however, the translator must translate the student's response in the native language into English before sending the test to be scored. Responses submitted in a language other than English will not be scored. **A test administrator who meets the criteria must be in the room during the test administration with the translator.**

A translator must administer an oral translation of the test in a separate setting, and the translator must be an adult, non-relative of the student. To administer a test to a group of English learners receiving oral translation in the same language, test coordinators and test administrators must enable the "group oral administration" setting in TIDE. The group oral administration setting only is available for spring administrations of OST. See the [OST Test Administration Manual](#) for more information or contact the Ohio Help Desk at 1-877-231-7809 or OHHelpDesk@cambiumassessment.com.

Translation of the test can help a student access the test content and demonstrate knowledge, but only if the student has learned the content in the translated language. Meaningful, high-quality instruction will yield greater learning outcomes than direct translation of course content and related assessments.

Oral translation is most appropriate for English learners with beginning English proficiency and some English learners with intermediate English proficiency. Oral translation may not be appropriate for English learners with early advanced and advanced English proficiency.

	<p>Refer to the OST Test Administration Manual for additional information on administering an oral translation:</p> <ul style="list-style-type: none"> • OST Test Administration Manual, Appendix B: Supplemental Instructions for Oral Translation and Human Reader for Online Test Administrations. • OST Test Administration Manual, Appendix G: Nondisclosure Agreement Form <p>The Department will reimburse districts for translator costs. Refer to the Translator Reimbursement Guidance Document for more information and submit reimbursement requests via the Translator Reimbursement Form on the Office of Assessment’s Forms and Documents webpage. The Department does not reimburse translators for translating general directions only.</p> <p>If a district cannot find and provide an oral translator, the district should document its attempts to find an oral translator. If the oral translator does not show up on the scheduled test day(s), the district should document the oral translator’s absence. Districts may retain this documentation should the provision of a translator ever be called into question. If the district cannot find a translator during its 15-day test window, contact the Office of Assessment at (614) 466-1317 or statetests@education.ohio.gov to discuss options.</p>
<p>Reading Access for paper test</p>	<p>This accommodation is appropriate for English learners who regularly receive reading access accommodations during instruction and who have little or no prior experience or familiarity taking state tests.</p> <p>For Ohio’s State Tests (OST) of mathematics and science in grades 3-8 and the end-of-course tests for high school (algebra I, geometry, integrated mathematics I and II, biology, American history, and American government), the test administrator reads in English from the student’s test booklet to the student. This includes the test directions, test questions, <i>and</i> the student’s responses to the test questions, when applicable.</p> <p>Test administrators must administer the read-aloud accommodation in a separate setting. This feature can be provided in small groups if the “group oral administration” setting is enabled in TIDE. The group oral administration setting only is available for spring administrations of OST. If testing in a small group, test administrators should ensure that all students in the group have similar abilities so that the reader’s pace is not too slow or too fast.</p> <p>If a person other than the test administrator reads the test aloud, that person must affirm via their signature that they are an adult non-relative and have received training from the district.</p>
<p>Scribe (In English)</p>	<p>A scribe is not allowed for the OST English language arts test, unless the student also has an IEP or 504 plan that documents the need for a scribe using Appendix B of this manual and Appendix C of the OST Test Administration Manual.</p> <p>The student dictates responses in English. The test administrator must test</p>

	<p>the student in a separate setting when providing the scribe accommodation. A scribe may be appropriate for English learners with beginning-level English proficiency who do not have translators and who have better spoken than written English language proficiency. Typically, a scribe is not appropriate for English learners with intermediate- or advanced-level English proficiency.</p>
<p>Word-to-word dictionaries and word-to-word glossaries (English/native language)</p>	<p>The student uses an allowable bilingual, word-to-word dictionary or glossary. Dictionaries and glossaries that include definitions, phrases, sentences, or pictures are prohibited. An electronic dictionary that meets the above criteria may be used, but the electronic translator must not connect to the Internet or store information. The student should be familiar with the dictionary or glossary used during testing and must be able to use it independently.</p> <p>Translation devices and software (ScanMarker, Forum, Vavus, Google Translate, etc.) are not permitted during any Ohio’s State Tests (OST) administration.</p> <p>English learners may use an approved bilingual word-to-word dictionaries and glossaries on all Ohio’s State Tests, including tests of English language arts, even though oral translation or interpretation of the English language arts tests is not allowed.</p> <p>If electronic dictionaries are used by a student during testing, Department guidelines on the use of this technology must be followed to maintain the security and validity of the assessment. Although some technology may be useful during a daily academic setting, technology that has functionality that violates test security guidelines may not be used during a state assessment.</p> <p>While this accommodation is allowed for any student currently identified and reported as an English learner, this accommodation is recommended for English learners with intermediate to advanced English proficiency and may not be appropriate for beginning-level or younger English learners.</p> <p>Lists of approved dictionaries and glossaries known to meet the criteria for allowable dictionaries for statewide testing:</p> <ul style="list-style-type: none"> • The Massachusetts Department of Elementary and Secondary Education’s list of bilingual word-to-word dictionaries (opens as a Word.doc) • ACT-Approved Bilingual Word-to-Word Dictionaries (opens as a PDF) • College Board-Approved Word-to-Word Glossaries for the SAT Suite of Assessments (opens as a PDF) • New York University, Steinhardt, Glossaries for English Learners and Multilingual Language Learners. These glossaries may be downloaded, printed, and disseminated to educators, parents, and English learners at no cost.

Appendix B:

Decision-Making Tool for Reading Access Accommodation on English Language Arts Test

INTRODUCTION


The Decision-Making Tool for Reading Access serves as a checklist to assist Individualized Education Program (IEP) teams and Section 504 plan coordinators in determining eligibility for certain accommodations available for use with Ohio’s State Tests in English language arts. Accommodations include text-to-speech, human read-aloud, screen reader, and/or a sign language interpreter. Education teams should assess eligibility **annually** whenever a student is required to participate in an English language arts state summative assessment.



The reading access accommodation is only available for a student after an IEP/504 team has determined that their disability severely limits or prevents them from independently seeing, accessing, and/or decoding printed or digital text, as outlined in step 2 below.



