New Jersey Student Learning Assessment (NJSLA) and New Jersey Graduation Proficiency Assessment (NJGPA) Accessibility Features and Accommodations Manual

Guidance for Districts and Decision-Making Teams to Ensure that NJSLA and NJGPA Assessments Produce Valid Results for All Students

TENTH EDITION

NJSLA and NJGPA Accessibility Features and Accommodations Manual:
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Produce Valid Results for All Students

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nj.mypearsonsupport.com.

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Section 1: NJSLA and NJGPA Accessibility System and Accessibility Features for All Students Taking the New Jersey Assessments

NJSLA and NJGPA Accessibility System

Through a combination of universal design principles and available accessibility features, New Jersey has designed an inclusive assessment system by considering accessibility from initial design through item development, field testing, and implementation of the assessments for all students, including students with disabilities, ELLs, and ELLs with disabilities. Although accommodations may still be needed for some students with disabilities and ELLs to assist in demonstrating what they know and can do, the computer-embedded and externally provided accessibility features should minimize the need for accommodations during testing and ensure the inclusive, accessible, and fair testing of the diverse students being assessed.

For a detailed overview of the *NJSLA and NJGPA Decision-Making Process Manual*, please visit nj.mypearsonsupport.com. The *NJSLA and NJGPA Decision-Making Process Manual* is a comprehensive policydocument that provides guidance to districts and decision-making teams to ensure that the NJSLA and NJGPA summative assessments provide valid results for all participating students.

What are Accessibility Features?

On the NJSLA and NJGPA computer-based assessments, accessibility features are tools or preferences that are either built into the assessment system or provided externally by Test Administrators. Accessibility features can be used by any student taking the NJSLA and NJGPA (i.e., students with and without disabilities, gifted students, ELLs, and ELLs with disabilities). Since the accessibility features are intended for all students, they are not classified as accommodations. Students should be exposed to these features prior to testing and should have the opportunity to select and practice using them. Even though accessibility features are available to every student, that doesn't necessarily mean they are appropriate for every student. Consideration should be given to the supports a student consistentlyuses and finds helpful during instruction and when engaging in individual work. Practice tests that include accessibility features are available for teacher and student use throughout the year. To practice now, go to nj.mypearsonsupport.com.

Accessibility Features Identified in Advance

A relatively small number of students will require additional accessibility features for their particular needs (e.g., changing the background or font color on-screen, listening to text-to-speech for the mathematics assessments). Recent research suggests that providing too many tools on-screen may lead to ineffective use of the tools provided and/or an impact on a student's test performance.[1] Furthermore, the on-off controls for these features might distract some students if they were shownon-screen, or interfere with other features or accommodations. As an example, if a student does not regularly receive text-to-speech or other audio representations on their math textbooks during instruction, text-to-speech for mathematics on the NJSLA and NJGPA may distract a student or slow their pacing,possibly interfering with their performance. Based on the needs and preferences of the individual student, some accessibility features will be selected ahead of time by students in collaboration with educators. Students must practice using these features, either in a classroom or real-world application or setting, and these features must also be generally consistent with those provided for classroom instruction and classroom assessments. Not only does the student need to practice using these features, but must also be using them during daily instruction to ensure it is not a feature just used for state testing. Students can decide whether or not to use a pre-selected support, without any consequence to the student, school, or district.

1 Higgins, J., Fedorchak, G., & Katz, M. (2012). Assignment of Accessibility Tools for Digitally Delivered Assessments: Key Findings. White Paper for Enhanced Assessment Grant # S368A100008.

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

What is a Student Registration and Personal Needs Profile (SR/PNP)?
The SR/PNP is a collection of student information regarding a student's registration, testing condition, materials, and accessibility features and accommodations that are needed to take a New Jersey assessment.

Why Collect Student Accessibility Features and Accommodations Information Prior to the Assessment?
Prior to the assessment, the following student information should be collected so students receive the appropriate accessibility features and accommodations on testing day (it is the role of the school to ensure that the student's information is collected and included in this file):

1. Embedded accessibility features in the TestNav online platform that need to be enabled for students during administration (e.g., color contrast [background/font color], text-to-speech for mathematics, etc.) (via the SR/PNP);
2. Embedded accommodations in the TestNav online platform that need to be enabled during administration (e.g., ASL, closed captioning, text-to-speech for ELA, etc.) (via the SR/PNP);
3. Externally-provided accessibility features identified in advance, and accommodations for students with disabilities and ELLs (via the SR/PNP); and
4. Hard copy accommodated forms that require advance shipping (braille edition, paper-based edition, large print edition, etc.) (via the SR/PNP).

The SR/PNP provides a record for School Test Coordinators and Test Administrators to ensure that students receive individualized accessibility features and accommodations during the assessments.

How is Information Collected for the PNP Section of the SR/PNP?
The PNP will be based on observations and stated preferences by the student or parent/guardian regarding a student's testing needs that have been determined to increase access during daily instruction and local assessments. Observations based on a student's interaction with the online testing platform can be made during the practice tests. A student's testing needs should be reviewed at least annually, and revised as appropriate, to reflect current education-related needs or preferences.

Process for Collecting SR/PNP Information
- For *students with disabilities*, the IEP team or 504 Plan Coordinator will make decisions about which accessibility features and accommodations should be identified in the SR/PNP.
- For *ELLs*, the educators responsible for selecting accommodations (or an ELL team, if available) will identify which accessibility features and accommodations should be identified in the student's SR/PNP.
- For *ELLs with disabilities*, the IEP team (which includes an adult familiar with the language needs of the student) or 504 Plan Coordinator will make decisions about which accessibility features and accommodations should be identified in the SR/PNP.
- For students *without* disabilities, and who are not ELLs, decisions about which accessibility features identified in advance (if any and if allowed) will be included in the student's SR/PNP will be made based on the student's education-related needs and preferences by an informal team, which may include the:

- Student (as appropriate);
- Parent/guardian; and
- Student's primary educator in the subject of the assessment.

How Do You Fill Out and Submit the SR/PNP File Layout?

*Note: *Refer to* nj.mypearsonsupport.com *on how student information will be captured.*

- Step 1: Local educators/teams collect individual student data to populate the SR/PNP.
- Step 2: Local educators/teams capture individual student SR/PNP data in a central location.
- Step 3: The individual(s) responsible for student data upload at the school/district/state level receive the information from step 2 and upload the information into the SR/PNP.

There are certain accessibility features and accommodations which require materials to be shipped (i.e., Regular Test Kit, Large Print Test Kit, Braille Test Kit, Read Aloud Test Kit, Regular Spanish Test Kit, Spanish Large Print Test Kit, Spanish Read Aloud Test Kit, and Tactile Graphics Test Kit). Counts for materials are determined from records submitted via SR/PNP prior to the deadline for paper material distribution. Reference the training module for SR/PNP. Any registrations that require materials to besubmitted after the deadline for accommodated test kits must be ordered via Additional Orders.

All other information in the student's SR/PNP will be submitted via the SR/PNP in PearsonAccess[next]. For guidance on how to upload student information in the PNP File Layout, refer to the Student Registration/Personal Needs Profile Field Definitions, document posted on PearsonAccess[next]. Administrators with the appropriate access will also be able to manually enter PNP data via the User Interface in PearsonAccess[next] once a student's test registration is completed.

The NJSLA and NJGPA Accessibility System

*Available to all participating students
**For students with disabilities, ELLs, and ELLs with disabilities

Note: Coordinators should plan for administrative considerations

Accessibility Features for All Students[2]

Table 1: Accessibility Features for All Students lists the accessibility features that are available to all students participating in the administration of NJSLA and NJGPA. These features are available through the online platform, or may be externally-delivered by a Test Administrator or other adult on the NJSLA and NJGPA summative assessments. Students should determine whether they wish to use the feature on an item-by-item basis, based on the features they use during instruction and in daily life.

Where applicable, the chart below will include the test administration activities for before, during, and after testing necessary for successful implementation of the NJSLA and NJGPA accessibility features. There are a few accessibility features that must be pre-selected for the student in the SR/PNP in order to activate the feature on the platform. When needed, this information is included in the "**Before Testing**" guidance and the corresponding column in the SR/PNP file is also provided.

Table 1: Accessibility Features for All Students

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

Accessibility Feature		Administration Guidelines
1a	**Answer Masking** *(SR/PNP Reference BG)*	**Before Testing:** • <u>Identification for SR/PNP</u>: Student's SR/PNP must have answer masking selected to activate the feature on the platform. **During Testing:** When answer masking is enabled, multiple choice and multiple select answers will be masked. The student will uncover answer options when ready. The student may disable this feature by selecting, "Disable Answer Masking" in the user drop-down menu.
1b	**Audio Amplification**	**Before Testing:** The student raises or lowers the volume control, as needed, using headphones. **Important Note:** Final volume must be set prior to testing. Student will not have access to volume control in the secure TestNav environment. **During Testing:** Student must be tested in a separate setting if unable to wear headphones. Once the test begins, the volume level cannot be changed.
1c	**Bookmark**	**During Testing:** The student selects the "Bookmark" icon in the toolbar. The student electronically "bookmarks" items to review later. To remove the bookmark, select the "Bookmark" icon again.

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2 A foundational piece of research for policy decisions on accessibility features: Abedi, J. & Ewers, N. (2013). Accommodations for English Language Learners and Students with Disabilities: A Research-Based Decision Algorithm.

	Accessibility Feature	Administration Guidelines
1d	**Color Contrast (Background/Font Color)** *(SR/PNP Reference BI)*	**Before Testing:** • <u>Identification for SR/PNP</u>: Student's SR/PNP must have the student's Color Contrast (Background/Font Color) selected to activate this feature on the platform. **During Testing:** Alternate on-screen background and/or font color is enabled via the SR/PNP based on need or preference. The student may change the color contrast option or disable this feature by selecting, "Change the background and foreground color" in the user drop-down menu.
1e	**Blank Scratch Paper** *(provided by Test Administrator)*	**Before Testing:** Test Administrators must supply at least one page of blank scratch paper (i.e., either unlined, lined, or graph) per student, per unit. If graph paper is used during mathematics instruction, it is recommended that schools provide graph paper as scratch paper for mathematics units. Students with visual impairments may also use braille paper, raised line paper, bold line paper, raised line graph paper, bold line graph paper, abacus, or Math Window. **During Testing:** The student uses blank scratch paper (i.e., lined, un-lined, or graph) to take notes and/or work through items during testing. Additional pages may be provided as needed. **Important Note:** Students must be provided with one sheet of blank scratch paper at a time. If a student requires an additional sheet of blank scratch paper, the Test Administrator must collect the used scratch paper before providing the student with a new one. **After Testing:** Test Administrators are responsible for collecting ALL scratch paper after testing is completed to be securely destroyed. Scratch paper must be securely shredded if it has been used. Schools may reuse unused scratch paper only if paper is completely blank.
1f	**Eliminate Answer Choices**	**During Testing:** The student selects the "Answer Eliminator" icon in the toolbar. On multiple choice options, a student selects an answer and a red X appears and "crosses out" the answer choice. The student may disable this feature by selecting "Answer Eliminator" in the toolbar again.

	Accessibility Feature	Administration Guidelines
1g	**General Administration Directions Clarified** *(by Test Administrator)*	**During Testing:** The Test Administrator clarifies general administration directions only. No passages or test items may be clarified.
1h	**General Administration Directions Read Aloud and Repeated as Needed** *(by Test Administrator)*	**During Testing:** The Test Administrator reads aloud the general administration directions only. A student may raise their hand and request the directions be repeated.
1i	**Highlight Tool**	**During Testing:** The student electronically highlights text as needed to recall and/or emphasize. The student has the option to remove highlighting over text. The highlighter color option will change depending on the color contrast option selected.
1j	**Headphones or Noise Buffers**	**Before Testing:** Test Administrator prepares classroom with headphones for participating students. **During Testing:** The student uses headphones or noise buffers to minimize distraction, access embedded text-to-speech, or filter external noise during testing (in addition to when headphones are required for the ELA assessment). If headphones are used only as noise buffers, do not plug them into the testing device.
1k	**Line Reader Mask Tool**	**During Testing:** The student selects "Show Line Reader Mask" in the user drop-down menu. The student uses an on-screen tool to assist in reading by raising and lowering the tool for each line of text on-screen. The Line Reader can be resized, and the size of the reader window can be adjusted. The student may disable this feature by selecting, "Hide Line Reader Mask" in the user drop-down menu. The Line Reader includes additional functionality to close the Line Reader window and allow the feature to work as a general masking tool. The mask box can be resized by the student to cover content on the screen as necessary. In addition, the Line Reader window is moveable anywhere within the boundaries of the Line Reader tool. The Line Reader Mask box color will change depending on the color contrast option selected.
1l	**Magnification/ Enlargement Device**	**During Testing:** • Browser/Device Magnification: The student can use keyboard shortcuts (e.g., Ctrl+) for PCs or pinch/zoom for tablets to magnify what's displayed on the screen (while preserving clarity, contrast, and color). • Magnifier: The student can also select "Enable Magnifier" in the user drop-down menu. The student enlarges text and graphics on-screen via a magnification square (200%). The student may disable this feature by selecting, "Disable Magnifier" in the user drop-down menu. **Note:** Magnifying beyond 300% may affect heading formatting and may cause text-wrapping, and therefore it is not recommended.

	Accessibility Feature	Administration Guidelines
1m	**Notepad**	**During Testing:** The student selects the "Notepad" icon in the toolbar. The student writes notes using embedded Notepad tool on the ELA assessments. The student may disable this feature by selecting "Notepad" in the toolbar again. **Note:** The notepad tool cannot be resized. In addition, the tool does not save across items and only saves student entered text on the item for which it was entered.
1n	**Pop-up Glossary**	**During Testing:** The student is able to view definitions of pre-selected, underlined words by hovering over them. The definition appears in a pop-up text box.
1o	**Redirect Student to the Test** *(by Test Administrator)*	**During Testing:** The Test Administrator redirects the student's attention to the test without coaching or assisting the student in any way. There is no limit to the number of times a Test Administrator can redirect a student back to the test. Examples: Providing reminders to stay on task and focused during the assessments; Providing a visual cue to the studentto remain on task.
1p	**Spell Check or External Spell Check Device**	**During Testing:** The student uses the embedded spell check icon in TestNav to review their written text for errors. If preferred, the student uses an external spell check device. Device may not have embedded grammar check, connect to the internet, or save information.
1q	**Student Reads Assessment Aloud to Self** *(SR/PNP Reference BH)*	**Before Testing:** • Identification for SR/PNP: The student's SR/PNP must have this feature identified. **During Testing:** The student reads aloud the assessment to themselves. Students may use an external device such as a whisper phone, read to themselves in a normal voice, or use other strategies from classroom instruction. The student must be tested in a separate setting.

Accessibility Feature	Administration Guidelines

1r **Text-to-Speech for Mathematics & Science Tests**
 	
(SR/PNP Reference CG)
	Before Testing:
	• Identification for SR/PNP: The student's SR/PNP must have text-to-speech selected to activate the feature on the platform. Once a student is placed into a test session, the student will be assigned a form with embedded text-to-speech. Proctor caching is strongly encouraged. If this content is not cached, it may present challenges for the student during testing. **Important Note:** Volume level must be determined prior to testing; once the test session begins, the volume level cannot be changed. The student will not have access to volume control in the secure TestNav environment.
	• Test Administrator Training: Refer to the Text-to-Speech Tutorial on nj.mypearsonsupport.com for full training on tool functionality.
	• Differences Between Text Only and Text Plus Graphics:
	    o Text Plus Graphics - Reads all printed text and the hidden alternate text descriptions for images.
	    o Text Only - Reads printed text but does not read any alternate text descriptions for images.
	
	During Testing: The student selects the "Text-to-Speech Player" icon on the toolbar on the right side of the screen. The test is read aloud to the student using embedded text-to-speech software. The student may pause and resume the audio. To choose a speed (slow, normal, fast), select the "Text-to-Speech Settings" icon. Once the test begins, the volume level cannot be changed. The student must be tested in a separate setting if unable to wear headphones.
	
	New Features: Forward and Back buttons are now available. These buttons were added to jump back to the beginning of the text or to skip to the next section of text. A Listen feature was added to the Highlighter tool, this functions like the "Click to Hear" button.

Accessibility Feature	Administration Guidelines

1s **Human Reader or Human Signer for Mathematics & Science Tests**
 	
 (SR/PNP Reference CH)
	Before Testing:
	 • Identification for SR/PNP:
	    ○ Student's SR/PNP must have Human Reader/Human Signer selected. A student MUST be manually placed into a Human Reader test session to provide the Human Reader accessibility feature. This will assign all students in the test session the same form as the Test Administrator and will match the Human Reader Script. Students in these sessions cannot have other PNP formsupported accommodations such as Text-to-Speech (TTS), American Sign Language (ASL), Closed Captioning (CC), Assistive Technology – Screen Reader, Assistive Technology Non-Screen Reader. **Important Note:** Failure to manually place the students in a Human Reader session (specifically identified in PAN) will result in the student receiving a form that differs from the form needed to provide the accessibility feature.
	    ○ The Test Administrator will be assigned a separate authorization login to access the same form as all students within the Human Reader session and also receive a secure Mathematics Human Reader Script.
	 • Materials: Mathematics Human Reader Script
	 • Test Administrator Training: Human Readers and Human Signers providing this accessibility feature must review:
	    ○ The Mathematics Human Reader Script, at least two school days prior to testing. Review of the Human Reader Script must occur in a SECURE ENVIRONMENT.
	    ○ [Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the Human Reader Accessibility Feature for Mathematics/Science Assessments](#).
	    ○ [Appendix K: Human Signer Guidelines](#) (signers only).
	
	 During Testing: A Test Administrator (Human Reader or Human Signer) reads aloud to a student using the provided Human Reader Script. The student must be tested in an individual or small group setting. Small group is defined as a small number of students not to exceed 15, with similar accessibility features and/or accommodations who will be administered the test as a group. Student IEPs may specify a smaller group size and must be accommodated during testing. Districts/schools are responsible for determining the composition and compatibility of the members of the small group.
	
	 After Testing: Human Reader Scripts contain secure item content and should be handled as secure test materials. Test Administrators should return materials to Test Coordinators. Test Coordinators must return the Human Reader Scripts with the nonscorable materials.

	Accessibility Feature	Administration Guidelines
1t	**Writing Tools**	**During Testing:** The student uses embedded writing process tools for written responses, including copy/paste, bold, italicize, underline, insert bullets, numbered list, undo, redo, and spell check. Writing tools are available in the constructed response items on the ELA assessment. **Note:** The copy/paste functionality does not include the ability to copy test content. Only text contained within a student response can be copy/pasted.

Administrative Considerations for All Students

Detailed guidelines on the administration of the NJSLA and NJGPA will be included in the *Test AdministratorManuals* and the *Test Coordinator Manual.*

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

In accordance with principles of universal design for assessment, NJSLA and NJGPA is providing the following administrative guidance regarding the timing and scheduling of assessments, and setting/locationsfor testing. These administrative considerations are available to all students. Administrative considerations must be identified for the student in the SR/PNP. The corresponding column in the SR/PNP file is provided in Table 2: Administrative Considerations for All Students.

The principal or test coordinator may determine that ANY student can receive one or more of the following test administration considerations, regardless of the student's status as a student with a disability or ELL.

Table 2: Administrative Considerations for All Students

	Administrative Consideration	Description
2a	**Small Group Testing** *(SR/PNP Reference BC)*	Small group is defined as a small number of students not to exceed 15, with similar accessibility features and/or accommodations who will be administered the test as a group. **Important Note**: Student IEPs may specify a smaller group size and must be accommodated during testing. Districts/schools are responsible for determining the composition and compatibility of the members of the small group.
2b	**Time of Day** *(SR/PNP Reference BF)*	Student is tested during a specific time of day based on their individual needs (e.g., ELA, Math or Science in the morning; no testing after lunch).
2c	**Separate/Alternate Location** *(SR/PNP Reference BB)*	Student is tested in a specifically assigned location.

Administrative Consideration		Description
2d	**Specified Area or Setting** *(SR/PNP Reference BE)*	Student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, library, etc.).
2e	**Adaptive and Specialized Equipment or Furniture** *(SR/PNP Reference BD)*	Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).
2f	**Frequent Breaks** *(SR/PNP Reference BA)*	Guidance on logistics for administrating the NJSLA and NJGPA with frequent breaks: • *Medical Breaks*: Student takes a break due to pre-existing or sudden onset of a temporary or long-term medical condition. Student's testing time stops. • *IEP or Section 504 plan Breaks*: Student takes a break as determined by their IEP or Section 504 plan. Student's testing time stops. • *Individual Bathroom Breaks*: Student requests a bathroom break within their overall allotted testing time. Student's testing time does not stop. • *In-Chair Stretch Break:* Student pauses and stretches. Student's testing time does not stop.

Section 2: Accommodations for Students with Disabilities and English Language Learners

Accommodations for Students with Disabilities and ELLs

It is important to ensure that performance in the classroom and on assessments is influenced minimally, if at all, by a student's disability or linguistic/cultural characteristics that is unrelated to the content being assessed. For the NJSLA and NJGPA, accommodations are considered to be adjustments to the testing conditions, test format, or test administration that provide equitable access during assessments for students with disabilities and students who are ELLs. In general, the administration of the assessment should not be the first occasion in which an accommodation is introduced to the student. In addition, Test Administrators administering the assessment or providing accommodations should be an education professional who is familiar with the student, and who is typically responsible for providing the accommodation in the classroom. To the extent possible, accommodations should:

- Provide equitable access during instruction and assessments;
- Mitigate the effects of a student's disability;
- Not reduce learning or performance expectations;
- Not change the construct being assessed; and
- Not compromise the integrity or validity of the assessment.

Accommodations are intended to reduce and/or eliminate the effects of a student's disability and/or English language proficiency level; however, **accommodations should never reduce learning expectations by reducing the scope, complexity, or rigor of an assessment.** Moreover, accommodations provided to a student on the NJSLA and NJGPA must be generally consistent with those provided for classroom instruction and classroom assessments. There are some accommodations that may be used for instruction or for formative assessments but are not allowed for the NJSLA and NJGPA because they impact the validity of the assessment results – for example, allowing a student to usea thesaurus or access the internet during the NJSLA and NJGPA. There may be consequences (e.g., excluding a student's test score) for the use of non-allowable accommodations during the NJSLA and NJGPA. It is importantfor educators to become familiar with policies regarding accommodations used for the NJSLA and NJGPA.

The guidelines provided in this manual are intended to ensure that valid and reliable scores are produced on the NJSLA and NJGPA, and that an unfair advantage is not given to students who receive accommodations. Outside of the guidance provided in this manual, changes to an accommodation orthe conditions in which it is provided may change what the assessment is measuring, and will likely call into question the reliability and validity of the results regarding what a student knows and is ableto do as measured by the assessment.

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

- Accommodations enable students to participate more fully and fairly in instruction and assessments and to demonstrate their knowledge and skills.
- Accommodations should be based upon an individual student's needs rather than on the category of a student's disability, level of 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.
- Accommodations should be based on a documented need in the instruction/assessment setting and should not be provided for the purpose of giving the student an enhancement that could be viewed as an unfair advantage.
- Accommodations for students with disabilities should be described and documented in the student's appropriate plan (i.e., either the IEP or 504 plan).

- Accommodations for ELLs should be described and documented. Students who are ELLs with disabilities qualify to receive accommodations for both students with disabilities and ELLs.
- Accommodations should become part of the student's program of daily instruction as soon as possible after completion and approval of the appropriate plan.
- Accommodations should not be introduced for the first time during the testing of a student.
- Accommodations should be monitored for effectiveness.
- Accommodations used for instruction should also be used, if allowable, on local district assessments and state assessments.

In the event that a student was provided a test accommodation that was NOT LISTED in their IEP, 504 plan, or was not documented for an ELL, or if a student was NOT PROVIDED a test accommodation listed in their IEP/504 plan/documentation for an ELL, the school test coordinator must immediately contact their district testing coordinator who will in turn notify the state assessment office of the incident.

Scoring and Reporting

Summative assessment scores for students who receive any of the accommodations listed in this manual will be aggregated with the scores of other students and those of relevant groups, and can be included for accountability purposes. The department of education will monitor the number and percentage of students using newer assessment accommodations such as text-to-speech, external speech-to-text device, etc. at the school, district, and/or state level.

Unique Accommodations

NJSLA and NJGPA has developed a comprehensive list of accessibility features and accommodations that are designed to increase access to the assessments and will result in valid, comparable assessment scores. However, students with disabilities or ELLs may require additional accommodations that are not found in this manual. Refer to Appendix G: Unique Accommodation Request Form.

Emergency Accommodations

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

Student Refusal Form

If a student refuses an accommodation listed in their IEP, 504 plan, or an ELL plan, if used, the school should document in writing that the student refused the accommodation, and the accommodation must be offered and remain available to the student during testing. This form must be completed and placed in the student's file and a copy must be sent to the parent on the day of refusal. Principals (or designee) should work with Test Administrators to determine who, if any others, should be informed

when a student refuses an accommodation documented in an IEP, 504 plan, or an ELL plan. Refer to
Appendix H: Student Accommodation Refusal Form.

Accommodations for Students with Disabilities

Table 3 provides a list of PRESENTATION ACCOMMODATIONS for students with disabilities that describe changes in the assessment format and method in which the assessment is administered. Thetable also outlines the before, during, and after testing activities necessary to successfully administer these accommodations. Accommodations for students with disabilities must be pre-selected for the student in the SR/PNP. This information is included in the "**Before Testing**" guidance and the corresponding column in the SR/PNP file is also provided.

Table 3: Presentation Accommodations for Students with Disabilities

	Accommodation	Administration Guidelines
3a	**Assistive Technology** *(Non-Screen Reader)* *(SR/PNP Reference BL)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have assistive technology selected. • Testing: Assistive technology should be tested during an Infrastructure Trial to determine whether the assistive technology will interact with TestNav and can be used successfully during computer-based testing. Note that NJSLA and NJGPA are designed to be Web Content AccessibilityGuidelines (WCAG) compliant. For information on how to test assistive technology devices and software for use on the NJSLA and NJGPA with the TestNav platform via an Infrastructure Trial, refer to the Assistive Technology Guidelines available here: nj.mypearsonsupport.com. **During Testing:** Students may use a range of assistive technologies on the NJSLA and NJGPA, including devices that are compatible with the NJSLA and NJGPA online testing platform, and those that are used externally on a separate computer. Refer to the list of allowable Assistive Technology available here: nj.mypearsonsupport.com. **After Testing:** Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be cleared off all devices. Paper nonscorable student work must be securely shredded.

	Accommodation	Administration Guidelines

3b	**Screen Reader Version** *(for a student who is blind or visually impaired)* *(SR/PNP Reference BK)*	**Before Testing:**
		• Identification for SR/PNP: Student's SR/PNP must have Screen Reader Version selected. Once a student is placed into a test session, the student will be assigned a Screen Reader form. For ELA, the student does not use a refreshable braille display or hard copy braille edition because they have either not yet learned, or are unable to use, braille.
		• Materials and Equipment: For optimal screen reader usage, NJSLA and NJGPA recommends using JAWS 2019-2021 (note that the NJSLA and NJGPA are designed to be compliant with the Web Content Accessibility Guidelines [WCAG]). Tactile graphics booklets are required for test administration. Counts for materials are determined from records submitted via SR/PNP prior to the deadline for paper material distribution. Reference the training modules for SR/PNP and EditingEnrollment Counts. Any registrations that require materials submitted after the deadline for paper must be ordered via Additional Orders.
		• Screen Reader Testing: Screen reader software SHOULD be tested during an Infrastructure Trial. These activities will determine whether the assistive technology will interact with TestNav and can be used successfully during computer-based testing. Reference the Assistive Technology Guidelines available at the following link: nj.mypearsonsupport.com.
		• Test Administrator Training: Test Administrators should review:
		    o NJSLA and NJJGPA Assistive Technology Guidelines available at nj.mypearsonsupport.com.
		    o Appendix L: NJSLA and NJGPA for Students with Visual Impairment,Including Blindness.
		
		During Testing: A student who is blind or has a visual impairment takes the assessments using their preferred screen reader software, pending an Infrastructure Trial. A student who uses a screen reader will also need a tactile graphics booklet, which contains only the graphics portion of test questions and visual descriptions of pictures and multimedia, where applicable. If the student is not using headphones, the student must be tested in a separate setting.
		
		Due to technical limitations, the following tools are not available for use with the Screen Reader Version: pointer, notepad, answer eliminator, magnifier, line reader, answer masking, color contrast (background/font color), ruler, protractor, and calculator.
		
		After Testing: Tactile graphics booklets contain secure item content and should be handled as secure test materials. Test Administrators should return tactile graphics to Test Coordinators. Test Coordinators must return tactile graphics with the nonscorable materials.

	Accommodation	Administration Guidelines

3c	**Refreshable Braille Display**
	
	(SR/PNP Reference BN)
		Before Testing:
		• <u>Identification for SR/PNP</u>: Student's SR/PNP must have Screen Reader Version selected. Once a student is placed into a test session, the student will be assigned a Screen Reader form.
		• <u>Materials and Equipment</u>: For screen reader usage, NJSLA and NJGPA recommends using JAWS 2019-2021. Refreshable braille displaysand tactile graphics booklets are required for administration.
		• <u>Screen Reader Testing</u>: Screen reader software SHOULD be tested during an Infrastructure Trials. These activities will determine whether the assistive technology will interact with TestNav and can be used successfully during computer-based testing. For optional screen reader usage, NJSLA and NJGPA recommends using JAWS 2019-2020.
		• <u>Test Administrator Training</u>: Test Administrators should review:
		   ○ [Appendix L: NJSLA and NJGPA for Students with Visual Impairment,Including Blindness](#).
		   ○ New Jersey's Assistive Technology Guidelines available at [nj.mypearsonsupport.com](#).
		
		During Testing: A student who is blind or has a visual impairment takes the ELA assessments using their preferred screen reader software, pending an Infrastructure Trial, with a refreshable braille display. A student who uses a screen reader with refreshable braille will also need a tactile graphics booklet, which contains only the graphics portion of test questions and visual descriptions of pictures and multimedia where applicable. If the student is notusing headphones, the student must be tested in a separate setting.
		
		After Testing: Tactile graphics booklets contain secure item content and should be handled as secure test materials. Test Administrators should return tactile graphics to Test Coordinators. Test Coordinators must return tactile graphics with the nonscorable materials.

	Accommodation	Administration Guidelines

3d	**Braille with Tactile Graphics**[3]
	
	(SR/PNP Reference BQ)
		Before Testing:
		• <u>Identification for SR/PNP</u>: Student's SR/PNP must have Hard Copy Braille Edition selected.
		• <u>Materials</u>: Braille Kits are required for administration. Braille Kits include Test Administrator Braille Scripts, one copy of the student's Hard Copy Braille Assessment, standard test booklet or answer document for transcription, and supplementary math materials (braille ruler, braille protractor) where appropriate.
		• <u>Test Administrator Training</u>: Test Administrators of students with visual impairments must review:
		    ○ Braille Kits, which will be provided to schools at least two full school days prior to testing in a SECURE ENVIRONMENT for the Test Administrator to verify that the braille code (Unified English Braille (UEB)) is accurate on the test booklet cover and review the braille test administration scripts, including information specific to administering paper-based braille. Braille notes are inserted behind the cover of the firstvolume of the Braille test. **Important Note:** Reading, viewing,copying, or reproducing passages or test items is prohibited.
		    ○ [Appendix L: NJSLA and NJGPA for Students with Visual Impairments,Including Blindness](#).
		    ○ If needed by the student, braille test booklets or answer documents may be disassembled for testing (but must be reassembled for return). It is critical that Test Administrators count the number of pages in the test booklet or answer document prior to disassembling the test booklets or answer documents to help ensure that all pages are returned.

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[3] Distribution quantities for any paper-based accommodations and accessibility feature are derived from the student registration process. Any materials required for paper-based accessibility features and accommodations for students registered after the deadline for paper registration must be ordered via Additional Orders.

	Accommodation	Administration Guidelines
		During Testing: A student who is blind or has a visual impairment and is unable to take the computer-based test with a refreshable braille display may take the ELA, mathematics, and science assessments using the hard-copy contracted braille edition. Tactile graphics are already embedded in the hard copy braille edition. For students using braille forms, the Test Administrator directions for filling in a circle, making marks, and erasing do not apply. Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet or answer document. **After Testing:** • Responses must be transcribed verbatim by a Test Administrator in a standard student test booklet or answer document, which is included in the Braille Test Kit. Only transcribed responses will be scored. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol. • Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be deleted off all devices. Nonscorable student work must be securely shredded. • If the braille test booklet or answer document was disassembled, it must be reassembled for return. To reassemble test booklets or answer documents, the Test Administrator may staple or binder clip all pages for return. Failure to return all pages will be considered a breach of security.
3e	**Tactile Graphics**	**Before Testing:** Refer to Table 3b "Screen Reader Version" for details. **During Testing:** A student who is blind or has a visual impairment who uses a screen reader or refreshable braille will also need a tactile graphics booklet, consisting only of the graphics portion of test questions, and visual descriptions of pictures and multimedia, where applicable. Tactile graphics will also be embedded in the hard copy braille edition assessments, when needed. **After Testing:** Tactile graphics booklets contain secure item content and should be handled as secure test materials. Test Administrators should return tactile graphics to Test Coordinators. Test Coordinators must return tactile graphics with the nonscorable materials.

Accommodation	Administration Guidelines

3f **Large Print**[3]
 	
(SR/PNP Reference BP)
	Before Testing:
	• Identification for SR/PNP: Student's SR/PNP must have Large Print Edition selected.
	• Materials: Large Print Test Kit includes a large print assessment booklet, standard test booklet or answer document for transcription, Test Administrator large print scripts, and supplementary large print mathematics materials (large print ruler & protractor), when appropriate.
	• Test Administrator Training: Test Administrators of students with visual impairments must review:
	    o Appendix L: NJSLA and NJGPA for Students with Visual Impairment,Including Blindness.
	    o Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based NJSLA and NJGPA.
	
	During Testing: A large print paper-based form of each assessment is available for a student with a visual impairment who is unable to take a computer-based assessment. The font size for the NJSLA and NJGPA large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in the large print test booklet. For constructed response items, students will write their answers on the lines provided in their large print test booklets. In mathematics, students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers. Test Administrators should refer to the TAM Scripts for instances where they shoulddemonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near thestudent).
	
	After Testing:
	• Responses must be transcribed verbatim by a Test Administrator in the standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a District or School TestCoordinator.
	• Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.

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3 Distribution quantities for any paper-based accommodations and accessibility feature are derived from the student registration process. Any materials required for paper-based accessibility features and accommodations for students registered after the deadline for paper registration must be ordered via Additional Orders.

	Accommodation	Administration Guidelines
3g	**Alternate Representation – Paper Test** *(SR/PNP Reference BO)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have Paper-Based Edition selected. • Materials: Paper-Based Edition of the assessment • Test Administrator Training: Test Administrators must review the following appendix for accessibility features and accommodations in a paper-based environment: o Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based NJSLA and NJGPA. **During Testing:** For schools administering the computer-based assessments, a paper-based assessment is available for students who (1) are unable to take a computer-based assessment due to a disability; (2) recently entered the school and has very little or no prior experience or familiarity with technology; or (3) are unable to access an online assessment due to religion or beliefs.
3h	**Closed Captioning of Multimedia on the ELA Assessments[4]** *(SR/PNP Reference BM)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have Closed Captioning selected.[5] **During Testing:** A student who is deaf or hearing-impaired views captioned text embedded in multimedia (i.e., video) segments of the ELA summative assessments. Captioning can be turned on/off within the video player as needed. Transcripts will also be available in an additional tab within the test form. See the Closed Captioning tutorial at nj.mypearsonsupport.com.
3i 3j	**ELA Assessments, including items, response options, and passages[6]** • **Text-to-Speech** *(SR/PNP Reference CG)* • **ASL Video** *(SR/PNP Reference BJ)*	**Before Testing:** • Purpose: The purpose of the embedded text-to-speech, ASL video, and Human Reader/Human Signer accommodation for the NJSLA and NJGPA ELA assessment is to provide access to printed or written texts on the NJSLA and NJGPA ELA assessments for a very small number of students with print-related disabilities who would otherwise be unable to participate in the assessment because their disability *severely limits or prevents* their ability to access printed text by decoding. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level. • Identification for SR/PNP: The student's SR/PNP must have text-to-speech, ASL Video, or Human Reader/Human Signer selected to activate the features on the platform. Once a student is placed into a session, the student will be assigned a form with embedded text-to-speech, or ASL Video.