Testing accommodations are familiar supports that the student uses regularly during instruction. **An accommodation should never be introduced to the student during testing.** Teachers should expose students to online test items, using accommodations, in the [Student Practice Site](#). The [Student Practice Resources](#) folder in the test portal contains a Practice Test Guidance Document, practice test items, released items and scoring guides.

For human readers and sign language interpreters, the test administrator will need to sign [Appendix G: Non-Disclosure Agreement for Accommodations on Ohio’s State Tests](#) and implement [Appendix F: Guidelines and Glossary for Sign Language Interpreters](#). *Note:* The student must be tested in a separate or alternate location *if* headphones are not used for text-to-speech, or the student has a human reader or sign language interpreter.

Contact the Department at statetests@education.ohio.gov with questions about this tool. The Department recommends maintaining this document in the student’s file. Do not submit a copy of this document to the Department.

Reading Access Accommodation Decision	
<p>Before considering a reading access accommodation in a student’s IEP (Sections 7 and 12) or Section 504 plan, the team should confirm that justification for the reading access accommodation is <u>NOT</u> determined <u>solely</u> because of factors such as:</p> <ul style="list-style-type: none"> • Disability category, educational environment, or instructional setting. • The student’s instructional reading level is below grade level. • Expected poor performance on the assessment without the reading access accommodation. Poor attendance or extended absences. • The student is an English learner. • The student’s social, cultural, or economic characteristics • Need for accommodations (such as assistive technology or augmentative and alternative communication) to participate in the general assessment 	

Step 1: IEP or 504 plan		
	YES 	NO 
Does the student have a current IEP or 504 plan, or is one being developed?		
<ul style="list-style-type: none"> If YES, continue to step 2 AND use current data and/or evaluation sources to determine eligibility for a reading access accommodation. If NO, STOP. The student does not qualify for a reading access accommodation on Ohio's State Tests in English language arts. Please view the Ohio Accessibility Manual to learn about the administrative considerations, universal tools, and designated supports available to all students that ensure accessibility to Ohio's State Tests. 		

Step 2: Required Criteria		
	YES 	NO 
1. Is it documented in an evaluation summary from locally administered screening or diagnostic assessments that: <ul style="list-style-type: none"> The student is blind/visually impaired and has not yet learned (or is unable to use) contracted braille? OR <ul style="list-style-type: none"> The student has one or more disabilities that severely limit or prevent them from independently decoding and/or making meaning from printed or digital text? 		
2. The student has access to printed or digital text during all classroom instruction with the addition of a human reader, text-to-speech, accessible educational materials (AEM), or sign language interpreter.		
3. The student receives ongoing, intensive instruction and/or interventions in foundational reading skills.		
<ul style="list-style-type: none"> If YES to 1, 2 and 3 the student meets the required criteria to receive the reading access accommodation on Ohio's State Test in English language arts. If NO to any of the above questions, STOP. The student does not qualify for a reading access accommodation on Ohio's State Tests in English language arts. Please view the Ohio Accessibility Manual to learn about the administrative considerations, universal tools, and designated supports available to all students that ensure accessibility to Ohio's State Tests. 		

For information about who needs AEM, how to obtain AEM, tools to support AEM, visit the Assistive Technology & Accessible Educational Materials Center (<http://ataem.org/>).

Step 3: Student Information	
Student Name:	Grade:
School and District:	Student ID Number:
School Year:	

Step 4: Appendix B IEP/504 Participants		
Participant	Title	Date
	District Representative or Section 504 coordinator:	
	Special Education Teacher(s)	
	General Education Teacher(s)	
	Parent(s) or Guardian(s)	
	Student (if a team participant):	
	Other team member(s)	
	Other team member(s)	

Other team members may include English Language Specialists and Related Service Providers.

Parent/Guardian		
	Initials	Date
I have been informed and agree that my child will receive a text- to-speech, human read-aloud, screen reader, or sign language interpreter accommodation for Ohio’s State Test in English language arts as noted in my child’s IEP or 504 plan.		

Contact the Department at statetests@education.ohio.gov with questions about this tool.
 The Department recommends maintaining this document in the student’s file.
Do not submit a copy of this document to the Department.

Appendix C:

Decision-Making Tool for Written Response Accommodations

Introduction:

The Decision-Making Tool for Written Response Accommodations serves as a checklist to assist Individualized Education Program (IEP) teams and Section 504 Plan coordinators in determining eligibility for use of the embedded speech-to-text (STT) feature and scribe accommodation with Ohio’s State Tests (OST), Ohio English Language Proficiency Screener (OELPS), Ohio English Language Proficiency Assessment (OELPA), and Readiness Assessments. This Decision-Making Tool should be used for eligibility decisions for use of a written response accommodation for students with disabilities, including English learners with disabilities. Education teams should assess eligibility for response accommodations (embedded STT and scribe) **annually** at each IEP or 504 plan meeting.

Testing accommodations are familiar supports that students use regularly during instruction. An accommodation should never be introduced to students during testing. Teachers should prepare students for online testing using accommodations in the [Student Practice Site](#). The [Student Practice Resources](#) folder in the test portal contains a Practice Test Guidance Document that references practice test items, released items, and scoring guides.

If a student requires a scribe or STT accommodation due to a recent and temporary illness or injury, the school can use the optional [Emergency Accommodation](#) form found in Appendix E of the Ohio Accessibility Manual to document the accommodation.

Scribe:

What is a scribe accommodation?

Scribing a student’s responses by a test administrator is a response accommodation. A scribe is a person who writes or types student responses into the test delivery system, onto a scorable test booklet, or answer document for the student. Scribing may include selecting multiple choice or other selected response items such as “drag and drop” or “matching” as appropriate.

Scribe as an assessment accommodation

Students receiving the scribe accommodation may respond to test items in any of the following ways: verbally, STT or other assistive technologies, signing, gesturing, pointing, or through eye-gaze selection.