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

5 Students who require American Sign Language (ASL) Video of the full text of the assessment will not require Closed Captioning as the ASL form does not have embedded video.

6 **Note:** There may be unintended consequences related to the use of this accommodation for some students. Review the adjacent Administration Guidelines carefully.

Accommodation	Administration Guidelines

3k • **Human Reader/ Human Signer** (*SR/PNP Reference CH*)	For the Human Reader/Human Signer, students must be placed in a read-aloud session type when creating test sessions. The proctor will be assigned a separate authorization login to access the same form as all students within the Human Reader session. **Important Note:** Volume level must be determined prior to testing; once the test session begins, the volume level cannot be changed. The student will not have access to volume control in the secure TestNav environment.
	• Tools for Identification: IEP teams/504 Plan Coordinators should use the decision-making tool available in Appendix D: Text-to-Speech, ASL Video, or Human Reader/Human Signer Guidance for English Language Arts (ELA) Assessments to inform their decision-making.
	• Materials: Read Aloud Kits, which include one copy of the student test booklet and answer document and an extra test booklet for Test Administrators (Human Reader/Signer). **Important Note:** A Human Reader Script is not provided for ELA.
	• Test Administrator Training: Test Administrators providing this accommodation must review:
	    o Read Aloud Kits at least two school days prior to paper-based testing, with kits provided to schools for this purpose. Review of Read Aloud Kits must occur in a SECURE ENVIRONMENT.
	    o Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the Human Reader Accessibility Feature for Mathematics/Science Assessments.
	    o **NJSLA and NJGPA ELA Audio Guidelines** available on the NJSLA Resource Center, https://nj.mypearsonsupport.com > **Educator Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources > Resources**
	    o Appendix K: Human Signer Guidelines (signers only).
	    o Appendix L: NJSLA and NJGPA for Students with Visual Impairments, Including Blindness.
	    o Refer to the Text-to-Speech Tutorial on nj.mypearsonsupport.com for training on functionality.
	    o ELA has Text Plus Graphics only - Reads all printed text and the hidden alternate text descriptions for images.
	
	During Testing: A student receives an audio representation of the ELA assessment either through embedded text-to-speech, embedded ASL video, or a Human Reader/Signer. For Human Reader, the Test Administrator will need to reference the **NJSLA and NJGPA ELA Audio Guidelines** available on the NJSLA Resource Center, https://nj.mypearsonsupport.com > **Educator Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources > Resources**. **Important Note:** If headphones are *not* used for text-to-speech, or the student has a Human Reader or Signer, the student must be tested in a separate setting.
	
	Important Guidelines on identifying students for these accommodations:
	IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying students to receive these accommodations on the ELA assessments.

Accommodation	Administration Guidelines

	If all guidelines are NOT met, and the student is given the text-to-speech, ASL video, or Human Reader/Human Signer accommodation on an NJSLA and NJGPA English language arts (ELA) assessment, the student's assessment score maybe invalidated and the score would not be counted in the overall assessmentresults (i.e., the student would be considered a "non-participant" for the English language arts (ELA) assessment.)
	
	In making decisions on whether to provide a student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has:
	
	• Blindness or a visual impairment and has not learned (or is unable to use) braille;
	    OR
	• A disability that *severely limits or prevents* him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text);
	    OR
	• Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation.
	
	Before listing the accommodation in the student's IEP or 504 plan, teams/coordinators should consider whether:
	• The student has access to printed text during routine instruction through a reader, other spoken-text audio format, or signer;
	• The student's inability to decode printed text or read braille is documented in evaluation summaries from locally-administered diagnostic assessments; and the student receives ongoing, intensive instruction and/or interventions in the foundational reading skills to continue to attain the important college and career-ready skill of independent reading.
	
	Decisions about who receives this accommodation will be made by IEP teams and 504 Plan Coordinators. For a student who receives one of these accommodations, no claims should be inferred regarding the student's ability to demonstrate foundational reading skills (i.e., decoding).

	Accommodation	Administration Guidelines
3l	**ASL Video for the Mathematics/Science Assessments** *(SR/PNP Reference BJ)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have American Sign Language (ASL) Video selected. Once a student is placed into a test session, the student will be assigned an ASL Video form. Proctor caching is strongly encouraged. If this content is not cached, it may present challenges for students during testing. If a student does not use ASL, a human interpreter and separate test setting will be required. • Student Training: It is highly recommended that students review the American Sign Language Math Dictionary prior to testing. This video is available at nj.mypearsonsupport.com. • Test Administrator Training: Human signers should refer to the online NJSLA and NJGPA American Sign Language Math Video Glossary for guidance on how to deliver mathematics symbols and terms. This video is available at nj.mypearsonsupport.com. **During Testing:** The student views an embedded video of a human interpreter for the mathematics assessments. The student may pause and resume the video but cannot adjust the pace.

3m	**Human Signer for Test Directions**
	
	(SR/PNP Reference BS)
		Before Testing:
		• Identification for SR/PNP: Student's SR/PNP must have Human Signer for Test Directions selected.
		• Test Administrator Training: Human Signers must review:
		    o Test Administrator Scripts included in the *Test Administrator Manuals.*
		    o Appendix K: Human Signer Guidelines (signers only).
		
		During Testing: A human signer will sign the test directions to a student. The student may either be tested in a small group or a separate setting based on the student's experiences during classroom assessments.

Table 4 provides a list of RESPONSE ACCOMMODATIONS for students with disabilities that allow a student to respond to test items using different formats. The table outlines the activities needed before, during, and after testing to administer the response accommodations appropriately. Accommodations for students with disabilities must be pre-selected for the student in the SR/PNP. This information is included in the "**Before Testing**" guidance and the corresponding column in the SR/PNP file is also provided.

Table 4: Response Accommodations for Students with Disabilities

	Accommodation	Administration Guidelines
4a	**Assistive Technology** *(Non-Screen Reader)* *(SR/PNP Reference BK, BR, BW, BX, and BY)*	**Before Testing:** • <u>Identification for SR/PNP</u>: Student's SR/PNP must have assistive technology selected. ◦ Students using the Co:Writer and Read&Write extensions (separate license required) for use with TestNav must have Speech to Text and Word Prediction selected in the Student's SR/PNP. • <u>Testing</u>: Assistive technology should be tested during an Infrastructure Trial to determine whether the assistive technology will interact with TestNav and can be used successfully during computer-based testing. For information on how to test assistive technology devices and software for use on the NJSLA and NJGPA with the TestNav platform via an Infrastructure Trial, refer to the Assistive Technology Guidelines available at nj.mypearsonsupport.com. Note that New Jersey assessments are designed to be Web ContentAccessibility Guidelines (WCAG) compliant. **During Testing:** Students may use a range of assistive technologies on the New Jersey assessments, including devices that are compatible with the online testing platform, and those that are used externally on a separate computer. Refer to the list of allowable Assistive Technology available at nj.mypearsonsupport.com. **After Testing:** Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be cleared off all devices. Nonscorable student work must be securely shredded.
4b	**Electronic Braille Response** *(SR/PNP Reference BU)*	**Before Testing:** • <u>Identification for SR/PNP</u>: Student's SR/PNP must have braille note-taker selected. **During Testing:** A student who is blind or has a visual impairment may use an electronic braille note-taker. The grammar checker, internet, and stored file functionalities must be turned off. For students using braille forms, the Test Administrator directions for filling in a circle, making marks, and erasing do not apply. Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet, answer document, or TestNav. **After Testing:** • Student responses generated using an electronic braille note-taker must be transcribed verbatim by a Test Administrator into the student's standard test booklet, answer document, or TestNav. Only transcribed responses will be scored. Responses must be transcribedby the teacher of the student with visual impairment or a Test Administrator supervised by the teacher of the student with visual impairment. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. • Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

	Accommodation	Administration Guidelines
4c	**Electronic Braille Response** *(SR/PNP Reference BU)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have braille writer selected. **During Testing:** A student who is blind or has a visual impairment may use a braille writer. For assessments, grammar checker, internet, and stored file functionalities must be turned off. For students using braille forms, the Test Administrator directions for filling in a circle, making marks, and erasing do not apply. Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet, answer document, or TestNav. **After Testing:** • Student responses generated using a braille writer must be transcribed verbatim by a Test Administrator into the student's standard test booklet, answer document, or TestNav. Only transcribed responses will be scored. Responses must be transcribedeither by the teacher of the student with visual impairment or a TestAdministrator supervised by the teacher of the student with visual impairment. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. • Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

4d	**Calculation Device**
	(on Calculator Sections of Mathematics Assessments)
	
	(SR/PNP Reference is not applicable)
		Before Testing:
		• Materials:
		  ○ Allowable calculators for the calculator accommodation on calculator sections include:
		    ▪ Grades 3-5: Four-function with square root and percentage functions.
		    ▪ Grades 6-7: Four-function with square root and percentage functions.
		    ▪ Grade 8: Scientific calculators (Student may also bring a four-function with square root and percentage functions in addition to a grade-level calculator).
		    ▪ High School: Graphing calculators with functionalities consistent with TI-84 or similar models (Student may also bring a scientific calculator or a four-function with square root and percentage functions).
		
		During Testing: A student uses a specific calculation device (e.g., large key, talking, or other adapted calculator) other than the embedded grade-level calculator on the CALCULATOR SECTION of the mathematics assessments. If a talking calculator is used, the student must use headphones or be tested in a separate setting.

	Accommodation	Administration Guidelines

4e	**Calculation Device and Mathematics Tools** *(on Non-Calculator Sections of Mathematics Assessments)* *(SR/PNP Reference BV)*	**Before Testing:**
		• Purpose: The purpose of the calculation device on the non-calculator sections accommodation is to provide access for students with a disability that *severely limits or prevents* their ability to perform basic calculations (i.e., student is unable to perform single-digit addition, subtraction, multiplication, or division). For these students, a calculation device may be used on the non-calculator AND calculator sections of the mathematics assessments. The IEP or 504 plan must specify which device(s) or manipulatives.
		• Identification for SR/PNP: Student's SR/PNP must have Calculation Device and Mathematics Tools on non-calculator sections selected.
		• Materials:
		  ○ Hand-held calculator.
		  ○ Allowable calculators for the calculator accommodation on non-calculator sections:
		    ▪ Grades 3-5: Four-function with square root and percentage functions.
		    ▪ Grades 6-7: Four-function with square root and percentage functions.
		    ▪ Grade 8: Scientific calculators (Student may also bring a four-function with square root and percentage functions in addition to grade-level calculator).
		    ▪ High School: Graphing calculators with functionalities consistent with TI-84 or similar models. (Student may also bring a scientific calculator or a four-function with square root and percentage functions).
		  ○ Allowable mathematics tools include:
		    ▪ Arithmetic tables (e.g., addition charts, subtraction charts, multiplication charts; division charts).
		    ▪ Two-color chips (e.g., single-sided or double-sided).
		    ▪ Counters and counting chips.
		    ▪ Square tiles.
		    ▪ Base 10 blocks.
		    ▪ 100s chart.
		  ○ A student with a visual impairment may need other mathematics tools, such as a large print ruler (embedded ruler is designed in 18-point font), braille ruler, tactile compass, or braille protractor. Note that braille mathematics kits will include the appropriate grade-level braille ruler and braille protractors. If a student requires mathematics tools outside of what is permitted for use, districts must complete and upload Appendix G: Unique Accommodations Request Form, via PAN, for review and approval.

Accommodation	Administration Guidelines
	During Testing: A student uses a calculation device (e.g., four-function calculator, large key, or other adapted calculator), arithmetic table (including addition/subtraction and/or multiplication/division charts), and/or manipulatives (IEP or 504 plan must specify which device or manipulative) on the NON-CALCULATOR SECTIONS of the mathematics assessments. If a talking calculator is used, the student must use headphones or be tested in a separate setting. **Important Guidelines for identifying students to receive this accommodation:** IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying students to receive this accommodation. If all guidelines are NOT met, and the student is given Calculation Device and Mathematics Tools without proper documentation, the student's assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a "non-participant" for the mathematics assessment.) In making decisions whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has: • A disability that *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 listing the accommodation in the student's IEP/504 plan, teams should also consider whether: • The student is unable to perform calculations without the use of a calculation device, 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. For a student who receives this accommodation, no claims should be inferred regarding the student's ability to perform basic mathematical calculations without the use of a calculator.

Accommodation	Administration Guidelines

ELA Selected Response or Technology Enhanced Items[7]
 	
4f
4g
4h
4i
• **Speech-to-Text**
• **Human Scribe**
• **Human Signer**
• **Assistive Technology Device**
 	
(SR/PNP Reference BX)
 	
Mathematics/Science Accommodated Response
 	
4j
4k
4l
4m
• **Speech-to-Text**
• **Human Scribe**
• **Human Signer**
• **Assistive Technology Device**
 	
(SR/PNP Reference BY)
	Before Testing:
	• Identification for SR/PNP: Student's SR/PNP must have Speech-to-Text, Human Scribe, Human Signer, or Assistive Technology Device selected.
	• Materials: External device provided by the student, if needed. If the student uses speech-to-text software, such as Dragon® Naturally Speaking, then a separate computer must be provided; one to run the assessment on TestNav and a second computer to run the software. If using the Co:Writer or Read&Write extensions for TestNav, no external device is needed. These speech-to-text extensions will work as expected within a secure assessment in TestNav.
	• Test Administrator Training: Test Administrators providing the scribe accommodation must review:
	    ○ [Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#).
	    ○ [Appendix K: Human Signing Guidelines](#) (signers only).
	
	Note: If a student is using an allowable 3rd party external Assistive Technology that provides speech-to-text functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non-Screen Reader to allow the assistive technology to work. This includes the Co:Writer and Read&Write extensions.
	• Assistive technology, including speech-to-text software, should be tested during an Infrastructure Trial. If during the Infrastructure Trial the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some speech-to-text software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software.
	• Use of web-based 3rd party Assistive Technology guidelines can be found at New Jersey Graduation Proficiency Assessment Resource Center. Please note: If all guidelines are NOT followed accordingly, and the student is given the ELA Selected Response or Technology Enhanced Items, and/or Mathematics/Science Accommodated Response accommodation, the student's assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a "non-participant" for the ELA, mathematics, and/or science assessments.)
	• Reference the Assistive Technology Guidelines available at [nj.mypearsonsupport.com](#).
	
	During Testing: Student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration. **Important Note: TestNav does not have embedded Speech-to-Text functionality - students must use allowable Assistive Technology software or extensions or an external device (responses must be transcribed).**

7 This accommodation applies to Evidence Based Selected Response, and Technology Enhanced Constructed Response items (not Prose Constructed Response items) on the English language arts (ELA) assessments.

Accommodation	Administration Guidelines
	After Testing: • Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student's responses when transcribing) into the student's standard test booklet or answer document. Only transcribed responses will bescored. • Refer to [Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#) for protocol. • Test Administrators are responsible for collecting all paper nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

Accommodation	Administration Guidelines

4n 4o 4p 4q
 	
ELA Constructed Response[8]
 	
• **Speech-to-Text**
• **Human Scribe**
• **Human Signer**
• **Assistive Technology Device**
 	
(SR/PNP Reference BW)
	Before Testing:
	• <u>Identification for SR/PNP</u>: Student's SR/PNP must have Speech-to-Text, Human Scribe, Human Signer, or Assistive Technology Device selected.
	• If you plan to use a Chromebook or iPad as a third-party external assistive technology device, contact the appropriate NJDOE contact for additional guidance.
	• <u>Materials</u>: External device provided by the student, if needed.
	• <u>Test Administrator Training</u>: Test Administrators providing the scribe accommodation must review:
	    o [Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#).
	    o [Appendix K: Human Signing Guidelines](#) (signers only).
	Note: If a student is using an allowable 3rd party external Assistive Technology that provides speech-to-text functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non-Screen Reader to allow the assistive technology to work. This includes the Co:Writer and Read&Write extensions.
	• Assistive technology, including speech-to-text software, should be tested during an Infrastructure Trial. If during the Infrastructure Trial the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some speech-to-text software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software.
	• Use of web-based 3rd party Assistive Technology guidelines can be found at New Jersey Graduation Proficiency Assessment Resource Center. **Important Note:** If all guidelines are NOT followed accordingly, and the student is given the ELA Constructed Response accommodation, the student's assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a "non-participant" for the ELA assessment.)
	• Reference the Assistive Technology Guidelines available at nj.mypearsonsupport.com.
	    During Testing: Student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration. **Important Note: TestNav does not have embedded Speech-to-Text functionality - students must use allowable Assistive Technology or extension or an external device (responses must be transcribed)**.

[8] This accommodation applies to Prose Constructed Responses on the ELA assessments.

Accommodation	Administration Guidelines
	After Testing: • Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student's responses when transcribing) into the student's standard test booklet or answer document. Only transcribed responses will bescored. • Refer to [Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#) for protocol. • Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded. **Important Guidelines for identifying students to receive these accommodations:** IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this accommodation. If all guidelines are NOT met, and the student is given the Human Scribe accommodation on a New Jersey English language arts (ELA) assessment, the student's assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a "non-participant" for the English language arts (ELA) assessment.) In making decisions whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has: • A 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 language, even after varied and repeated attempts to teach the student to do so. Before listing the accommodation in the student's IEP or 504 plan, teams/coordinators should also consider whether: • The student's inability to express in writing is documented in evaluation summaries from locally-administered diagnostic assessments; • The student routinely uses a scribe for written assignments; and • The student receives ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team or 504 Plan Coordinator.
4r **Monitor Test Response** *(SR/PNP Reference BZ)*	**During Testing:** The Test Administrator monitors proper placement of student responses. This accommodation is to ensure that the student is marking the answer for the problem the student intends to answer. For example, astudent may accidentally skip a question. The Test Administrator CANNOTassist the student in any way with respect to the content of theitem.

	Accommodation	Administration Guidelines
4s	**Word Prediction** *(SR/PNP Reference CA)*	**Before Testing:** • <u>Identification for SR/PNP</u>: Student's SR/PNP must have Word Prediction selected. • <u>Materials</u>: A license for Co:Writer or Read&Write extensions or an external Word Prediction Device. **Note:** If a student is using an allowable 3rd party external Assistive Technology that provides Word Prediction functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non-Screen Reader to allow the assistive technology to work. This includes the Co:Writer and Read&Write extensions. • Assistive technology should be tested during an Infrastructure Trial. If during the Infrastructure Trial the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some external word prediction software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software. • Reference the Assistive Technology Guidelines available at nj.mypearsonsupport.com. **During Testing:** The student uses the Co:Writer or Read&Write for TestNav extensions or an external word prediction device that provides a bank of frequently- or recently used words on-screen after the student enters the first few letters of a word. The student must be familiar with the use of the external device prior to assessment administration. The device may not connect to the internet or save information. **After Testing:** • Student responses generated using the External Word Prediction Device software must be transcribed verbatim by a Test Administrator into TestNav. Only transcribed responses submitted in TestNav will be scored. **Important Note:** If the student is writing their responses directly into TestNav through the external software for word prediction, then transcribing is not necessary. • Refer to [Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#). • Test Administrators are responsible for collecting all nonscorable student work created using external word prediction device software. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded. **Important Guidelines for identifying students to receive this accommodation:** IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this accommodation. In making decisions whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators are instructed to consider whether the student has:

Accommodation	Administration Guidelines
	• 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 listing the accommodation in the student's IEP/504 plan, teams/coordinators are instructed to consider whether: • The student's inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments; • The student routinely uses a word-prediction device or software during classroom writing assignments; and • The student receives ongoing, intensive instruction, and/or intervention in language processing and writing, as deemed appropriate by the IEP team/504 Plan Coordinator.

Table 5 describes the TIMING AND SCHEDULING ACCOMMODATION for students with disabilities that is intended to increase the allowable time in which to complete an assessment. The table outlines the activities needed before, during, and after testing necessary to successfully administer the assessments with this accommodation. Accommodations for students with disabilities must be pre-selected for the student in the SR/PNP. This information is included in the "**Before Testing**" guidance and the corresponding column in the SR/PNP file is also provided.

Table 5: Timing and Scheduling Accommodation for Students with Disabilities

Accommodation		Administration Guidelines
5a	**Extended Time** *(SR/PNP Reference CK)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have extended time selected. The amount of time a student receives should be indicated in the student's IEP or 504 plan. The student does not need to take the full day if it is not needed. • Test Administrator Training: Test Administrators providing this accommodation must review: ○ Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation. **During Testing:** Students have until the end of the school day to complete a single test unit administered during the prescribed testing window. It is recommended to test students receiving the extended time accommodation in a separate setting to minimize distractions to other students, and to schedule these students for testing in the morning to allow adequate time for completion of a test unit by the end of the school day.

Accommodations for English Language Learners[10]

Table 6 lists the accommodations on the NJSLA and NJGPA that are available to ELLs, cross-referenced with recommendations regarding the effectiveness of the accommodation based on the English LanguageProficiency (ELP) level of the student. See Section 4 for how ELP is determined.

Table 6: Guidance on Selection of Accommodations for English Language Learners
KEY for Table 6:

- ● Highly recommended for use by ELLs at this ELP level
- ◉ Recommended for use by ELLs at this ELP level
- ○ May not be appropriate for students at this ELP level

Accommodations	Most likely to benefit ELLs at this ELP Level		
	Beginning	Intermediate	Advanced
Extended time	●	●	●
Word-to-Word Dictionary (English/Native Language)	◉	●	●
Mathematics/Science Response Speech-to-Text Mathematics/Science Response Human Scribe/Human Signer	●	◉	○
General Administration Directions Read Aloud and Repeated in Student's Native Language (by Test Administrator)	●	◉	○
General Administration Directions Clarified as Needed in Student's Native Language (by Test Administrator)	●	◉	○
Online Transadaptation of the Mathematics/Science Assessments in Spanish	●	◉	○
Paper-Based Edition of the Mathematics/Science Assessments in Spanish	●	◉	○
Large Print Edition of the Mathematics/Science Assessments in Spanish	●	◉	○
Text-to-Speech for the Mathematics/Science Assessments in Spanish Human Reader for the Mathematics/Science Assessments in Spanish	●	◉	○

Table 7 provides a list of ACCOMMODATIONS for ELLs. The table describes the activities needed before, during, and after testing necessary to administer these accommodations appropriately. Accommodations for ELLs must be pre-selected for the student in the SR/PNP. This information is included in the "**Before Testing**" guidance and the corresponding column in the SR/PNP file is alsoprovided.

Table 7: Accommodations for English Language Learners

Accommodation	Administration Guidelines
7a **Extended time** *(SR/PNP Reference CK)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have extended time selected. • Test Administrator Training: Test Administrators providing this accommodation must review: ○ Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation. **During Testing:** Students have until the end of the school day to complete a single test unit administered during the prescribed testing window. The amount of time a student receives must be indicated in advance. It is recommended to test students receiving the extended time accommodation in a separate setting to minimize distractions to other students, and to schedule these students for testing in the morning to allow adequate time for completion of a test unit by the end of the school day.
7b **Word-to-Word Dictionary** *(English/ Native Language)* *(SR/PNP Reference CF)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have word-to-word dictionary selected. • Materials: Word-to-word dictionaries are provided to students by their school, based on those used by the student for routine classroom instruction. **During Testing:** The student uses a published bilingual, word-to-word dictionary that does not include definitions, pronunciation, phrases, sentences, or pictures. The student should be familiar with the dictionary they will use during testing. Students should be given ample time to complete the test using the accommodation. If no printed word-to-word dictionary can be found for a specific language, an electronic translator may be used. The device may not connect to the internet or store information, and therefore, web-based translators are not allowed.

Accommodation	Administration Guidelines
7c **7d** **English Language Learner Accommodated Response for the Mathematics/ Science Assessments in Spanish** • **Speech-to-Text** • **Human Scribe/ Human Signer** *(SR/PNP Reference CD)*	**Before Testing:** • <u>Identification for SR/PNP</u>: Student's SR/PNP must have Speech-to-Text or Human Scribe selected. • <u>Materials</u>: External device provided by the student, if needed. If the student uses speech-to-text software, such as Dragon® Naturally Speaking, then a separate computer must be provided; one to run the assessment on TestNav and a second computer to run the software. TestNav does not contain embedded speech-to-text software. If using the Co:Writer or Read&Write extensions for TestNav, no external device is needed. These speech-to-text extensions will work as expected within a secure assessment in TestNav. • <u>Test Administrator Training</u>: Test Administrators providing the scribe accommodation must review: ○ [Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#). **Note:** If a student is using an allowable 3rd party external Assistive Technology that provides speech-to-text functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non-Screen Reader to allow the assistive technology to work. This includes the Co:Writer and Read&Write extensions. • Assistive technology, including speech-to-text software, should be tested during an Infrastructure Trial. If during the Infrastructure Trial the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some speech-to-text software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software. • Use of web-based 3rd party Assistive Technology guidelines can be found at New Jersey Graduation Proficiency Assessment Resource Center. Please note: If all guidelines are NOT followed accordingly, and the student is given the ELL Accommodated Response for Mathematics/Science accommodation, the student's assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a "non-participant" for the mathematics and/or science assessments.) • Reference the Assistive Technology Guidelines available at [nj.mypearsonsupport.com](#). **During Testing:** A student dictates responses verbally, using an external speech-to-text device or by dictating. The student must be tested in a separate setting. The student must already be familiar with any external device used for this accommodation. **Important Note: TestNav does not have embedded Speech-to-Text functionality - students must use allowable Assistive Technology software or extensions or an external device (responses must be transcribed).** **After Testing:** • Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student's responses when transcribing) into the student's standard test booklet or answer document. Only transcribed responses will be scored. • Refer to [Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#) for protocol. • Test Administrators are responsible for collecting and shredding all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices.

Accommodation	Administration Guidelines

7e **General Administration Directions Read Aloud in Student's Native Language**
 	
(SR/PNP Reference CC)
	Before Testing:
	• <u>Identification for SR/PNP</u>: Student's SR/PNP must have General Administration Directions Read Aloud and Repeated in Student's Native Language selected.
	• <u>Materials</u>:
	   o NJSLA and NJGPA will provide written general test administrationdirections in the following languages:
	      ▪ Arabic
	      ▪ Bengali
	      ▪ Chinese (Mandarin)
	      ▪ Gujarati
	      ▪ Haitian Creole
	      ▪ Korean
	      ▪ Portuguese
	      ▪ Russian
	      ▪ Spanish
	      ▪ Urdu
	   o If written general test administration directions are not available in the student's native language, district personnel fluent both in English and the student's native language may provide the translated directions for the Test Administrator to read to the student.
	
	• <u>Test Administrator Training</u>: Test Administrators providing the general administration directions in languages other than English must review the directions in advance in order to provide consistent transadaptations. Test Administrators providing this accommodation will ideally be literate and fluent in English, as well as in the student's native language.
	
	During Testing: The Test Administrator reads aloud the general administration instructions in the student's native language. The student may request that directions be repeated. The student must be tested in a separate setting.

7f **General Administration Directions Clarified in Student's Native Language** *(SR/PNP Reference CB)*	**Before Testing:** • <u>Identification for SR/PNP</u>: Student's SR/PNP must have General Administration Directions Clarified in Student's Native Language selected. • <u>Test Administrator Training</u>: Test Administrators providing this accommodation should be literate and fluent in English, as well as in the student's native language. **During Testing:** The Test Administrator clarifies general administration directions only in the student's native language. Test Administrators providing this accommodation should ideally be literate and fluent in English, as well as in the student's native language, if available.

Accommodation	Administration Guidelines
7g **Spanish Transadaptation of the Mathematics/ Science Assessments in Spanish** *(SR/PNP Reference CE)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have Online Transadaptation in Spanish selected. Once a student is placed into a test session, the student will be assigned an online form in Spanish. • Test Administer Training: Test Administrators providing this accommodation should ideally be literate and fluent in English and Spanish, since test administration directions will be read to the student in Spanish. **During Testing:** A student takes the online mathematics and/or science assessment with content presented in Spanish. **Note:** If the student is also receiving a Human Reader accessibility feature, the test can be read aloud in Spanish only (i.e., the test cannot be read aloud in English in addition to Spanish).

7h **Spanish Transadaptation of the Mathematics/ Science Assessments in Spanish** *(SR/PNP Reference CE)*	**Before Testing:**
	• Identification for SR/PNP: Student's SR/PNP must have Paper-Based Edition in Spanish selected.
	• Materials: Paper-Based Edition of the Mathematics Assessment in Spanish.
	• Test Administrator Training: For ELLs, and ELLs with disabilities, administrators must review the following:
	    o Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based NJSLA and NJGPA.
	    o Test Administrators providing this accommodation should ideally be literate and fluent in English and Spanish, since test administration directions will be read to the student in Spanish.
	
	During Testing: The student takes a paper-based mathematics and/or science assessment with content presented in Spanish.
	
	Note: If the student is also receiving a Human Reader accessibility feature, the test can be read aloud in Spanish only (i.e., the test cannot be read aloud in English in addition to Spanish).

Accommodation	Administration Guidelines

7i **Large Print Edition of the Mathematics/ Science Assessment in Spanish[8]**
 	
(SR/PNP Reference BP and CE)
	Before Testing:
	• Identification for SR/PNP: Student's SR/PNP must have Large Print Edition selected.
	• Materials: Large Print Test Kit includes a large print assessment booklet,standard test booklet or answer document for transcription, and supplementary large print mathematics materials (large print ruler & protractor), when appropriate.
	• Test Administrator Training: Test Administrators providing this accommodation should ideally be literate and fluent in English and Spanish since test administration directions will be read to the student in Spanish. Test Administrators of students with visual impairments must review:
	    ○ Appendix L: NJSLA and NJGPA for Students with Visual Impairment,Including Blindness.
	    ○ Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based NJSLA and NJGPA.
	
	During Testing: A large print paper-based form of the mathematics/science assessment in Spanish is available for a student with a visual impairment who is unable to take a computer-based assessment due to their disability. The font size for the NJSLA and NJGPA large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in the large print test booklets. Students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers. Test Administrators should refer to the TAM Scripts for instances where they shoulddemonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near thestudent).
	
	After Testing:
	• Responses must be transcribed verbatim in Spanish by a Test Administrator in a standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a District or School Test Coordinator.
	• Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.
	
	Note: If the student is also receiving a human reader accessibility feature, the test can be read aloud in Spanish only (i.e., the test cannot be read aloud in English in addition to Spanish).

Accommodation	Administration Guidelines

7j **Text-to-Speech for the Mathematics/ Science Assessments in Spanish**	**Before Testing:**
	• Identification for SR/PNP: Student's SR/PNP must have Text-to-Speech in Spanish selected. Once a student is placed into a test session, the student will be assigned a form with embedded text-to-speech on the online Spanish form. Proctor caching is strongly encouraged. If this content is not cached, it may present challenges for students during testing. The volume level must be determined prior to testing. Once testing begins, the volume cannot be changed. Student must be tested in a separate setting if unable to wear headphones.
	• Test Administrator Training:
	    o Refer to the Text-to-Speech Tutorial on nj.mypearsonsupport.com for training on functionality.
	    o Test Administrators providing this accommodation should ideally be literate and fluent in English and Spanish, since test administration directions will be read to the student in Spanish.
	• Differences Between Text Only and Text Plus Graphics:
	    o Text Plus Graphics - Reads all printed text and the hidden alternate text descriptions for images.
	    o Text Only - Reads printed text but does not read any alternate text descriptions for images.
	
	During Testing: The student selects the "Text-to-Speech Player" icon on the toolbar on the right side of the screen. The test is read aloud to the student in Spanish using embedded text-to-speech software. The student may pause and resume the audio as needed. To choose a speed (slow, normal, fast), select the "Text-to-Speech Settings" icon. Once the test begins, the volume level cannot be changed. Student must be tested in a separate setting if unable to wear headphones.
	
	New Features: Forward and Back buttons are now available. These buttons were added to jump back to the beginning of the text or to skip to the next section of text. A Listen feature was added to the Highlighter tool, this functions like the "Click to Hear" button.

7k **Human Reader for the Mathematics/ Science Assessments in Spanish** *(or other languages)* *(SR/PNP Reference CE and CH)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have Human Reader in Spanish (or other languages) selected. o A student must be manually placed into a Human Reader test session to provide the Human Reader accessibility feature. This will assign all students in the test session the same form as the Test Administrator and will match the Human Reader Script. Students in these sessions cannot have other PNP form supported accommodations such as Text-to-Speech (TTS), American Sign Language (ASL), Closed Captioning (CC), Assistive Technology – Screen Reader, Assistive Technology Non-Screen Reader. **Important Note:** Failure to manually place the students in a Human Reader session will result in the student receiving a form that differs from the form needed to provide the accessibility feature.

Accommodation	Administration Guidelines
	○ The Test Administrator will be assigned a separate authorization login to access the same form as all students within the Human Reader session and also receive a secureMathematics Human Reader Script. - Materials: Mathematics Human Reader Script in Spanish - Test Administrator Training: Human Readers providing this accommodation must review: ○ The Mathematics Human Reader Script in Spanish at least two full school days prior to testing. Review of the Human Reader Script must occur in a SECURE ENVIRONMENT. ○ Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the Human Reader Accessibility Feature for Mathematics/Science Assessments. ○ Test Administrators providing this accommodation should ideally be literate and fluent in English and Spanish, since test administration directions will be read to the student in Spanish. **During Testing:** A Test Administrator (Human Reader or Human Signer) reads aloud to a student using the provided Human Reader Script. The student must be tested in a separate setting, and the Test Administrator must provide the read aloud in Spanish only (i.e., the test cannot be read aloud in English in addition to Spanish). Students may be tested in an individual or small group setting. Small group is defined as a small number of students not to exceed 15, with similar accessibility features and/or accommodations who will be administered the test as a group. Student IEPs may specify a smaller group size and must be accommodated during testing. Districts/schools are responsible for determining the composition and compatibility of the members of the small group. **After Testing:** Human Reader Scripts are secure, and Test Coordinators are responsible for returning the Human Reader Scripts with the nonscorable materials. **Note:** If the student is also receiving a Human Reader accessibility feature, the test can be read aloud in Spanish only (i.e., the test cannot be read aloud in English in addition to Spanish).

Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based NJSLA and NJGPA

Students who may participate in a Paper-Based NJSLA and NJSLA and NJGPA

Although the NJSLA and NJGPA are computer-based using an online testing platform, there may be specific instances which require a student to take a paper-based assessment instead. The following conditionsmay result in a school choosing to administer a paper-based assessment:

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

There are a few accessibility features that must be pre-selected for the student in the SR/PNP. Accommodations for students with disabilities and/or ELLs must be pre-selected for the student in the SR/PNP. When needed for the paper-based accessibility feature or accommodation, this information is included in the "**Before Testing**" guidance and the corresponding column in the SR/PNP file is also provided.

Refer to the *NJSLA and NJGPA Accessibility Features and Accommodations Manual* for additional informationconcerning test administration considerations, accessibility features, and accommodations.

Table A1: Accessibility Features for All Students Taking Paper-Based Assessments
Table A1 includes Features for All Students & Accessibility Features Identified in Advance.