- If a student qualifies for the scribe accommodation based on the required criteria below, the scribe and the test administrator should familiarize themselves with the [Protocol for Scribing and Transcribing Student Responses](#) beginning on page 7 of this document.
- The scribe and the test administrator must sign [Appendix G: Non-Disclosure Agreement for Accommodations on Ohio’s State Tests](#).
- A scribe must administer the scribe accommodation only to one student at a time during a test session. The student must be tested in a separate setting.
- Accommodations are permitted for English learners **without** disabilities, as described in the [Ohio Accessibility Manual for Ohio’s State Tests](#). A scribe accommodation may be appropriate for beginning-level English learners who speak more proficiently than they can write. A scribe typically is less appropriate for intermediate- or advanced-level English learners.
- Eligibility decisions for a response accommodation for English learners should be made on a case-by-case basis. Please note that this Decision-Making Tool only applies to eligibility decisions for students with disabilities, including English learners with disabilities.

Important Reminder:

- The [Protocol for Scribing and Transcribing Student Responses](#) begins on page 6 of this document.

Speech-to-Text:

What is embedded speech-to-text?

Speech-to-text (STT) is an accessibility feature allowing students to use their voices to dictate a response to test questions. The embedded STT feature allows students to speak into a test delivery system (TDS) and in the Notes tool and can capture up to five minutes of speech before turning off and needing to be reengaged. Students may continue to use their own (non-embedded) assistive technology instead of the embedded STT feature (see [Appendix D: Assistive Technology Guidance](#)). The embedded STT feature *only* supports dictation of student responses to test questions and text in the Notes tool. The embedded STT feature does not support verbal system commands such as "back" or "next". For navigational control of commands (i.e., voice control of keyboard commands) beyond dictation of student responses, students should use a non-embedded speech-to-text device.

Speech-to-text as an assessment accommodation

Students with disabilities who have an Individualized Education Program (IEP) or Section 504 Plan, English learners with disabilities, and testers who exited high school with a valid IEP or 504 Plan can use STT as an assessment accommodation. Districts must enable this accommodation with approval from the Department for the OST, OELPS, and OELPA.

Important Reminders:

- For the OST, OELPS, OELPA, and Readiness Assessments STT-generated text may be auto-punctuated. It is the student's responsibility to ensure the accuracy of the transcription, including grammar and punctuation; thus, reinforcing prior experience with this accommodation is essential.
- Test administrators must administer a [proctored practice test](#) (page 3) using the embedded speech-to-text feature if the student plans to use this accommodation during testing. Directions for accessing a proctored practice test on page 5 of this appendix.

Contact the Department at statetests@education.ohio.gov with questions about this document. The Department recommends maintaining this document in the student's file. Do not submit a copy of this document to the Department.

Response Accommodation Decision

Before considering a response accommodation in a student’s IEP (Sections 7 and 12) or Section 504 plan, the team should confirm that justification for the accommodation is **NOT** determined **solely** because of factors such as:

- Disability category, educational environment, or instructional setting.
- The student’s instructional reading level is below grade level.
- Expected poor performance on the assessment without the response accommodation.
- Poor attendance or extended absences.
- The student is an English learner.
- The student’s social, cultural, or economic characteristics.





Step 1: IEP or 504 plan

	YES	NO
Does the student have a current IEP or 504 plan, or is one being developed?		
<p>If YES, continue to step 2 AND use current data and/or evaluation sources to determine eligibility for a response accommodation.</p> <p style="text-align: center;"></p>	<p>If NO, STOP. The student does not qualify for a response accommodation on the OST, OELPS, or OELPA.</p> <p style="text-align: center;"></p> <p>Please view the Ohio Accessibility Manual to learn about the administrative considerations, universal tools, and designated supports available to all students that ensure accessibility.</p>	

Step 2: Required Eligibility Criteria

	YES	NO
<p>1. The IEP or 504 plan documents an evaluation summary from locally administered screening or diagnostic assessments that:</p> <ul style="list-style-type: none"> • The student has a physical disability that severely limits or prevents the student’s motor processes of writing through keyboarding or paper-pencil. <p>OR</p> <ul style="list-style-type: none"> • The student has a disability that severely limits or prevents the student from independently generating written language, even after varied and repeated attempts to teach the student foundational writing skills such as conventions, encoding/spelling, syntax, and semantics. 		
<p>2. The student’s IEP or 504 plan includes ongoing, intensive instruction, and/or interventions in foundational writing skills or assistive tools to support written language.</p>		
<p>3. The student uses speech-to-text or a scribe to generate written language during routine instruction and classroom assessments.</p>		

<p>If YES to questions 1, 2, and 3, the student meets the required criteria to receive a response accommodation on OST, the OELPS, or the OELPA. Continue to Step 3.</p> 	<p>If NO to any of the above questions, STOP. The student does not qualify for a response accommodation on the OST, the OELPS, or the OELPA.</p>  <p>Please view the Ohio Accessibility Manual to learn about the administrative considerations, universal tools, and designated supports available to all students that ensure accessibility.</p>
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For information about who needs Assistive Technology and Accessible Educational Materials (AEM), how to obtain AT and AEM, and tools to support AT and AEM, visit the Assistive Technology & Accessible Educational Materials Center (<http://ataem.org/>).

Step 3: Student Information		
Student Name:	Grade:	
School and District:	Student ID Number:	
School Year:		
Assessment Name: OST, OELPS, or OELPA, Readiness Assessment	Response Accommodation: Scribe or Speech-To-Text	
Parent/Guardian		
I have been informed and agree that my child will receive a written response accommodation for OST, OELPS, or OELPA as noted in my child's IEP or 504 plan.	Initials	Date

The Department recommends maintaining this document in the student's file.

Do not submit a copy of this document to the Department.

Requesting Department Approval for Speech-To-Text

Please understand that a Proctored Practice Test using the speech-to-text accommodation is required prior to requesting approval from the Department.

Steps for completed a Proctored Practice Test:

1. Access the TA Practice Site <https://ohpt.cambiumtds.com/testadmin>
2. Create a practice test session (begins with TRAIN-) with an applicable test added to the session.
3. Have the student open the secure browser and select 'go to practice site' in the bottom left corner.
4. Have the student login and select the applicable test. Once a test is selected the student testing site should say "Waiting for TA approval" on the student screen.
5. The Practice TA interface shows the student waiting for approval.
6. Press the student settings (eye) icon next to the student's name and turn on speech-to-text.
7. Approve the student to begin testing.
8. Have the student enable and use the STT function on a text entry response question.

Refer to the [Practice Site Guidance Document](#) for instructions on how to use the STT tool within the student testing site.