CBT Comparable Accessibility Feature		PBT Accessibility Feature	PBT Administration Guidelines
1a	**Answer Masking**	**External Masking Cards (Visual Aids/ Organizers)** *(SR/PNP Reference BG*	**Before Testing:** • <u>Identification for SR/PNP</u>: Student's SR/PNP must have Answer Masking selected. • <u>Materials</u>: Test Administrator provides student with blank masking cards. **During Testing:** The student may cover or uncover answer options with external blank masking cards as needed.

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
1b **Audio Amplification**	**Auditory Aids**	**Before Testing:** The student brings familiar auditory aid to the test administration. **During Testing:** The student uses amplification device assistive technology (e.g. FM System), noise buffers, or white noise machines (provided by the school or student).
1c **Bookmark**	**Place Markers (Visual Aids/ Organizers)**	**Before Testing:** • Materials: Test Administrator provides student with place markers. **During Testing:** The student uses non-sticky place markers to "bookmark" items to review later. All place markers must be removed before test booklet or answer document is submitted for scoring.
1d **Color Contrast (Background/Font Color)**	**Colored Overlays** *(SR/PNP Reference BI)*	**Before Testing:** • Identification for SR/PNP: Test Administrator provides student with colored overlays. **During Testing:** The student uses colored overlays when taking the assessment. The color is pre-selected and should match what is currently used during instruction.
1e **Blank Scratch Paper** *(provided by Test Administrator)*	**Same as CBT**	**Before Testing:** Test Administrators must supply at least one page of blank scratch paper (i.e., either unlined, lined, or graph) per student, per unit. If graph paper is used during mathematics instruction, it is recommended that schools provide graph paper as scratch paper for mathematics units. Students with visual impairments may also use braille paper, raised line paper, bold line paper, raised line graph paper, bold line graph paper, abacus, or Math Window. **During Testing:** The student uses blank scratch paper (lined, un-lined, or graph) to take notes and/or work through items during testing. Additional pages may be provided as needed. **Important Note**: Students must be provided with one sheet of blank scratch paper at a time. If a student requires an additional sheet of blank scratch paper, the Test Administrator must collect the used scratch paper before providing the student with a new one. **After Testing:** Test Administrators are responsible for collecting ALL scratch paper after testing is completed to be securely destroyed. Scratch paper must be securely shredded if it has been used. Schools may reuse unused scratch paper only if paper is completely blank.

CBT Comparable Accessibility Feature		PBT Accessibility Feature	PBT Administration Guidelines
1f	**Eliminate Answer Choices**	**Writing Instrument**	**During Testing:** The student may use removable markers (e.g. small strips of paper) to indicate that they are eliminating an answer. Placing any stray marks in the answer area may conflict with accurate scoring. **After Testing:** The Test Administrator ensures no small strips of paper are still in the booklets.
1g	**General Administration Directions Read Aloud and Repeated as Needed** *(by Test Administrator)*	**Same as CBT**	**During Testing:** The Test Administrator reads aloud the general administration directions only. A student may raise their hand and request the directions be repeated.
1h	**General Administration Directions Clarified** *(by Test Administrator)*	**Same as CBT**	**During Testing:** The Test Administrator clarifies general administration directions only. No passages or test items may be clarified.
1i	**Highlight Tool**	**Highlighter**	**Before Testing:** • Materials: Test Administrator provides student with highlighter(s). Multiple colors may be provided. **During Testing:** The student highlights text as needed to recall and/or emphasize. Multiple colors may be provided.
1j	**Headphones or Noise Buffers**	**Same as CBT**	**Before Testing:** • Materials: Test Administrator provides student with headphones. **During Testing:** The student uses headphones or noise buffers to minimize distraction or filter external noise during testing. If headphones are used only as noise buffers, they should not be plugged into the student's device.
1k	**Line Reader Mask Tool**	**Straight Edge** *(Visual Aids/ Organizers)*	**Before Testing:** • Materials: Test Administrator provides student with blank straight edge. **During Testing:** The student uses a blank straight edge as they read and follows along with the text.

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

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines

1s **Human Reader or Human Signer for Mathematics/ Science Tests** *(SR/PNP Reference CH)*	**Same as CBT**	**Before Testing:**
		• Identification for SR/PNP: Student's SR/PNP must have Human Reader/Human Signer selected. For the Human Reader/Human Signer, students must be placed in a Read Aloud session type when creating test sessions.
		• Materials: Read Aloud Kits, which include one copy of the student test booklet and answer document and a Mathematics Human Reader Script.
		• Test Administrator Training: Test Administrators providing this accessibility feature must review:
		    o Read Aloud Kits, including the Mathematics Human Reader Script, at least two school days prior to testing, with kits provided to schools for this purpose. Review of Read Aloud Kits must occur in a SECURE ENVIRONMENT.
		    o Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the Human Reader Accessibility Feature for Mathematics/Science Assessments.
		    o Appendix I: Human Signer Guidelines (signers only).
		    o Appendix J: NJSLA and NJGPA for Students with Visual Impairment, Including Blindness.
		
		During Testing: A Test Administrator (Human Reader or Human Signer) reads aloud to a student using the provided Human Reader script and test booklet. The student must be tested in an individual or small group setting. Small group is defined as a small number of students not to exceed 15, with similar accessibility features and/or accommodations who will be administered the test as a group. Student IEPs may specify a smaller group size and must be accommodated during testing. Districts/schools are responsible for determining the composition and compatibility of the members of the small group.
		
		After Testing: Human Reader Scripts are secure, and Test Coordinators are responsible for returning the Human Reader Scripts with the non-scorable materials.

1t **Writing Tools**	**Writing Instrument**	**During Testing:** The student uses a writing instrument on written responses to underline, bold, or add bullets for formatting.

Administrative Considerations for All Students

Detailed guidelines on the administration of the New Jersey assessments will be included in the *Test Administrator Manuals* and the *Test Coordinator Manuals.*

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

In accordance with principles of universal design for assessment, NJSLA and NJGPA are providing the following administrative guidance regarding the timing and scheduling of assessments, and setting/locationsfor testing. These administrative considerations are available to all students. The principal may determine that any student can receive one or more of the following test administration considerations, regardless of the student's status as a student with a disability or ELL.

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

PBT Administrative Consideration		Description
2a	**Small Group Testing** *(SR/PNP Reference BC)*	Small group is defined as a small number of students not to exceed 15, with similar accessibility features and/or accommodations who will be administered the test as a group. Student IEPs may specify a smaller group size and must be accommodated during testing. Districts/schools are responsible for determining the compositionand compatibility of the members of the small group.
2b	**Time of Day** *(SR/PNP Reference BF)*	Student is tested during a specific time of day based on their individual needs (e.g., testing in the morning; no testing after lunch).
2c	**Separate/Alternate Location** *(SR/PNP Reference BB)*	Student is tested in a specifically assigned location.
2d	**Specified Area or Setting** *(SR/PNP Reference BE)*	Student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, library, etc.).
2e	**Adaptive and specialized equipment or furniture** *(SR/PNP Reference BD)*	Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).

PBT Administrative Consideration		Description
2f	**Frequent breaks** *(SR/PNP Reference BA)*	Guidance on logistics for administrating the NJSLA and NJGPA with frequentbreaks: • *Medical Breaks*: Student takes a break due to pre-existing or sudden onset of a temporary or long-term medical condition. Student's testing time stops. • *IEP or Section 504 plan Breaks*: Student takes a break as determined by their IEP or Section 504 plan. Student's testing time stops. • *Individual Bathroom Breaks*: Student requests a bathroom break within their overall allotted testing time. Student's testing time does not stop. • *In-Chair Stretch Break:* Student pauses and stretches. Student's testing time does not stop.

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

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
3a	**Assistive Technology** *(Non-Screen Reader)* *(SR/PNP Reference BL)*	**Assistive Technology** *(external)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have Assistive Technology - Non-Screen Reader selected. **During Testing:** Students may use a range of assistive technologies on the NJSLA and NJGPA, including those that are usedexternally on a separate computer. **After Testing:** Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be cleared off all devices. Paper nonscorable student work must be securely shredded. Responses must be transcribed verbatim by a test administrator in a standard student test booklet or answer document. Only transcribed responses will be scored. Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol.
3b	**Screen Reader Version** *(for a student who is blind or visually impaired)*	**Hard Copy Braille Edition** *(SR/PNP Reference BQ)*	See Hard Copy Braille Edition
3c	**Refreshable Braille Display**	**Hard Copy Braille Edition** *(SR/PNP Reference BQ)*	See Hard Copy Braille Edition

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines

3d **Braille with Tactile Graphics**
 	
 (SR/PNP Reference BQ)
	Hard Copy Braille Edition	Before Testing:
		 • Identification for SR/PNP: Student's SR/PNP must have Hard Copy Braille Edition selected.
		 • Materials: Braille Kits are required for administration. Braille Kits include Test Administrator Braille Scripts, one copy of the student's Hard Copy Braille Assessment, standard test booklet or answer document for transcription, and supplementary math materials (braille ruler, braille protractor) where appropriate.
		 • Test Administrator Training: Test Administrators of students with visual impairments must review:
		    ○ Braille Kits, which will be provided to schools at least two full school days prior to testing in a SECURE ENVIRONMENT for the Test Administrator to verify that the braille code (Unified English Braille (UEB)) is accurate on the test booklet cover and review the braille test administration scripts, including information specific to administering paper-based braille. Braille notes are inserted behind the cover of the first volume of the Braille test. **Important Note:** Reading, viewing, copying, or reproducing passages or test items is prohibited.
		    ○ Appendix J: NJSLA and NJGPA for Students with Visual Impairment, Including Blindness.
		    ○ If needed by the student, braille test booklets or answer documents may be disassembled for testing (but must be reassembled for return). It is critical that Test Administrators count the number of pages in the test booklet or answer document prior to disassembling the test booklets or answer documents to help ensure that all pages are returned.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		During Testing: A student who is blind or has a visual impairment and is unable to take the computer-based test with a refreshable braille display may take the ELA, mathematics, and science assessments using the hard copy contracted braille edition. Tactile graphics are already embedded in the hard copy braille edition. For students using braille forms, the Test Administrator directions for filling in a circle, making marks, and erasing do not apply. Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet or answer document. **After Testing:** • Responses must be transcribed verbatim by a Test Administrator in a standard student test booklet or answer document, which is included in the Braille Test Kit. Only transcribed responses will be scored. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol. • Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be cleared off all devices. Nonscorable student work must be securely shredded. • If the braille test booklet or answer document was disassembled, it must be reassembled for return. To reassemble test booklets or answer documents, the Test Administrator may staple or binder clip all pages for return. Failure to return all pages will be considered a breach of security.
3e	**Tactile Graphics** *(SR/PNP Reference BQ)*	**Tactile Graphics**	**Before Testing:** Refer to Table 3d "Braille with Tactile Graphics" for details. **During Testing:** Tactile graphics will be embedded in the hard copy braille edition assessments, when needed. **After Testing:** Tactile graphics booklets contain secure item content and should be handled as secure test materials. Test Administrators should return tactile graphics to Test Coordinators. Test Coordinators must return tactile graphics with the nonscorable materials.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines

3f	**Large Print** *(SR/PNP Reference BP)*	**Large Print Edition**	**Before Testing:**
			• Identification for SR/PNP: Student's SR/PNPmust have Large Print Edition selected.
			• Materials: Large Print Test Kit includes a large print assessment booklet, standard test booklet or answer document for transcription,Test Administrator large print scripts and supplementary large print mathematics materials (large print ruler & protractor), whenappropriate.
			• Test Administrator Training: Test Administrators of students with visual impairments must review:
			    ○ Appendix J: NJSLA and NJGPA for Students with Visual Impairment, Including Blindness.
			    ○ Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based NJSLA and NJGPA.
			
			During Testing: A large print paper-based form of each assessment is available for a student with a visual impairment who is unable to take a computer-based assessment. The font size for the large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in a large print test booklet. For constructed response items, students will write their answers on the lines provided in their large print test booklets. In mathematics, students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers. Test Administrators should refer to the Test Administrator Manual (TAM) Scripts for instances where they should demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student).

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		After Testing: • Responses must be transcribed verbatim by a Test Administrator in a standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a District or School Test Coordinator. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.
3g	**Alternate Representation – Paper Test** *(SR/PNP Reference BQ)*	**Paper-Based Edition**	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have Paper-Based Edition selected. • Materials: Paper-Based Edition of the assessment. • Test Administrator Training: Test Administrators must review the following appendix for accessibility features and accommodations in a paper-based environment: ○ Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based NJSLA and NJGPA. **During Testing:** A paper-based assessment is available for students who are unable to take a computer-based assessment due to a disability.
3h	**Closed Captioning of Multimedia on the ELA Assessments** *(SR/PNP Reference BM)*	N/A	N/A

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines

3i
3j
3k
	ELA Assessments, including items, response options, and passages
	
	• **Text-to-Speech**
	• **ASL Video**
	• **Human Reader/ Human Signer**
	
	(SR/PNP Reference CH)
		ELA Assessments, including items, response options, and passages
		
		• **Human Reader/ Human Signer**
		
		(SR/PNP Reference CH)
			Before Testing:
			• Purpose: The purpose of the Human Reader/ Human Signer accommodation for the NJSLA and NJGPA ELA assessment is to provide access to printed or written texts on the NJSLA and NJGPA ELA assessments for a very small number of students with print- related disabilities who would otherwise be unable to participate in the assessment because their disability *severely limits or prevents* their ability to access printed text by decoding. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level.
			• Identification for SR/PNP: Student's SR/PNP must have Human Reader/Human Signer selected.
			• Tools for Identification: IEP teams/504 Plan Coordinators should use the decision-making tool available in Appendix D: Text-to-Speech, ASL Video, or Human Reader/Human Signer Guidance for English Language Arts (ELA) Assessments to inform their decision-making.
			• Materials: Read Aloud Kits, which include one copy of the student test booklet and answer document and an extra test booklet for Test Administrators (Human Reader/Signer).
			• Test Administrator Training: Test Administrators providing this accommodation must review:
			   o Read Aloud Kits at least two school days prior to testing, with kits provided to schools for this purpose. Review of Read Aloud Kits must occur in a SECURE ENVIRONMENT.
			   o Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the Human Reader Accessibility Feature for Mathematics/Science Assessments.
			   o Appendix I: Human Signer Guidelines (signers only).
			   o Appendix J: NJSLA and NJGPA for Students with Visual Impairment, Including Blindness.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
			During Testing: A student receives an audio representation of the ELA assessment either through a Human Reader/Signer. For Human Reader, the Test Administrator will need to reference the **NJSLA and NJGPA ELA Audio Guidelines** available on the [NJSLA Resource Center], https://nj.mypearsonsupport.com > **EducatorResources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources > Resources**. <u>**Important Note:**</u> The student that has a Human Reader or Signer, the student must betested in a separate setting.

Important Guidelines on identifying students for these accommodations:
IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying students to receive these accommodations on the ELA assessments.

In making decisions on whether to provide a student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has:
    • Blindness or a visual impairment and has not learned (or is unable to use) braille;
       OR
    • A disability that *severely limits or prevents* him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text);
       OR
    • Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation.

Before listing the accommodation in the student's IEP or 504 plan, teams/coordinators should consider whether:
    • The student has access to printed text during routine instruction through a reader, other spoken-text audio format, or signer;
    • The student's inability to decode printed text or read braille is documented in evaluation summaries from locally-administered diagnosticassessments; and
    • The student receives ongoing, intensive instruction and/or interventions in the foundational reading skills to continue to attain the important college and career-ready skill of independent reading.
Decisions about who receives this accommodation will be made by IEP teams and 504 Plan Coordinators. For a student who receives one of these accommodations, no claims should be inferred regarding the student's ability to demonstrate foundational reading skills (i.e., decoding and fluency). |

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
3l	**ASL Video**	**Human Signer for Mathematics and Science** *(SR/PNP Reference CH)*	See Human Signer for Mathematics and Science

3m	**Human Signer for Test Directions**
	
	(SR/PNP Reference BS)
		Same as CBT	**Before Testing:**
			• Identification for SR/PNP: Student's SR/PNP must have Human Signer for Test Directions selected..
			• Test Administrator Training: Human Signers must review:
			    o Test Administrator Scripts included in the *Test Administrator Manuals.*
			    o Appendix I: Human Signer Guidelines (signer only).
			During Testing: A human signer will sign the test directions to a student. The student may either be tested in a small group or a separate setting based on the student's experiences during classroom assessments.

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

	CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
4a	**Assistive Technology** *(Non-Screen Reader)*	**Assistive Technology** *(external)* *(SR/PNP Reference BW, BX, and BY)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have External Assistive Technology Device selected. **During Testing:** Students may use a range of assistive technologies on the New Jersey assessments, including those that are used externally on a separate computer. **After Testing:** Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be cleared off all devices. Paper nonscorable student work must be securely shredded. Responses must be transcribed verbatim by a test administrator in a standard student test booklet or answer document. Only transcribed responses will be scored. Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
4b **Electronic Braille Response** *(SR/PNP Reference BU)*	**Braille Note-taker**	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have braille note-taker selected. **During Testing:** A student who is blind or has a visual impairment may use an electronic braille note-taker. The grammar checker, internet, and stored file functionalities must be turned off. For students using braille forms, Test Administrator directions for filling in a circle, making marks, and erasing do not apply. Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet or answer document. **After Testing:** • Student responses generated using an electronic braille note-taker must be transcribed verbatim by a Test Administrator into the student's standard student booklet. Only transcribed responses will be scored. Responses must be transcribed by a teacher of the visually impaired or a Test Administrator supervised by a teacher of the visually impaired. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. • Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.
4c **Electronic Braille Response** *(SR/PNP Reference BU)*	**Electronic Braille Response**	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have braille writer selected. **During Testing:** A student who is blind or has a visual impairment may use a braille writer. For assessments, grammar checker, internet, and stored file functionalities must be turned off. For students using braille forms, Test Administrator directions for filling in a circle, making marks, and erasing do not apply. Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet or answer document.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		After Testing: • Student responses generated using an electronic braille note taker must be transcribed verbatim by a Test Administrator into the student's standard test booklet or answer document. Only transcribed responses will be scored. Responses must be transcribed either by a teacher of the visually impaired or a Test Administrator supervised by a teacher of the visually impaired. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. • Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines

4d	**Calculation Device** *(on <u>Calculator Sections</u> of Mathematics Assessments)*
	
	 (SR/PNP Reference is not applicable)
		Calculation Device *(on <u>Calculator Sections</u> of Mathematics Assessments)*	**Before Testing:**
			 • Materials:
			    o Allowable calculators for the calculator accommodation on calculator sections:
			      ▪ <u>Grades 3-5</u>: Four-function with square root and percentage functions.
			      ▪ <u>Grade 6-7</u>: Four-function with square root and percentage functions.
			      ▪ <u>Grade 8</u>: Scientific calculators (Student may also bring a four-function with square root and percentage functions in addition to a grade-level calculator).
			      ▪ <u>High School</u>: Graphing calculators with functionalities consistent with TI-84 or similar models (Student may also bring a scientific calculator or a four-function with square root and percentage functions).

			During Testing: A student uses a specific calculation device (e.g., large key, talking, or other adapted calculator) other than the embedded grade-level calculator on the calculator section of the mathematics assessments. If a talking calculator is used, the student must use headphones or be tested in a separate setting.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines

4e	**Calculation Device and Mathematics Tools** *(on <u>Non-Calculator Sections</u> of Mathematics Assessments)*
	
	(SR/PNP Reference BV)
		Calculation Device and Mathematics Tools *(on <u>Non-Calculator Sections</u> of Mathematics Assessments)*	**Before Testing:**
			• <u>Purpose</u>: The purpose of the calculation device on the non-calculator sections accommodation is to provide access for students with a disability that *severely limits or prevents* their ability to perform basic calculations (i.e., student is unable to perform single-digit addition, subtraction, multiplication, or division). Specific guidelines for determining if this accommodation would be appropriate for a specific student, see the next page. For these students, a calculation device may beused on the non-calculator AND calculator sections of the mathematics assessments. The IEP or 504 plan must specify which device(s) or manipulatives.
			• <u>Identification for SR/PNP</u>: Student's SR/PNP must have Calculation Device and Mathematics Tools on Non-Calculator Sections selected. Any mathematical tools,including unique accommodation forms, not included on the list will require state assessment office approval.
			• <u>Materials</u>:
			   o Allowable calculators for the calculator accommodation on non-calculator sections:
			      ▪ <u>Grades 3-5</u>:Four-function with square root and percentage functions.
			      ▪ <u>Grade 6-7</u>:Four-function with square root and percentage functions.
			      ▪ <u>Grade 8</u>: Scientific calculators (Student may also bring afour-function with square root and percentage functions in addition to a grade-level calculator).

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines

		▪ <u>High School</u>: Graphing calculators with functionalities consistent with TI-84 or similar models (Student may also bring a scientific calculator or a four-function with square root and percentage functions).
		
		○ Allowable mathematics tools include:
		  ▪ Arithmetic tables (e.g., addition charts, subtraction charts, multiplication charts; division charts).
		  ▪ Two-color chips (e.g., single-sided or double-sided).
		  ▪ Counters and counting chips.
		  ▪ Abacus.
		  ▪ Square tiles.
		  ▪ Base 10 blocks.
		  ▪ 100s chart.
		
		○ A student with a visual impairment may need other mathematics tools, such as a large print ruler (embedded NJSLA and NJGPA ruler is designed in 18-point font), braille ruler, tactile compass, or braille protractor. Note that braille mathematics kits will include the appropriate grade-level braille ruler and braille protractors. If a student requires mathematics tools outside of what is permitted for use, districts must complete and upload <u>Appendix G: Unique Accommodation Request Form</u>, via PAN, for review and approval.
		
		During Testing: A student uses a calculation device (e.g., four-function calculator, large key, or other adapted calculator), arithmetic table (including addition/ subtraction and/or multiplication/division charts), and/or manipulatives (IEP or 504 plan must specify which device or manipulative) on the non-calculator sections of the mathematics assessments. If a talking calculator is used, the student must use headphones or be tested in a separate setting.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		Important Guidelines for identifying students to receive this accommodation: IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying students to receive this accommodation. In making decisions whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has: • A disability that *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 toteach the student to do so. Before listing the accommodation in the student's IEP/504 plan, teams should also consider whether: • The student is unable to perform calculations without the use of a calculationdevice, arithmetic table, or manipulative during routine instruction. • The student's inability to perform mathematical calculations isdocumented in evaluation summaries from locally-administered diagnostic assessments. • The student receives ongoing, intensive instruction and/or interventions to learn to calculate without using a calculation device, in order to ensure that the student continues to learn basic calculation and fluency. For a student who receives this accommodation, no claims should be inferred regarding the student's ability to perform basic mathematical calculations without the use of a calculator.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines

ELA Selected Response or Technology Enhanced Items[9]
 	
4f
4g
4h
4i
 	
• **Speech-to-Text**
• **Human Scribe**
• **Human Signer**
• **Assistive Technology Device**
 	
(SR/PNP Reference BX)
 	
Mathematics/ Science Accommodated Response
 	
4j
4k
4l
4m
 	
• **Speech-to-Text**
• **Human Scribe**
• **Human Signer**
• **Assistive Technology Device**
 	
(SR/PNP Reference BY)
	ELA Selected Response or Technology Enhanced Items[9]
	
	• **Speech-to-Text**
	• **Human Scribe**
	• **Human Signer**
	• **Assistive Technology Device**
	
	Mathematics/Science Accommodated Response
	
	• **Speech-to-Text**
	• **Human Scribe**
	• **Human Signer**
	• **Assistive Technology Device**
		Before Testing:
		• Identification for SR/PNP: Student's SR/PNP must have Speech-to-Text, Human Scribe, Human Signer, or External Assistive Technology Device selected.
		• Test Administrator Training: Test Administrators providing the scribe accommodation must review:
		    o Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.
		    o Appendix I: Human Signer Guidelines (signers only).
		
		During Testing: Student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration.
		
		After Testing:
		• Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student's responses when transcribing) into the student's standard test booklet or answer document. Only transcribed responses will be scored.
		• Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol.
		• Test Administrators are responsible for collecting all paper nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

9 This accommodation applies to Evidence Based Selected Response, and Technology Enhanced Constructed Response items (not Prose Constructed Response items) on the English language arts (ELA) assessments.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines

ELA Constructed Response [10]
 	
4n
4o
4p
4q
 	
• **Speech-to-Text**
• **Human Scribe**
• **Human Signer**
• **Assistive Technology Device**
 	
(SR/PNP Reference BW)
	ELA Constructed Response [10]
	
	• **Speech-to-Text**
	• **Human Scribe**
	• **Human Signer**
	• **Assistive Technology Device**
		Before Testing:
		• Identification for SR/PNP: Student's SR/PNP must have Speech-to-Text, Human Scribe, Human Signer, or External Assistive Technology Device selected.
		• Materials: External device provided by the student, if needed.
		• Test Administrator Training: Test Administrators providing the scribe accommodation must review:
		   ○ Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.
		   ○ Appendix I: Human Signing Guidelines (signers only).
		
		During Testing: Student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration.
		After Testing:
		• Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student's responses when transcribing) into the student's standard test booklet or answer document. Only transcribed responses will be scored.
		• Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol.
		• Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

10 This accommodation applies to Evidence Based Selected Response, and Technology Enhanced Constructed Response Items (not Prose Constructed Response Items) on the English language arts (ELA) assessments.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		Important Guidelines for identifying students to receive these accommodations: IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this accommodation. In making decisions whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has: • A physical disability that *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 language, even after varied and repeated attempts to teach the student to do so. Before listing the accommodation in the student's IEP or 504 plan, teams/coordinators should also consider whether: • The student's inability to express inwriting is documented in evaluation summaries from locally-administered diagnostic assessments; • The student routinely uses a scribe forwritten assignments; and • The student receives ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriateby the IEP team or 504 Plan Coordinator.
4r **Monitor Test Response** *(SR/PNP Reference BZ)*	**Monitor Test Response**	**During Testing:** The Test Administrator monitors proper placement of student responses. This accommodation is to ensure that the student is marking the answer for the problem the student intends to answer. For example, a student may accidentally skip a question. The Test Administrator CANNOT assist the student in any way with respect to the content of the item.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
4s	**Word Prediction** *(SR/PNP Reference CA)*	**Word Prediction**	**Before Testing:** • <u>Identification for SR/PNP</u>: Student's SR/PNPmust have Word Prediction selected. • <u>Materials</u>: External Word Prediction Device. **During Testing:** The student uses an external word prediction device that provides a bank of frequently- or recently used words on-screen after the student enters the first few letters of a word. The student must be familiar with the use of the external device prior to assessment administration. The device may not connect to the internet or save information. **After Testing:** • Student responses generated using the External Word Prediction Device software must be transcribed verbatim by a Test Administrator into a scorable test booklet or answer document. Only transcribed responses will be scored. • Refer to <u>Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</u>. • Test Administrators are responsible for collecting all nonscorable student work created using external word prediction device software. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded. **Important Guidelines for identifying students to receive this accommodation:** IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this accommodation. In making decisions whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators are instructed to consider whether the student has: • A physical disability that *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.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		Before listing the accommodation in the student's IEP/504 plan, teams/coordinators are instructed to consider whether: • The student's inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments; • The student routinely uses a word-prediction device or software during classroom writing assignments; and • The student receives ongoing, intensive instruction, and/or intervention in languageprocessing and writing, as deemed appropriate by the IEP team/504 Plan Coordinator.
4t	**Not Applicable**	**Answers Recorded in Test Book** *(SR/PNP Reference BT)*	**During Testing:** For students using test booklets and answer documents, the student records answers directly in the test booklet. **After Testing:** • Responses must be transcribed exactly as written in the student's standard test booklet into the answer document. Only transcribed responses will be scored. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol.

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

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
5a	**Extended Time** *(SR/PNP Reference CK)*	**Extended Time**	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have extended time selected. The amount of time a student receives must be indicated in the student's IEP or 504 plan. • Test Administrator Training: Test Administrators providing this accommodation must review: ○ Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation. **During Testing:** Students have until the end of the school day to complete a single test unit administered during the prescribed testing window. It is recommended to test students receiving the extended time accommodation in a separate setting to minimize distractions to other students, and to schedule these students for testing in the morning to allow adequate time for completion of a test unit by the end of the school day.

Table A6: Guidance on Selection of Accommodations for English Language Learners on the NJSLA and NJGPA

KEY for Table A6:
- ● **Highly recommended** for use by ELLs at this ELP level
- ◉ **Recommended** for use by ELLs at this ELP level
- ○ **May not be appropriate** for students at this ELP level

Accommodations	Most likely to benefit ELLs at this ELP Level		
	Beginning	**Intermediate**	**Advanced**
Extended time	●	●	●
Word-to-Word Dictionary (English/Native Language)	○	●	●
Mathematics/Science Response Speech-to-Text **Mathematics/Science Response Human Scribe/ Human Signer**	●	◉	○
General Administration Directions Read Aloud and Repeated in Student's Native Language (by Test Administrator)	●	◉	○
General Administration Directions Clarified as Needed in Student's Native Language (by Test Administrator)	●	◉	○
Online Transadaptation of the Mathematics/ Science Assessment in Spanish	●	◉	○
Paper-Based Edition of the Mathematics/ Science Assessment in Spanish	●	◉	○
Large Print Edition of the Mathematics/Science Assessment in Spanish	●	◉	○
Text-to-Speech for the Mathematics/Science Assessments in Spanish **Human Reader for the Mathematics/Science Assessments in Spanish**	●	◉	○

Table A7 provides a list of ACCOMMODATIONS for ELLs. The table describes the activities needed before, during, and after testing necessary to administer these accommodations appropriately.

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

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
7a	**Extended Time** *(SR/PNP Reference CK)*	**Extended Time**	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have extended time selected. The amount of time a student receives must be indicated in the student's IEP or 504 plan. • Test Administrator Training: Test Administrators providing this accommodation must review: o Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation. **During Testing:** Students have until the end of the school day to complete a single test unit administered during the prescribed testing window. It is recommended to test students receiving the extended time accommodation in a separate setting to minimize distractions to other students, and to schedule these students for testing in the morning to allow adequate time for completion of a test unit by the end of the school day.
7b	**Word-to-Word Dictionary** *(English/ Native Language)* *(SR/PNP Reference CF)*	**Word-to-Word Dictionary** *(English/ Native Language)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must word-to-word dictionary selected. • Materials: Word-to-word dictionaries are provided to students by their school, based on those used by the student for routine classroom instruction. **During Testing:** The student uses a published bilingual, word-to-word dictionary that does not definitions, phrases, pronunciations, sentences, or pictures. The student should be familiar with the dictionary they will use during testing. Students should be given ample time to complete the test using the accommodation. If no printed word-to-word dictionary can be found for a specific language, an electronic translator may be used. The device may not connect to the internet or store information, and therefore, web-based translators are not allowed.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
7c 7d	**Mathematics/ Science Response** • **Speech-to-Text** • **Human Scribe/ Human Signer** *(SR/PNP Reference CD)*	**Mathematics/Science Response** • **Speech-to-Text** • **Human Scribe/Human Signer**	**Before Testing:** • <u>Identification for SR/PNP</u>: Student's SR/PNP must have Speech-to-Text or Human Scribe selected. • <u>Materials</u>: If student uses software, a separate computer will be needed in addition to the computer used to administer the test. An external device may also be brought to the assessment. • <u>Test Administrator Training</u>: Test Administrators providing the scribe accommodation must review: o [Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#). **During Testing:** A student dictates responses verbally, using an external speech-to-text device or by dictating. The student must be tested in a separate setting. The student must already be familiar with any external device used for this accommodation. **After Testing:** • Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student's responses when transcribing) into the student's standard test booklet or answer document. Only transcribed responses will be scored. • Refer to [Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#) for protocol. • Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines

7e	**General Administration Directions Read Aloud and Repeated in Student's Native Language** *(by Test Administrator)*
	
	(SR/PNP Reference CC)
		General Administration Directions Read Aloud and Repeated in Student's Native Language *(by Test Administrator)*	**Before Testing:**
			• Identification for SR/PNP: Student's SR/PNP must have General Administration Directions Read Aloud and Repeated in Student's NativeLanguage selected.
			• Materials:
			   o NJSLA and NJGPA will provide written general test administration directions in thefollowing languages
			      ▪ Arabic
			      ▪ Bengali
			      ▪ Chinese (Mandarin)
			      ▪ Gujarati
			      ▪ Haitian Creole
			      ▪ Korean
			      ▪ Portuguese
			      ▪ Russian
			      ▪ Spanish
			      ▪ Urdu
			   o If written general test administration directions are not available in the student's native language, district personnel fluent both in English and the student's native language may provide the translated directions for the Test Administrator to read to the student.
			• Test Administrator Training: Test Administrators providing the general administration directions in languages other than English must review the directions in advance in order to provide consistent transadaptations. Test Administrators providing this accommodation will ideally be literate and fluent in English, as well as in the student's native language
			
			During Testing: The Test Administrator reads aloud the general administration instructions in the student's native language. The student may request that directions be repeated. The student must be tested in aseparate setting.

CBT Comparable Accommodation		PBT Accommodation	PBT Administration Guidelines
7f	**General Administration Directions Clarified in Student's Native Language** *(by Test Administrator)* *(SR/PNP Reference CB)*	**General Administration Directions Clarified in Student's Native Language** *(by Test Administrator)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have General Administration Directions Clarified in Student's Native Language selected. • Test Administrator Training: Test Administrators providing this accommodation should be literate and fluent in English, as well as in the student's native language. **During Testing:** The Test Administrator clarifies general administration directions only in the student's native language. The Test Administrator reads aloud the general administration instructions in the student's native language. The student may request that directions be repeated. The student must be tested in a separate setting.
7g	**Online Transadaptation of the Mathematics/ Science Assessments in Spanish**	**Paper-Based Edition of the Mathematics/ Science Assessment in Spanish** *(SR/PNP Reference CE)*	Paper-Based Edition of the Mathematics/Science Assessment in Spanish

7h	**Paper-Based Edition of the Mathematics/ Science Assessments in Spanish**
	
	(SR/PNP Reference CE)
		Paper-Based Edition of the Mathematics/ Science Assessment in Spanish	**Before Testing:**
			• Identification for SR/PNP: Student's SR/PNP must have Paper-Based Edition in Spanish selected.
			• Materials: Paper-Based Edition of the Mathematics/Science assessment. The mathematics and science assessments may not be translated into additional languages.
			• Test Administrator Training: For ELLs with disabilities, administrators must review the following:
			    o Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based NJSLA and NJGPA.
			    o Test Administrators providing this accommodation should ideally be literate and fluent in English and Spanish since test administration directions will be read to the student in Spanish.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		During Testing: The student takes a paper-based mathematics/science assessment in Spanish. Spanish kits for paper-based assessment include an English version of the test booklet and math tools so the test can be administered in a bilingual format. Responses must be entered on the Spanish answer document for responses provided in Spanish to be scored. **Note:** If the student is also receiving a human reader accessibility feature, the test can be read aloud in Spanish only (i.e., the test cannot be read aloud in English in addition to Spanish).

7i **Large Print Edition of the Mathematics/ Science Assessments in Spanish**
 	
(SR/PNP Reference BP and CE)
	Large Print Edition of the Mathematics/ Science Assessment in Spanish	**Before Testing:**
		• Identification for SR/PNP: Student's SR/PNP must have Large Print Edition selected.
		• Materials: Large Print Test Kit includes a large print assessment booklet, standard test booklet or answer document for transcription, and supplementary large print mathematics/science materials (large print ruler and protractor), when appropriate.
		• Test Administrator Training: Test Administrators of students with visual impairments must review:
		  o Appendix J: NJSLA and NJGPA for Students with Visual Impairment, Including Blindness.
		  o Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based NJSLA and NJGPA.
		  o Test Administrators providing this accommodation should ideally be literate and fluent in English and Spanish since test administration directions will be read to the student in Spanish.
		