If the Proctored Practice Test and embedded STT accommodation worked well for this student, Cambium will need up to 72 hours to enable this accommodation in TIDE after approval from the Department.

If a proctored practice test was administered but did not work well for this student, consider using non-embedded STT or a human scribe. See page 7, for the Protocols for Scribing and Transcribing Student Responses for more information.

Submitting Speech-to-Text Requests into TIDE

The Department will request the following information be *entered into TIDE* to determine eligibility for a speech-to-text accommodation on Ohio’s State Tests, the Ohio English Language Proficiency Screener, and the Ohio English Language Proficiency Assessment.

Complete this information and submit this form only to your District Test Coordinator (DTC)		
Student SSID: [AZ1234567]	Grade:	Administration: <input type="checkbox"/> OST <input type="checkbox"/> OELPS <input type="checkbox"/> OELPA <input type="checkbox"/> Readiness Assessments
A brief summary of why the student needs STT, such as IEP or 504 requirements, or emergency accommodation. Do not provide student name or other Personally Identifiable Information (PII). Do not provide full IEP or 504 Documentation.		
Training Session ID: [TRAIN-XXXX-XX]	OR	Training Session Date: [XX-XX-XXXX]
Type of STT [check one]: <input type="checkbox"/> Embedded <input type="checkbox"/> Third-Party/Permissive Mode		
Did the student’s IEP/504 team determine the student is eligible to receive speech to text?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
What back-up plan does the TA have if the accommodation is not working or is not working well for this student on the day(s) of state testing? For example, a human scribe or the student will use the STT on a separate device.		

Protocols For the Scribe Accommodation and Transcribing Student Responses

Qualifications of the Scribe

Individuals who provide the scribe accommodation must be test administrators or be in the presence of and monitored by a test administrator. Test administrators are employees of the school district and hold a license, certificate or permit issued by the Department. Any person providing an accommodation must be an adult, nonrelative of the student. Students may not provide testing accommodations to other students. Refer to the [Ohio's State Tests Resource Book](#) for more information about test administrators. Preferably, the scribe will be familiar with and have experience scribing for the student. If the scribe is unfamiliar with the student, then the scribe and student should have the opportunity to practice the scribing process together prior to taking the state assessment.

Administering the Scribe Accommodation

- A scribe *must* administer the scribe accommodation *only* to one student at a time during a test session.
- The student *must* be tested in a separate setting.
- The scribe *must* produce legible text when writing into a test book or answer document.
- The scribe *must* transcribe responses verbatim from the student and *may not* prompt or question the student or correct a student's responses. The scribe may ask the student to restate (or sign) words or parts, as needed.
- A scribe *must* provide the same opportunity to a student using a scribe as other students have to plan and draft a constructed response. The scribe may write an outline, plan, or draft *as directed by the student*. The scribe *must* record the draft response or outline exactly as dictated without any cueing or guidance to the student.
- During testing, the student may provide constructed responses by either:
 1. Dictating directly to a human scribe who records the responses at the time they are given (computer- and paper-based testing). When dictating directly to a human scribe, the scribe *must* allow the student to review the scribed response to make edits. If requested by the student, the scribe may read the scribed response back to the student. The student may dictate changes or edits to the scribe, and the scribe *must* make those changes exactly as dictated by student, even if a change is incorrect. All changes must be made during the test session.
 2. Using non-embedded speech-to-text (speech recognition software), augmentative communication device, or assistive technology device for creating a response that the scribe transcribes into the online testing platform, onto a scorable test booklet, or answer document. **When using non-embedded speech-to-text, augmentative communication device, or other assistive technology device, scribes must have printed hard copies of the student's responses for transcription purposes unless the device used does not have the capability to print.** In cases where printing a response is not possible, scribing must take place as the student dictates or otherwise produces the response. Test administrators *must* delete all electronic files immediately after the testing session and securely shred any printed responses.

Acceptable scribing practices:

- The scribe may ask, "Are you finished?" or "Is there anything you want to add or delete?"
- The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate "No."
- If the student requests that the scribe read a response that was already dictated, the scribe *must* read what the student dictated previously in an even voice, being careful not to cue the student to errors.
 - For English language arts, it is appropriate for the scribe to indicate capitalization and punctuation by reading the student's response in the same way the student dictated the response. See examples in *Guidelines for the English Language Arts–Constructed Responses* below.

Unacceptable scribing practices:

- The scribe *cannot* influence the student's response in any way.
- The scribe *cannot* give the student specific directions, clues or prompts; for example, "First, set the equations equal to one another," or "Make sure that the equation is set equal to zero."

- The scribe *cannot* tell the student if his or her answer is correct or incorrect.
- The scribe *cannot* answer a student’s questions related to the content, for example, “Is this the right way to set up the problem?” or “Can you tell me what this word means?”
- The scribe *cannot* alert the student to mistakes he or she made during testing.

Additional Guidelines for the English Language Arts–Constructed Responses

Capitalization and Punctuation

For the English Language Arts—Constructed Responses only, the student is responsible for all capitalization and punctuation. This can be accomplished in one of two ways:

1. **After dictation:** The student can dictate the entire response at one time. The scribe will write or type the response without capitalization and punctuation. When the student is finished dictating, the scribe will show the response to the student. The student will tell the scribe which letters to capitalize and where to add punctuation.
2. **During dictation:** The student may add capitalization and punctuation as he or she dictates.
 - a. For example, when stating the sentence “The fox ran.” the student will say, “Capital T, the fox ran, period”
 - b. If a sentence includes other punctuation, for example a comma, the student must indicate the comma. For example, when stating, “The boy bought apples, oranges, and bananas.” The student will say, “Capital T, the boy bought apples, comma, oranges, comma, and bananas, period.”

The scribe must give the student the opportunity to proofread his or her responses, even if the student provides capitalization and punctuation during dictation.

Rules for Capitalization

The scribe can automatically capitalize in these cases:

1. The scribe should capitalize the first letter of a sentence if the student has indicated the punctuation in the previous sentence. For example, if the student said, “Capital T, the fox ran, period. The fox jumped, period.” The scribe would write, “The fox ran. The fox jumped.”
2. The first word in a new paragraph when students have indicated for the scribe to begin a new paragraph.

The student must specify capitalization in the following cases:

1. The first letter of a sentence, if the student *has not indicated punctuation* in the previous sentence. For example, if the student said, “Capital T, the fox ran, the fox jumped, period.” The scribe would write, “The fox ran the fox jumped.”
2. Other capitalization (e.g., capitalization of proper nouns, acronyms, etc.)

Additional Guidelines for Figures, Charts, Shapes and Non-text Responses

During testing, students may need to produce figures, charts, shapes or other non-text (non-alpha/numerical) responses, especially during mathematics. It can be challenging for a student to express to a scribe exactly what they want written. For example, if a student wants the scribe to draw a triangle, even if the student knows the name of the type of triangle they want the scribe to draw, describing the size or orientation of the triangle may be difficult. Because of this challenge, if the student is able to write or draw at all, the student may choose to use scrap paper or specialized paper to sketch the chart, figure, etc., that the student wants the scribe to transcribe into the scorable document. Under no condition may responses within an item be in multiple handwritings.

Special Considerations When Scribing for a Student Who Uses Sign Language or Cued Speech

- The scribe for a student who signs his or her responses must be fluent in American Sign Language (ASL), signed English or other sign systems the student uses.
- When responses are dictated by a student using ASL (or other signed system), the scribe may ask clarifying questions regarding the use of classifiers. Classifiers give descriptive information about a noun or verb, such as location and kind.
- For the purposes of statewide testing, the Department recognizes ASL a language and it should be treated the same as other languages from a translational standpoint.
 - The scribe must interpret and scribe the student’s response verbatim. The intent of the phrase “scribe

- verbatim” does not mean a word-to-word translation, as this is not appropriate for any language translation.
- The scribe will write the student’s responses in English. The transcription of ASL will not be done in a word-to-word format, but instead will be written in English without changing or enhancing the meaning of the content, adding information or explaining concepts unknown to the student. For example, student signs “HOUSE WHITE LIVE THERE ME.” Scribe writes, “I live in the white house.”

Use of Speech-to-Text Software and Other Devices

- Speech-to-text or speech recognition software allows students to dictate responses into their computer microphones and have the responses converted to printed text. For this accommodation, students will use the test delivery systems embedded speech-to-text feature or their own assistive technology devices at separate computer stations equipped with speech-to-text or speech recognition software to respond to test items.
- Students who use speech recognition software routinely, and who have this accommodation listed in their IEPs, may use speech-to-text or speech recognition software as an accommodation. Students **must** be familiar with the software and **must** have opportunities to practice using it prior to state testing. It also is important that students who use speech-to-text devices have the opportunity to develop planning notes using speech-to-text and to view what they produce via speech-to-text.
- Upon completion of a test, transcribers should print out the student’s responses and follow the guidelines for transcribing (see below). In cases where printing a response is not possible, scribing must take place as the student dictates or otherwise produces the response. Test administrators must delete all electronic files immediately after the testing session.

Guidelines for Transcribing

Transcribing is the process of reproducing a student’s response from one source (print out, answer document) to another source (Test Delivery System, new answer document). Certain situations during test administration may require a test administrator to transcribe a student's response into a standard, scorable test booklet, answer document, or into the Test Delivery System.

Procedures for Transcribing Paper-Based Testing Student Responses

Certain situations during a paper-based test administration may require a test administrator to transcribe a student's response into a standard, scorable test booklet, or answer document. These situations may include:

- Student recorded answers in the wrong section of a test booklet or answer document, or in an incorrect test booklet or answer document.
- Student takes the test using a special test format that requires answers to be transcribed (large print, braille, translation). See the Test Administration Manual for additional information about special versions administration.
- Student uses speech-to-text, augmentative communication device, or assistive technology device to produce responses that a scribe will transcribe later.
- 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 (torn, wrinkled, soiled).

If it is necessary to transcribe a student’s responses, test administrators should follow these procedures:

- **At least two (2) people** should be present during any transcription of student responses with one being an authorized test administrator.
- The transcriber must transcribe verbatim into the test booklet or test answer document.
- If a student responds in any test booklet or answer document, the test coordinator must return the student’s original response with the secure nonscorable materials. A test coordinator should apply a “DO NOT SCORE” label in the box that says “Apply Label Here.”
- Any original student responses that were printed from an assistive technology device or recorded separately on blank paper must be securely shredded after transcription.

Procedures for Transcribing Student Responses for Online Testing

Multiple Choice and other Selected Response Items

For multiple choice and other selected response items, the test administrator must mark the response on the student test booklet or answer document or enter student responses directly into the Test Delivery System.

Constructed Response Items

During computer-based assessments, some situations may require the test administrator to input a student's constructed responses into the Test Delivery System. These situations include students who need written responses on paper translated into English and students who use speech-to-text, augmentative communication device, or other assistive technology devices.

- As the student encounters constructed response items, he or she should speak the response or write the response on paper (for oral translations) or use his or her device to respond to the questions. At this point, the student can either:
 1. Wait for the test administrator to type the response into the Test Delivery System before moving onto the next item; or
 2. If writing the response or using non-embedded speech-to-text, augmentative communication device, or other assistive technology device, continue with the test. In this situation, the test administrator will type the student's response into the Test Delivery System after the student has completed the test **but** before submitting the test.
- **At least two (2) people** shall be present during any transcription of student responses with one being an authorized test administrator.
- The transcriber must transcribe verbatim into the Test Delivery System.
- Translators should translate, to the greatest extent possible, all of the words on the student's response without changing or enhancing the meaning of the content or adding information.
- Once all items have been transcribed, the test administrator will submit the test.
- Any original student responses that were printed from an assistive technology device or recorded separately on blank paper must be securely shredded after transcription.

Appendix D: Assistive Technology Guidance

Students may use a range of assistive technologies on Ohio’s State Tests, including devices that are compatible and interact with the online Student Testing Site and those that are used externally (i.e., on a separate device).

Interactive Assistive Technology for Online Testing

Interactive assistive technology includes assistive technology that the student uses to interact directly with the online Student Testing Site. These assistive technologies include third-party software applications, such as screen readers, as well as standard input devices, such as adaptive keyboards, adaptive mice and switch interfaces. Due to the variability among assistive technology, Cambium Assessment (CAI) does not maintain a list of supported assistive technology. Instead, Cambium encourages districts to determine whether the assistive technology that students are using in the classroom is compatible with the secure browser for online testing using the Student Practice Site.