		During Testing: A large print paper-based form of the mathematics/science assessment in Spanish is available for a student with a visual impairment who is unable to take a computer-based assessment due to their disability. The font size for the NJSLA and NJGPA large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in the large print test booklets.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		Students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers. In the Test Administrator Scripts, there are several instances which instruct Test Administrators to demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student).
		After Testing:
		• Responses must be transcribed verbatim in Spanish by a Test Administrator in a standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a District or School Test Coordinator.
		• Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.
7j	**Text-to-Speech for the Mathematics/ Science Assessments in Spanish**	**Human Reader for the Mathematics/ Science Assessments in Spanish** *(SR/PNP Reference CE and CH)*	See Human Reader for the Mathematics/Science Assessments in Spanish
7k	**Human Reader for the Mathematics/ Science Assessments in Spanish** *(SR/PNP Reference CE and CH)*	**Human Reader for the Mathematics/ Science Assessments in Spanish**	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have Human Reader in Spanish (or other languages) selected. • Tools for Identification: IEP teams/504 Plan Coordinators should use the decision-making tool available in Appendix D: Text-to-Speech, ASL Video, or Human Reader/Human Signer Guidance for English Language Arts (ELA) Assessments to inform their decision-making. • Materials: Read Aloud Kits, which include one copy of the student test booklet and answer document, test booklet for Test Administrators (Human Reader/Signer), and a Human Reader Script transadapted in Spanish.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines

		• Test Administrator Training: Human Readers providing this accommodation must review:
		  ○ The Mathematics/Science Human Reader Script in Spanish at least two full school days prior to testing.Review of the Human Reader Scriptin Spanish must occur in a SECURE ENVIRONMENT.
		  ○ Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the Human Reader Accessibility Feature for Mathematics/Science Assessments Test Administrators providing this accommodation should ideally be literate and fluent in English and Spanish since test administration directions will be read to the student in Spanish.
		
		During Testing: A Test Administrator (Human Reader or Human Signer) reads aloud to a student using the provided Human Reader Script in Spanish. The student must be tested in an individual or small group setting, and the Test Administrator must provide the read aloud in Spanish only (i.e., the test cannot be read aloud in English in addition to Spanish). Small groups should onlybe used if all students are able to work at approximatelythe same pace. Small group is defined as a small number of students not to exceed 15, with similar accessibility features and/or accommodations who will be administered the test as a group. Student IEPs may specify a smaller group size and must be accommodatedduring testing. Districts/schools are responsible for determining the composition and compatibility of the members of the small group.
		
		After Testing: Human Reader Scripts are secure, and Test Coordinators are responsible for returning the Human Reader Scripts with the nonscorable materials.

Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the HumanReader Accessibility Feature for Mathematics/Science Assessments

In cases where a student requires a text-to-speech accommodation on the NJSLA and NJGPA English language arts (ELA) and/or a text-to-speech accessibility feature on the NJSLA and NJGPA mathematics/science assessments, but cannot participate in the computer-based assessment and takes the paper-basedassessment instead, a Human Reader must provide the accommodation to the student. Human Readers who provide the accommodation to a student on the NJSLA and NJGPA English language arts (ELA) or the accessibility feature on the NJSLA and NJGPA mathematics/science assessments must follow these procedures during testing to ensure the standardization of the oral presentation of the assessments.

Procedures for Human Readers Providing the Human Reader Accommodation for ELA Assessmentsor the Human Reader Accessibility Feature for the Mathematics/Science Assessments

1. *Readers must be trained locally to administer each assessment, as indicated in the Test Administrator Manual (TAM). Readers must sign the Security Agreement in* **Appendix B** *of the TAM.*
2. Readers must read verbatim (word for word) only what is printed in the test book (or in rare cases, on the computer screen) without changing, emphasizing, or adding words. Readers may not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response in any way.
3. Readers must speak in a clear and consistent voice throughout the test administration, using correct pronunciation, and without vocal inflections that may provide clues to, or mislead, a student. Readers should be provided a copy of the test and the Test Administrator's directions two schools days prior to the start of testing, in order to become familiar with the words, terms, symbols, signs, and/or graphics that will be read aloud to the student.
4. Readers should emphasize only the words printed in boldface, italics, or capital letters and inform the student that the words are printed that way. No other emphasis or vocal inflection is permitted.
5. Readers may repeat passages, test items, and response options, as requested, according to the needs of the student. Readers should not rush through the test and should ask the student if they are ready to move to the next item.
6. Readers may not attempt to solve mathematics problems, or determine the correct answer to a test item while reading, as this may result in pauses or changes in inflection which may mislead the student.
7. Readers must attempt to maintain a neutral facial expression, neither smiling nor frowning during the test, which may be interpreted by the student as approval or disapproval of the student's answers.
8. Readers must be familiar with the student's IEP or 504 plan, and should know in advance which accommodations are required by the student, and for which test (ELA and/or Mathematics/Science) the student is designated to receive a Human Reader.
9. Readers must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, closed circuit television (CCTV), abacus, brailler, slate and stylus, etc.
10. If a reader is unsure how to pronounce an unfamiliar word, advise the student of the uncertainty and spell the word.
11. When reading a word that is pronounced like another word with a different spelling, thereader may spell the word after pronouncing it, if there is any doubt about which word isintended.

12. Readers must spell any words requested by the student.
13. When reading passages, readers must be aware of punctuation marks. Readers may read the passage, or selected lines a second time, with all punctuation marks indicated.
14. When test items refer to a particular line, or lines, of a passage, reread the lines before reading the question and answer choices. For example, the reader should say, "Question X refers to the following lines…," then read the lines to the student, followed by question X and the response options.
15. When reading selected response items, readers must be careful to give equal stress to each response option and to read all of them before waiting for a response.
16. If a reader is also scribing the student's responses, or if another adult will scribe, and the student designates a response choice by letter only ("D," for example), the reader must ask the student if they would like the response to be reread before the answer is recorded in the answer booklet.
17. If the student chooses an answer before the reader has read all the answer choices, the Human Reader must ask if the student wants the other response options to be read.
18. After the reader finishes reading a test item and all response options, the reader must allow the student to pause before responding. If the pause has been lengthy, say: "Do you want me to read the question or any part of it again?" When rereading questions, readers must avoid emphasis on words not bolded, italicized, or capitalized.
19. Readers must refer to the **NJSLA and NJGPA ELA Audio Guidelines** and the **NJSLA and NJGPA Mathematics Audio Guidelines** are available on the NJSLA Resource Center, https://nj.mypearsonsupport.com > **Educator Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources > Resources** to ensure consistency in how items are read.

Procedures for Providing the Human Reader Accommodation for ELA Assessments or the Human Reader Accessibility Feature for the Mathematics Assessments to a Small Group of Students

Human Readers may read the test aloud to a small group of students, rather than individually, provided that each student has the Human Reader accommodation/accessibility feature listed in an IEP, 504 plan, or Personal Needs Profile (in the case of mathematics only).

The following procedures must be followed:
- Check individual state policies on the maximum allowable number of students in a Human Reader group.
- Students with the Human Reader accessibility feature for mathematics or Human Reader accommodation for ELA that need to be grouped together must be taking the same test form, since test questions will differ on each form of the test.
- Students not receiving the Human Reader accessibility feature for mathematics or the Human Reader accommodation for ELA may not be tested in the same location as students who are receiving the human accessibility feature for mathematics or Human Reader accommodation for ELA.

Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses

Scribing a student's responses by an adult Test Administrator is a response accommodation that allows students to provide test responses to an adult Test Administrator who writes or types the responses directly onto the assessment for the student. Students receiving the scribe accommodation may respond to assessment items either:

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

Note: Scribing may include "dragging and dropping" selected response items, as appropriate.

The scribe accommodation is appropriate for students with a physical disability that *severely limits or prevents* the student's motor process of writing, typing, or recording responses during testing. This includes students with reduced ability to record responses due to pain, fracture, paralysis, loss of function, or loss of endurance, as well as students whose handwriting is indecipherable or illegible. Scribes are also an appropriate accommodation for students who have a documented disability in the area of written expression which results in significant interference in their ability to express theirknowledge in writing/keyboarding, even after varied and repeated attempts to teach the student to do so.

If a student requires a scribe due to a recently-occurring, though temporary, illness or injury, an [Appendix F: Use of an Emergency Accommodation on the NJSLA and NJGPA](#) must be completed and kept on file at the school.

If a student requires a scribe due to an ongoing inability to express their responses through writing/keyboarding, this should be documented in evaluation summaries from locally-administered diagnostic assessments, and must be listed in the student's IEP or 504 plan. The student should be receiving ongoing, intensive instruction and/or interventions to learn written expression, as deemedappropriate by the IEP team or 504 Plan Coordinator.

The use of a scribe is permitted in the following assessments:
- Mathematics/Science
- English language arts (ELA) assessments for Evidence Based Selected Response, and Technology Enhanced Constructed Response items
- English language arts (ELA) Assessments for Prose Constructed Responses. **Note:** For this accommodation, refer to selection and administration guidelines in the *NJSLA and NJGPA AccessibilityFeatures and Accommodations Manual*

Qualifications of the Scribe

Individuals who provide the scribe accommodation to a student must:
- be trained by the school or district, as indicated in the Test Administrator Manuals;
- sign a New Jersey Security Agreement Form; and
- be fluent in receptive and expressive American Sign Language (ASL), signed English, or other sign system, for students who are deaf or hard of hearing.

Preferably, the scribe will already be familiar with and have experience scribing for the student. If the scribe is unfamiliar with the student, then scribe and student should have the opportunity to practice the scribing process together prior to taking the assessment.

Administering the Scribe Accommodation

- A scribe may 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 write legibly, if transcribing a student's response into a test book.
- 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 student using a scribe must be given the same opportunity as other students to plan and draft a constructed response. The scribe may write an outline, plan, or draft exactly as directed by the student without any cueing and guidance to the student.
- The scribe should be informed of the preferred method or format for recording the student's response before the date of the assessment. During testing, the student may dictate constructed responses either:
    1. Directly to a human scribe who records the responses at the time they are given (computer- and paper-based testing)
    2. Into a speech-to-text converter (e.g., voice recognition software), augmentative communication device, or assistive technology device to be transcribed by the scribe at a later time into the online testing platform or unto a paper-based book/ answer document). A student must be given the opportunity to review and edit their responses before they are finalized into the online testing platform or paper-based test book/answer document.
- When using a speech-to-text converter, augmentative communication device, or other assistive technology device, hard copies of the student's response must be printed out for transcription purposes unless the device being 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. All electronic files must be deleted immediately after the testing session.
- The scribe must allow the student to review the scribed response in order 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.

Additional Guidelines for the English language arts (ELA) Assessment–Prose Constructed Responses

Capitalization and Punctuation
For the English language arts (ELA) Assessment—Prose Constructed Responses only, the student is responsible for all capitalization and punctuation. This can be accomplished either after testing or during testing using one or more of the following Rules for Punctuation:

1. After dictation: The student can dictate the entire response at one time. The scribe will write/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 are to

be capitalized and where punctuation should be added.

2. During dictation: The student may add capitalization and punctuate as they dictate.
    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"

Students must be given the opportunity to proofread their responses, even if they provide 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.)

Scribe Parameters during the Assessment

The following scribing practices are acceptable:
- 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.

The following scribing practices are unacceptable:
- The scribe cannot influence the student's response in any way.
- The scribe cannot give the student specific directions, clues, or prompts; e.g., "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 their answer is correct or incorrect.
- The scribe cannot answer a student's questions related to the content; e.g., "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 they made during testing.

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

- The scribe for a student who signs their responses must be fluent in ASL, signed English, or other sign systems the student uses.

- When responses are dictated by a student using American Sign Language (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. 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 (e.g., student signs "HOUSE WHITE LIVE THERE ME." Scribe writes "I live in the white house.")
  - Scribe must follow all other acceptable scribing practices.

Use of Speech-to-Text/Voice-Recognition Software/Devices

Speech-to-text conversion, or voice recognition, software allows students to dictate responses into their computer microphone and have the responses converted to printed text. For this accommodation, students will use their own assistive technology devices at a separate computer station equipped with speech-to-text/voice recognition software in order to respond to multiple-choice, open-ended items, and extended responses on the NJSLA and NJGPA. Students who use voice recognition software routinely, and for whom this accommodation is listed in their IEP, may use speech-to-text/voice recognition software as an accommodation on the NJSLA and NJGPA. Students must become familiar with the software and must have opportunities to practice using it prior to testing. It is also important that students who use speech-to-text devices be given 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, the student's responses should be printed out and the guidelines for transcribing student responses followed.

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

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

- Answers were recorded in the wrong section of a Test Booklet or Answer Document, or in an incorrect Test Booklet or Answer Document.

- A student takes the test using a special test format that requires answers to be transcribed (e.g., large print).

- A student uses a speech-to-text converter, augmentative communication device, or assistive technology device to be transcribed by the scribe at a later time.

- As an accommodation, a student records answers in a test booklet, answer document, or on blank paper, instead of in the required Test Booklet or Answer Document.
- A Test Booklet or Answer Document becomes unusable (e.g., torn, wrinkled).

If a student's responses must be transcribed after test administration is completed, the following steps must be followed:

- At least two persons must be present during any transcription of student responses. One of these persons will be the transcriber, and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be an authorized District Test Coordinator or School Test Coordinator.

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

- Braille transcription: Only an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness, or someone working under the direct supervision of an eligible Test Administrator who is a certified Teacher of Students with VisualImpairment, including Blindness may transcribe the student's responses onto the paper formof the NJSLA and NJGPA.

- Any original student responses that were printed from an assistive technology deviceor recorded separately on blank paper (or on other external devices) must be securelyshredded.

Procedures for Transcribing Student Responses for Computer-Based Testing

Selected Response and Technology Enhanced Items
For selected response and technology enhanced items, student responses must be entered into TestNav during the test session by the Test Administrator. Once the student reaches the end of thetest with all Selected Response and Technology Enhanced Items completed, the Test Administratorshould have the student EXIT the test but not submit the test.

Constructed Response Items
During administration of computer-based assessments, students who require use of a speech-to-text converter, augmentative communication device, or assistive technology device will need constructed responses transcribed into TestNav by a Test Administrator before the online testing window closes. In these situations, the following steps must be followed.

- As the student encounters constructed responses, they should use their device to respond to the questions. The student will then continue testing in TestNav, leaving these items unanswered in TestNav.

- Once the student reaches the end of the test, the Test Administrator should have the student EXIT the test but NOT submit the test.

- The Test Administrator must set the test to Resumed status within PearsonAccess[next]; refer to the PearsonAccess[next] User Guide for instructions on how to resume students.
    - If a student submits the test in error, the test submission must be undone to complete the transcription. Any user with an "Undo Test Submit" role within PearsonAccess[next] has permission to undo the test submission.

- Once the test has been unlocked, the Test Administrator must log in to TestNav as the student and navigate to the items for transcription.

- At least two persons must be present during any transcription of student responses. One of the individuals must be an authorized Test Administrator.

- The student's responses must be transcribed verbatim into TestNav. (See note above about scribing signed responses in English).

- Once all items have been transcribed, the Test Administrator will submit the test.

- After transcription is complete, all original student responses that were printed from an assistive technology device must be securely shredded.

Appendix D: Text-to-Speech, ASL Video, or Human Reader/Human Signer Guidance for English Language Arts (ELA) Assessments

Individualized Education Program (IEP) or 504 Plan Decision-Making Tool

Directions: This tool has been developed to assist IEP teams and 504 Plan Coordinators in identifying students who may be appropriate candidates to receive the accommodation for text-to-speech (computer-based), ASL video (computer-based), or Human Reader/Human Signer (paper-based/computer-based) for the NJSLA and NJGPA ELA summative assessments.

Student's Name: _____ **D.O.B:** _____ **Grade:** _____

School/Program: _____ **State ID #/Local ID#:** _____

District: _____ **State:** _____

IEP Team Members or 504 Plan Coordinator/Staff		
Title	**Name**	**Date**
IEP team Chairperson or 504 Coordinator:		
Special Education Teacher(s):		
General Education Teacher(s):		
IEP team member(s) qualified to interpret reading evaluation results:		
Parent(s)/Guardian:*		
Student (if a team participant):		
Other IEP team member(s):		
Verification of Parent/Guardian Notification (optional):* _____ *(Parent/Guardian Initials)* *I have been informed by my child's school that my child will receive a text-to-speech, ASL video or Human Reader/Human Signer accommodation for the NJSLA English language arts (ELA) assessment.*		

* If the parent/guardian does not initial this form, the school should attach documentation of notification to the parent and date of notification to this form regarding the decision to provide the text-to-speech, ASL video, or Human Reader/Human Signer accommodation to the student, and keep this form with the student's records.

If all guidelines listed are met, and the student is given the **text-to-speech, ASL video, or Human Reader/Human Signer accommodation** for the NJSLA and NJGPA English language arts (ELA) assessment, they will receive a valid score on the assessment. If all guidelines are not met, and the student is given the **text-to-speech, ASL video, or Human Reader/Human Signer** accommodation on an NJSLA and NJGPA English language arts (ELA) assessment, the student's assessment score may be invalidated and the score would not be counted in the overall assessment results; i.e., the student would be considered a "non-participant" for the English language arts (ELA) assessment.