Three examples of assistive technology that students might use to interact directly with the online Student Testing Site include:

- ☒ Alternate response options, such as adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand and switches;
- ☒ Speech-to-text software that allows the student to use his or her voice to dictate responses; and
- ☒ Screen reader software (e.g., JAWS).

Students should be familiar with the assistive technology that they will use during testing as a part of classroom instruction. Districts should provide many opportunities for students to use the technology prior to operational testing. Districts can access the [Student Practice Site](#) for Ohio’s State Tests using the [secure browser or app](#) to assess the technology’s compatibility with the testing platform.

Permissive Mode

Note that some, but not all, assistive technology may not immediately work with the secure browser. By design, the secure browser blocks student access to other applications on the student’s device to ensure test security. Thus, if a student’s assistive technology requires the use of software (e.g., speech to text), districts must seek permission to test the student using permissive mode. Permissive mode allows the student to use an application while testing with the secure browser.

- ☒ Districts should start by turning on permissive mode for a practice test to determine whether the student’s use of the accessibility software will allow the student to participate in online testing with the secure browser. District use of permissive mode on the practice site does not require department approval.
- ☒ If the software works with the secure browser and the student is comfortable using the assistive technology with the online test, the district must contact the Ohio Help Desk (OHHelpDesk@cambiumassessment.com; 1-877-231-7809) to submit a request for the student to use permissive mode during operational testing.
- ☒ The district should include information about why the student requires permissive mode and which subject(s) require permissive mode. Cambium will share this information with the Department staff for review and approval.
- ☒ If approved, Cambium will turn on permissive mode for the student and notify the district. Please allow 48-72 hours for the help desk to enable permissive mode for the student.
- ☒ On test day, the test administrator will need to take additional steps when approving the student to test to configure the assistive technology. Please refer to the [Test Administrator User Guide](#) for more information.

- ☒ During operational testing, test administrators who administer Ohio’s State Tests to students who have permissive mode turned “on” must actively monitor the student’s testing to ensure that security is maintained, and that the student does not access any unauthorized applications.

Speech-to-text for Non-Embedded/External Devices

While speech-to-text (STT) is not a new technology, requests to use it in statewide assessments have emerged and grown in the last couple of years. The primary driver of the increased usage of STT appears to be the free access afforded by cloud-based programs such as Read&Write for Google Chrome™ and Co:Writer® Universal App for Chrome™.

Cloud based programs are not compatible with the Test Delivery System (TDS), even with permissive mode enabled. Only some third-party software, running on some devices with some operating systems will work with the TDS. To confirm that the software and operating system being used locally will work with the TDS, districts should test it following the permissive mode instructions in the section above.

If the STT used locally does not work with the TDS, students testing online can respond in the following ways:

1. Student can have a human scribe instead of using STT. Student can test with the device they use daily for STT.
2. The student takes the test with the TDS on one device but uses their own device for constructed responses. Then one of the following apply:
 - a. During the testing session, after the student has produced their text on their device, the Test Administrator (TA) transcribes the student’s response into the second device running the test. This is done after each constructed response. The student must confirm that the TA submits each response accurately. The TA must ensure that any responses on the student’s device are deleted once they have been transcribed into the TDS.
 - b. The student uses their device during testing for constructed responses but continues through the entire test. After the student has completed all the items on the test, the TA goes back to items with constructed responses and transcribes the student’s responses into the TDS. The student must be present to confirm that the TA submits all responses accurately. The TA must ensure that any responses on the student’s device are deleted once they have been transcribed into the TDS.
3. Student can learn to use software, device and operating system that is known to work with the TDS.

Read more about the challenges of speech-to-text and scribing in assessment in this report from NCEO: [Forum on Speech-to-Text and Scribing: Getting a Handle on What This Means.](#)

Appendix E: Emergency Accommodation Form

Directions: This form may be used for cases in which a student needs a temporary accommodation due to unforeseen circumstances. Examples include students who have a recently fractured limb (for example, fingers, hand, arm, wrist, or shoulder), whose only pair of eyeglasses have been broken or lost, 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, this form should be completed and maintained in the student’s file. It is recommended that the parent or guardian is notified that an emergency accommodation was provided. If appropriate, this form also may be submitted to the district testing coordinator to be retained in the student’s central office file.

Demographics

District/LEA Name	
Date	
School Name	
Telephone	
Student Name	
Grade	
Student ID#	
Date of Birth (DOB)	

Name and Title of Person Completing this Form:

Staff Member’s name	
Title/Position	

Reason for needing an emergency test accommodation (attach documentation if needed):

--

Describe what the testing accommodation will be:

--

Who will administer the accommodation?

--

Staff Member's Name Signature (Below)

Title/Position (Below)

--	--

Principal's (or Designee's) Signature Below

Date (Below)

--	--

Contact the Department at statetests@education.ohio.gov with questions about this tool.
The Department recommends maintaining this document in the student's file.
Do not submit a copy of this document to the Department.

Appendix F:

Guidelines and Glossary for Sign Language Interpreters

A sign language interpreter (interpreter) should be provided whenever a student requires sign language support to access a state test. The following procedures for test administrators and interpreters ensure standardization of the signs presented to the students and maintain test security.

Before Administration

1. Local test coordinators must train interpreters on test administration policies. Interpreters must sign a nondisclosure agreement (refer to [Appendix G: Non-Disclosure Agreement](#)).
2. Test coordinators or administrators must provide interpreters with a copy of the test and the administrative directions prior to the start of testing so that the interpreter can become familiar with the words, terms, symbols, signs, and/or graphics that will be signed to the student. **The interpreter may review the test beginning one day prior to the day of testing.**
3. Interpreters should refer to the technical vocabulary glossary (see below) for consistency in providing the accommodation.
4. Test administrators and interpreters must read and understand each student's Individualized Education Program (IEP) or 504 Plan so that they know in advance which accommodations are required by the student, and for which test(s) the student is designated to receive an interpreter.
5. Test administrators should collaborate with interpreters as to whether a student requires additional tools, devices, or adaptive equipment that have been approved for use during the test, and whether any of these features impact the interpretation of the test. Test administrators must inform the interpreter of any of these additional accessibility features required by the student.

During Administration

6. Interpreters must sign general test directions. General directions include the scripted information for students that comes before the test starts. After the test administrator has read the general directions, interpreters may clarify what was read/signed if the student requests.
7. Once students have begun the test, interpreters should use signs that are conceptually accurate, with or without simultaneous voicing. Interpreters should interpret only the content that is printed in the test book or on the computer screen without changing, emphasizing, or adding information that is not necessary for the translation between languages.
8. Interpreters may not clarify, provide additional information, assist, or influence the student's selection of a response in any way. Interpreters must do their best to use the same signs if the student requests a portion be repeated.

9. Interpreters should not rush through the test and should not navigate away from the current test question until the student indicates that they are ready. Interpreters may repeat English language arts passages, test items, and response options if the student requests.
10. Interpreters should not attempt to solve mathematics problems or determine the correct answer to a test item while signing, as this may result in pauses or changes in inflection which may mislead the student.
11. When signing selected response items, the interpreter must give equal emphasis to each response option and sign options before waiting for the student's response.
12. If the student selects their answer(s) before the interpreter has signed all the answer choices, the interpreter or test administrator should ask if the student wants the other response options to be signed.

Important Reminders:

- Interpreters should emphasize only the words printed in **boldface**, *italics*, or CAPITAL LETTERS and inform the student that the words are printed that way. No other emphasis or inflection is permitted.
- Interpreters must use facial expressions consistent with sign language delivery and must not use expressions which the student could interpret as approval or disapproval of the student's response(s).
- When an interpreter uses an American Sign Language sign that can represent more than one concept or English word, they must adequately contextualize the word to reduce ambiguity. The interpreter also may fingerspell the word after signing it if there is any doubt about which meaning is intended.

Glossary-Guidelines for Interpreting Content-Specific Test Elements

Use the information described in the table below for examples of signing symbols, numbers, formulas, abbreviations, and other special information found in Ohio’s State Tests. Please note that variations of the following symbols may exist. The interpreter should use signs that the student uses during daily instruction and classroom assessments. It is important that interpreters understand the intent of each test question to ensure equitable language access is provided and that each student answers all questions independently.

Conventions

DESCRIPTION	HOW TO SIGN	EXAMPLE
Abbreviations	In the first instance of the abbreviation, the word should first be fingerspelled, then followed by the abbreviation to establish the abbreviation for future instances where the abbreviation can be signed.	First occasion “kilogram” (sign for abbreviation) “kg”, future instances “kg”
All caps	Words in all caps will be fingerspelled.	NASA
Apostrophes	Interpreter should not sign the plural form of the word.	“Evelyn’s table” should be signed as EVELYN'S(SEE SWOOPING S). It should not be signed as EVELYN, 1hs-HER TABLE
Bullet points	Use indexing for bullet points.	School subjects <ul style="list-style-type: none"> • Math • Science • Social Studies • Reading Should be signed as SCHOOL SUBJECTS, WHAT? index 4--MATH, SCIENCE, SOCIAL STUDIES, READING
Dates	Dates will be signed using the complete words for days of the week, months of the year, and years. Numbers will be signed as appropriate.	June 16, 1978: “June sixteenth nineteen seventy-eight” June 16 th : “June sixteenth” 1978: “Nineteen seventy-eight” 1900: “Nineteen hundred”

Graphs

DESCRIPTION	HOW TO SIGN (ASL)
General	<p>Sign the words in the graph or table, but do not clarify, add information or explain concepts unknown to the student. Point to each heading before signing it.</p> <p>Ex: Point to the title, then sign the title</p>
Coordinate Grids	<p>Sign the title associated with the coordinate grid, as well as any headers or labels on the X- and Y-axes</p> <p>Ex:</p> <p>The Coordinate Grid is titled 'grid title'</p> <p>The X-axis is titled 'X-axis'</p> <p>The Y-axis is titled 'Y-axis'</p>
Graphs	<p>Sign the title associated with the graph, as well as any headers</p> <p>Ex:</p> <p>The graph is titled 'world population'</p> <p>The graph shows 'number of people' and 'Year'</p>
Tables	<p>Sign the titles of tables and any headers. Words within the table should be signed. Numbers should not be signed.</p> <p>If the header of a row or column is a number, such as in a list, the numbers should be signed in this case.</p> <p>Ex:</p> <p>The table is titled 'Cars'</p> <p>Columns are labeled 'makes' and 'models'</p> <p>'Makes' are labeled 'Ford, Chevrolet, Toyota, etc.'</p> <p>'Models' are labeled '2-Door, Sedan, SUV, etc.'</p>
Line Plots	<p>Sign text within line plots</p> <p>Ex: The plot shows 'X' and 'Y'</p>
Flowcharts	<p>Sign text from left to right</p> <p>Ex: The flowchart shows 'X', 'Y', and 'Z'</p>
Pictures	<p>If text in image is circled, highlighted, or called out in any way it should be signed.</p>

DESCRIPTION	HOW TO SIGN (ASL)
Pie Charts	Sign words within pie charts by starting at the title and then working clockwise
Scatter Plots	Sign the title associated with the scatter plot, as well as any headers on the X- and Y-axes Ex: The scatter plot is titled 'grid title' The X-axis is titled 'X-axis' The Y-axis is titled 'Y-axis'
Venn diagrams	The elements of Venn diagrams will be signed in the following order: titles, and then labels in the diagram.

Mathematical Symbols

DESCRIPTION	SYMBOL	HOW TO SIGN (ASL)
Denominations (money)	\$	\$13.50 will be signed "dollar(S) 13 point 50 cent(s)" \$0.45 will be signed "45 cent(s)"
Mathematical Symbols	<	5 < 10 will be signed "five is less than 10"
Mathematical Symbols	>	10 > 5 will be signed "ten is greater than 5"
Mathematical Symbols	≤	A ≤ B will be signed "A is less than or equal to B"
Mathematical Symbols	≥	A ≥ B will be signed "A is greater than or equal to B"

DESCRIPTION	SYMBOL	HOW TO SIGN (ASL)
Mathematical Symbols	\sim	$A \sim B$ will be signed “A is similar to B”
Mathematical Symbols	\approx	$A \approx B$ will be signed “A is approximately equal to B”
Mathematical Symbols	\neq	$A \neq B$ will be signed “A is not equal to B”
Mathematical Symbols	\cong	$A \cong B$ will be signed “A is congruent to B”
Mathematical Symbols	$+$	$A + B$ will be signed “A plus B”
Mathematical Symbols	$-$	$A - B$ will be signed “A minus B”
Mathematical Symbols	\pm	$A \pm B$ will be signed “A plus or minus B”
Mathematical Symbols	\times	$A \times B$ will be signed “A times B”
Mathematical Symbols	\div	$A \div B$ will be signed “A divided by B”
Mathematical Symbols	-5	This will be signed “negative five”
Mathematical Symbols	5	This will be signed “the absolute value of five”
Mathematical Symbols	$^{\circ}\text{F}$	75 $^{\circ}\text{F}$ will be signed “Seventy-five degrees Fahrenheit” or degree F

DESCRIPTION	SYMBOL	HOW TO SIGN (ASL)
Mathematical Symbols	$^{\circ}\text{C}$	45 $^{\circ}\text{C}$ will be signed “forty-five degrees Celsius” or degree C
Mathematical Symbols	$\sqrt{\quad}$	This will be signed “radical”
Mathematical Symbols	π	This will be signed “pi”
Mathematical Symbols	*	A * B will be signed “A times B”
Mathematical Symbols	θ	This will be signed “Theta”
Mathematical Symbols	α	This will be signed “Alpha”
Mathematical Symbols	∞	This will be signed “Infinity”
Mathematical Symbols	{ }	{10,20,30,40} will be signed “the set of ten, twenty, thirty, forty”
Mathematical Symbols	(5, -6]	This will be signed as “open parenthesis, five, pause, negative 6, bracket”
Mathematical Symbols	$f(x)$	This will be signed as “F of X”
Mathematical Symbols	$(f \circ g)(x)=$	This will be signed “the composition of ‘f’ of ‘x’ and ‘g’ of ‘x’ =”
Operations with boxes or shapes	$\Delta + \square = 26$	This will be signed as “triangle plus box equals twenty-six”

Miscellaneous

DESCRIPTION	HOW TO SIGN (ASL)
Formulas	Letters and numbers of mathematical formulas will be fingerspelled exactly as they are printed; no representations of letters will be made: $A=bh$ will be signed as “Capital A equals b h” NOT “area equals base times height”
Elements or Compounds	The chemical symbols and subscripts in a chemical formula will be signed as letters and numbers: “ H_2O ” will be signed as “H two O” “NaCl” will be fingerspelled as “N A C L” In a chemical formula, a quantity before a chemical symbol or chemical formula is signed as a number. A right-facing arrow (or a double headed equilibrium arrow) will be signed as “yields”: “ $6CO_2 + 6H_2O + \text{Energy} \rightarrow C_6H_{12}O_6 + 6O_2$ ” will be signed as “six C O two plus six H two O plus energy yields C six H twelve O six plus six O two”
Angles and points	Angles will be signed as they are named and without pauses: When variables on a figure appear, such as Q’ R’ S’ T’, it will be signed as Q prime, R prime, S prime, T prime” Angle ABC will be signed as “Angle ABC”
Line segments	Line segments will be signed as “line segment XX”
Trigonometric functions	Trigonometric functions will be signed as full words. “Sin 15° ” will be signed as “sine fifteen degrees”.

Numbers

DESCRIPTION	HOW TO SIGN	EXAMPLE
Whole large numbers	Large numbers (numbers with more than 6 digits) will be signed as the numbers in order.	“453,562,908” will be signed as “Four five three pause five six two pause nine zero eight”
Fractions	<p>Simple fractions will be signed as “numerator over denominator”</p> <p>Mixed numbers will be signed as “whole number and numerator over denominator”</p> <p>Fractions that contain expressions and/or variables in the numerator or denominator will be signed as described in the example column.</p>	<p>$\frac{3}{4}$ will be signed as “three over four”, NOT “three fourths”</p> <p>$2\frac{3}{4} + 6\frac{7}{8}$ will be signed as “two and three over four, plus six and seven over eight”</p> <p>$(3 - 1)$</p> <p>$4 + 8 \div 2 \times 3$</p> <p>will be signed as “open parenthesis three minus one, close parenthesis, over four plus eight divided by two times three”</p>
Exponents	<p>For exponents 2 and 3; these will be signed as “squared” and “cubed”. All other numeric exponents will be signed as “to the nth power”</p> <p>An exponent of 0 will be signed as “to the zero power.”</p> <p>Variables presented as exponents will be signed as they appear.</p>	<p>2^2 will be signed as “two squared”</p> <p>6^5 will be signed as “six to the negative fifth power”</p> <p>3^0 will be signed as “three to the zero power”</p> <p>2^x will be signed as “two to the x power”</p>
Decimals	Decimals will be signed as “point”. Digits after the decimal will be signed individually.	<p>“3.504” will be signed as “three point five zero four”</p> <p>“46.8” will be signed as “forty-six point eight”</p>

Appendix G:

Non-Disclosure Agreement for Accommodations on Ohio's State Tests

Administration of the Ohio Statewide Tests

I understand that these test materials are restricted. I understand that all test questions and all other materials related to these tests including, but not limited to, passages, prompts, charts, graphs and tables are considered secure and subject to the provisions of Sections 3301.0710 and 3319.151 of the Ohio Revised Code and Rules 3301-7-01, 3301-13-02 and 3301-13-05 of the Ohio Administrative Code.

I agree not to disclose or discuss the contents of the tests in a manner that would assist a student to cheat or would in any other way compromise the validity of the test questions. Furthermore, I agree that all student-specific information obtained either prior to or during the oral test administration will remain strictly confidential.

My responsibility for maintaining the security of student information, test questions and materials continues even after the test concludes and the test materials have been returned.

Assessment Name:

Printed Name:

Signature:

Date:

The district or school must maintain a copy of this form and provide it to the Department upon request. It should not be returned with other test materials.