Guidelines for IEP Team or 504 Plan Consideration	Additional Guidance	Agree/ Disagree
The student has an Individualized Education Program (IEP) or 504 plan.	Student has an approved IEP or current 504 plan.	❏ Agree ❏ Disagree
In making decisions on whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators are instructed to consider whether the student has: • Blindness or a visual impairment and has not yet learned (or is unable to use) braille; OR • A disability that *severely limits or prevents* him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text); OR • Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation.	For the screen reader accommodation, the IEP team or 504 Plan Coordinator must determine whether the student is blind or has a visual impairment and has not yet learned (or is unable to use) braille. For the **text-to-speech, ASL video, or Human Reader/Human Signer accommodation**, the IEP team or 504 Plan Coordinator must determine whether the student has a disability that *severely limits or prevents* him or her from decoding text. This accommodation is not intended for a student reading somewhat (i.e., moderately) below grade level. The IEP or 504 plan must document objective evidence from a variety of sources (including state assessments, district assessments, AND one or more locally-administered diagnostic assessments or other evaluation) that indicate that the student's ability to decode text is severely limited or prevented or that the student is blind or visually impaired and has not yet learned (or is unable to use) braille.	❏ Agree ❏ Disagree ❏
Before listing the accommodation in the student's IEP or 504 plan, teams and plan coordinators should also consider whether: • The student has access to printed text during routine instruction through a reader or other spoken-text audio format, or interpreter; • The student's inability to decode printed text or read braille is documented in evaluation summaries from locally-administered diagnostic assessments; or • The student receives ongoing, intensive instruction and/ or interventions in the foundational reading skills to continue to attain the important college and career-ready skill of independent reading.		❏ Agree ❏ Disagree

List the data and/or evaluation sources that were used to document the decision to give the text-to-speech, ASL video, or Human Reader/Human Signer accommodation to the student on the English language arts (ELA) assessment(s):

1) Name of Diagnostic Evaluation or Educational Assessment: _____

Name and Title of Test Administrator: _____
Most Recent Testing Date: _____
Score(s): _____
Provide a Summary of the Results: _____

2) Name of Diagnostic Evaluation or Educational Assessment: _____

Name and Title of Test Administrator: _____
Most Recent Testing Date: _____
Score(s): _____
Provide a Summary of the Results: _____

3) List any additional assessment data, scores, and/or evaluation results that were used to guide the decision-making process for IEP teams or 504 Plan Coordinators regarding the text-to-speech, ASL video, or Human Reader/Human Signer accommodation for the NJSLA and NJGPA English language arts (ELA)assessment(s):

List the instructional interventions and supports specifically related to reading that are currently provided through daily instruction to the student:
- Intensive reading interventions have been provided to the student for _____ years.
- List the specific school years and frequency _____
- Describe and list the specific reading intervention(s) provided to the student: _____

List any additional relevant information regarding the student:

Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation

What is the Extended Time Accommodation?

Extended time is a provision which expands the allowable length of time to complete assignments, tests, and activities, and may also change the way the time is organized. For the NJSLA and NJGPA, this accommodation provides additional time for a student to complete the summative assessments beyond the time allotted for the test or test unit. Students with disabilities, students who are ELLs, and students who are ELLs with disabilities are eligible to receive the Extended Time Accommodation. The Extended Time Accommodation allows a student to have up to a single day to complete a single test unit. Single test units may not extend beyond one school day. (For exceptions, refer to Appendix G: Unique Accommodation Request Form).

Who can benefit from the Extended Time Accommodation?

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 (e.g., for a student who processes information slowly or has a Human Reader).
- To write (e.g., for a student with limited dexterity).
- To use other accommodations or augmentative devices (e.g., assistive technology, audio materials, or a scribe).
- For a student who needs frequent breaks that may extend the time needed to complete testing.

Documenting the Extended Time Accommodation in a Student's Individualized Education Plan (IEP), 504 Plan, or an EL Plan, if used

For NJSLA and NJGPA purposes, extended time must be documented in a student's IEP, 504 plan, or an EL plan, if used, based on data or observations of the student's performance in past assessments. Where possible, each student's IEP, 504, or an EL plan, if used, should document the amount of extended time anticipated for the NJSLA and NJGPA. Decisions regarding extended time should align with state policies. These decisions must be made on a case-by-case basis based on the student's needs and any other accommodations being provided for the assessment for which the extended time will be needed. Teams should consider whether the unit time provided will meet the student's needs prior to including a provision for extended time in student plans.

Planning and Logistics for Administering the Extended Time Accommodation

Students who require this accommodation should need to take the test in a separate setting to minimize disruptions, especially if classrooms or the computer lab are scheduled for successive testing sessions. The planning process includes consideration of additional accommodations, available technology, physical space, and personnel coverage, all of which will need to be determined well in advance of testing.

Procedure for Ending the Extended Time Accommodation with Students

Students with extended time accommodations must be given a unit in a continuous block of time and may not be brought back to that unit at a later time. If the accommodation extends into the student's schedule lunch, then the Test Administrator must either accompany the student to lunch and remain with them, or bring the student's lunch to the testing room. If the Test Administrator observes that the student is no longer productively engaged, an inquiry may be made regarding testing status. Once the extended time provision is exhausted, the Test Administrator should proceed to the next test unit or end the testing process.

Appendix F: Use of an Emergency Accommodation on the NJSLA and NJGPA

Directions: This form is appropriate in cases where a student needs a new accommodation immediately prior to the assessment due to unforeseen circumstances. Cases could include students who have a recently-fractured limb (e.g., fingers, hand, arm, wrist, or shoulder); whose only pair of eyeglasses has broken; or a student returning from a serious or prolonged illness or injury. If the principal (or designee) determines that a student requires an emergency accommodation on the day of the NJSLA and NJGPA test, this form must be completed and maintained in the student's assessment file.**The parent must be notified that an emergency accommodation was provided.** The District Test Coordinator is required to submit the completed form to the appropriate NJSLA and NJGPA state contact.

District Name:	Date:
School Name:	Telephone Number:
Student Name:	Grade:
Student ID #:	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   *Title/Position*

Principal Signature   *Date*

District Test Coordinator Signature   *Date*

Appendix G: Unique Accommodation Request Form

Directions: If a student with a disability or an EL requires an accommodation (i.e., a "unique accommodation") that is not listed in the *NJSLA and NJGPA Accessibility Features and Accommodations Manual,* and does not change the construct being measured by the test, the school may request the use of an accommodation not currently listed in this manual by using this form. If approved, the accommodation must be listed in the Individualized Education Program (IEP) or 504 plan for a student with a disability; and an EL plan, for an EL.

To request approval for a unique accommodation, both pages of this form must be submitted to the NJSLA and NJGPA state contact by the principal or designee or District Test Coordinator at least six weeks prior totesting to ensure a timely state response is received. A copy of this form must be kept in the student'sfile and, if appropriate, retained at the district office.

Contact Information	
Name of Principal/Designee or District Test Coordinator:	Date:
School Name:	Telephone Number:
District Name:	Fax Number:
Signature:	Email:
Student Information	
Name:	Student ID #:
Grade:	DOB:
Indicate type of plan: ☐ IEP ☐ 504 Plan ☐ EL Plan ☐ EL, without an EL Plan	
NJSLA and NJGPA Test Administration	
For which assessment are you seeking approval to use the unique accommodation:	
Provide a brief description of the accommodation for which you are requesting approval:	
Describe the evidence that supports the need for this accommodation, including how it is used by the student in the classroom or on other assessments:	
Describe the planning needed for this accommodation on NJSLA and NJGPA tests (e.g., school staff, space, specialized tools or equipment needed):	
In submitting this form for approval, the principal/designee or assessment coordinator assures that: • This accommodation will be documented in the student's IEP, 504 plan, or an EL plan. In the case of an IEP, the parent/guardian of the student must sign the amended IEP prior to testing. • The school team has met and considered all listed accommodations before proposing this unique accommodation. • The proposed accommodation is used, as appropriate, for routine class instruction and assessment.	

For State (SEA) Use Only: Approval/Denial of Request
(This completed section will be returned to your school prior to testing.)

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

State Staff Name and Position: _____

Signature: _____ Date: _____

Appendix H: Student Accommodation Refusal Form

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

Student Name:_____Date:_____

Grade:_____Student ID#: _____

School Name: _____

School District: _____

Assessment: _____

Test Administrator: _____

Accommodation(s) refused: _____

Reason for refusal: _____

Comments: _____

Student's Signature(optional): _____

Signature of Test Administrator: _____

<div align="center">

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

</div>

Appendix I: Human Signer Guidelines

Test Administration Protocol for the Human Signer Accommodation for English Language Arts(ELA) Assessments, and the Human Signer Accessibility Feature for Mathematics/Science Assessments

In cases where a student requires a sign language accommodation on the NJSLA and NJGPA English language arts (ELA) assessments and/or a sign language accessibility feature on the NJSLA and NJGPA mathematics/ science assessments, and for whom the American Sign Language (ASL) video accommodation is not appropriate, a human signer must be provided. Human signers for the NJSLA and NJGPA must follow theseprocedures during testing to ensure the standardization of the signed presentation to the students.

Procedures for Human Signers Providing the Human Signer Accommodation for the ELA Assessments or the Human Signer Accessibility Feature for the Mathematic/Science Assessments

1. Signers must be trained on test administration policies by local Test Coordinators, as indicated in the Test Administrator Manuals (TAM). Signers must sign the Security Agreement in the TAM.

2. Signers should use signs that are conceptually accurate (except for SEE2 users), with or without simultaneous voicing, translating only the content that is printed in the test book or on the computer screen without changing, emphasizing, or adding information. Signers may not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response in any way. Signers must do their best to use the same signs if the student requests a portion repeated.

3. Signers must sign (or sign and speak when using Sim-Com [Simultaneous Communication]) in a clear and consistent manner throughout test administration, using correct production, and without inflections that may provide clues to, or mislead, a student. Signers should be provided a copy of the test and the administrative directions prior to the start of testing (check individual state policy for the amount of time allowed), in order to become familiar with the words, terms, symbols, signs, and/or graphics that will be read aloud to the student.

4. Signers should emphasize only the words printed in boldface, italics, or capital letters and inform the student that the words are printed that way. No other emphasis or inflection is permitted.

5. Signers may repeat passages, test items, and response options, as requested, according to the needs of the student. Signers should not rush through the test and should ask the student if they are ready to move to the next item.

6. Signers may 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.

7. Signers must use facial expressions consistent with sign language delivery and must not use expressions which may be interpreted by the student as approval or disapproval of the student's answers.

8. Test Administrators must be familiar with the student's Individualized Education Plan (IEP) or 504 plan, and should know in advance which accommodations are required by the student, and for which test (ELA and/or Mathematics/Science) the student is designated to receive a human signer. Test Administrators must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, closed circuit television (CCTV), abacus, brailler, slate, stylus, etc., and if use of these tools impacts the translation of the test, the signer should be made aware of this.

9. Upon review of the test, if a human signer is unsure how to sign and/or pronounce an unfamiliar word, the signer should collaborate with an ASL-fluent content expert (if available) which sign is most appropriate to use. If the signer is unable to obtain this information before the test, the signer should advise the student of the uncertainty and spell the word.

10. When using an ASL sign that can represent more than one concept or English word, the signer must adequately contextualize the word, in order to reduce ambiguity. The signer may also spell the word after signing it, if there is any doubt about which word is intended.

11. Signers must spell any words requested by the student during the test administration.

12. When test items refer to a particular line, or lines, of a passage, resign the lines before signing the question and answer choices. For example, the signer should sign, "Question X refers to the following lines…," then sign the lines to the student, followed by question X and the response options.

13. When signing selected response items, signers must be careful to give equal emphasis to each response option and to sign options before waiting for the student's response.

14. When response choices will be scribed, the signer should inform the student at the beginning of the test that if the student designates a response choice by letter only ("D", for example), the signer will ask the student if they would like the response to be signed again before the answer is recorded in the answer booklet or the computer-based test.

15. If the student chooses an answer before the signer has signed all the answer choices, the human signer must ask if the student wants the other response options to be signed.

16. After the signer finishes signing a test item and all response options, the signer must allow the student to pause before responding. If the pause has been lengthy, ask: "Do you want me to sign the question or any part of it again?" When signing questions again, signers must avoid emphasis on words not bolded, italicized, or capitalized.

17. Signers should refer to the NJSLA and NJGPA ASL Glossary for technical vocabulary (signs used on the ASL video accommodation) for consistency in providing the accommodation.

Procedures for Providing the Human Signer Accommodation for ELA Assessments or the Human Signer Accessibility Feature for the Mathematics/Science Assessments to a Small Group of Students

Human signers may sign the test to a small group of students, rather than individually, provided that each student has the human signer accommodation/accessibility feature listed in an IEP, 504 plan, or Student Registration/Personal Needs Profile (in the case of mathematics/science only).The following procedures must be followed:

- Check individual state policies on the maximum allowable number of students in a human signer small group.

- Students with the human signer accessibility feature for mathematics/science or human signer accommodation for ELA that will be grouped together must be administered the SAME TEST FORM, since test questions will differ on each form of the test.

- Students not receiving the human accessibility feature for mathematics/science or human signer accommodation for ELA may not be tested in the same location as students who are receiving the human signer accessibility feature for mathematics/science or human signer accommodation for ELA.

Sign-System-Specific Procedures
Human signers must deliver the accommodation in the language or communication mode used by the student according to the student's IEP or 504 plan.

American Sign Language (ASL)
Human signers delivering the accommodation via ASL must use appropriate ASL features (including signs, sentence structure, non-manual markers, classifiers, etc.) while protecting the construct being measured by the assessment. Although it is necessary for a human signer to use appropriate non-manual markers to ensure proper delivery of test content in ASL, the human signer must be careful not to cue students while doing so.

English-Based Sign Systems (SEE2, CASE, Sim-Com, etc.)
Human signers delivering the accommodation via an English-based signing system must use the features of the communication mode used by the student. Human signers delivering the test in Signing Exact English (SEE2) should use the rules of that signing system (e.g. specific signed vocabulary, prefixes, suffixes, etc.). Human Signers delivering the test in other English-based signing systems (CASE, Sim-Com, etc.) should use the rules of those signing systems (conceptually accurate signs, English word order, etc.), with or without simultaneous voicing.

NJSLA and NJGPA Mathematics Sign Language Glossary
Human signers should refer to the online NJSLA and NJGPA Mathematics Sign Language Glossary forguidance on how to deliver mathematics symbols and terms. The guidance provided in the glossary is the same as what has been used in development of the ASL video accommodated assessments and provides a standardized approach for students who use sign language accommodations. The glossary provides signs that can be used for both ASL and English-Based Sign Systems.

Appendix J: NJSLA and NJGPA for Students with Visual Impairment, Including Blindness

The NJSLA and NJGPA for Students with Visual Impairment, Including Blindness

I.   Purpose of this Guidance

The New Jersey Student Learning Assessments (NJSLA) and the New Jersey Graduation Proficiency Assessments (NJGPA) are provided online, in regular print, large print and braille. This document is for Test Coordinators, TestAdministrators, test transcribers and teachers to clarify issues and potential questions for students with visual impairments, including blindness. Given the innovative approach to the NJSLA and NJGPA, students with visual impairments who receiveinstructional and assessment accommodations, and those professionals that work with them, will need to plan ahead for testing to ensure that students haveall necessary tools and materials available to complete assessment tasks. All accommodations must be documented in the student's Individualized EducationProgram (IEP) or 504 plan.

II.   Frequently Asked Questions (FAQ)

1. Who is an Eligible Test Administrator?
    In general, the following individuals may serve as a Test Administrator:

    - Individuals employed by the District as teachers
    - District and school-level administrators
    - Other certified educational professionals

    Eligible Test Administrators and proctors must attend training and follow test procedures and protocol.

2. What is included in the braille/large print versions of the tests? What additional materials do I need?
    Large print and braille versions of the tests are used by students who have this presentation format identified in their IEPs or 504 plans for instruction and assessment. Charts in Section III of the Test Administrator Manual identify the materials packaged with each large print and braille test and additional needed materials. Additional materials needed must be documented in the student's IEP or504 plan, except for the following items:
    - Test Administrator Manual
    - No. 2 pencils with erasers
    - Blank scratch paper
        - Blank scratch paper may include: abacus, slate, stylus, Braille Math Window or Brannan Cubarithm.
    - Highlighter
    - Graph paper
    - Calculator
        - Use of a grade-level appropriate calculator is available to all students during designated portions of the mathematics assessment.
        - Students who have calculators identified as a needed accommodation in an IEP or 504 plan may use the calculator on all portions of the mathematics assessment.

○ The calculator currently available in TestNav is not accessible with screen readers. Students who use a screen reader should use calculators they use during instructional activities as long as it meets the NJSLA and NJGPA calculator policy.

○ Refer to the NJSLA and NJGPA Calculator Policy for specific information ongrade-level appropriate calculators.

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

   Pearson will distribute materials in the following hierarchy:
   • Read Aloud Kits
   • Large Print Kits
   • Braille Kits

   Considering the above, if a student requires both large print and braille versions of the assessment and is registered prior to the deadline for paper materials distribution, Pearson will generate a materials order for large print ONLY. Test Coordinators will need to order the additional required materials via additional orders.

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

   Electronic magnification systems enlarge print materials in black/white or color combinations. Magnification for viewing text and graphics can be increased up to 800% with option for changing font colors, background colors, using a line marker, etc. They come in a variety of models – desktop or handheld, near or distance, stand alone or connected to a computer. Electronic magnification systems provide students with access to all printed materials, and the size of the print can be customized for the task. Students who require magnification by using an electronic magnification system can use a regular paper-based test book.
   • If the electronic magnification system used by the student has the ability to capture images, these images must be deleted at the end of the test session.
   • Graphics enlarged on an electronic magnification system may be problematic for some students with low vision. When an image is magnified, the student may not be able to see the whole graphic at once. If the student has difficulty with graphics, a large print test should be ordered. Large print is the regular print book enlarged to 150% which is equivalent to 18-point font size.

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

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

Screen Readers

A screen reader is a software application, separate from text-to-speech embedded in TestNav, which conveys web content through audio. Screen readers are appropriate for students who are experienced with using the software, including those who are blind or have a visual impairment. Pearson has gone to great lengths to ensure that the TestNav system is accessible to all students.

Students who take the NJSLA and NJGPA online using a screen reader must be able to independently navigate the online testing environment. Professionals who work with students who are screen reader users are encouraged to work with students during instructional activities to ensure that they have independent computer-accessskills. The skills used to navigate the NJSLA and NJGPA are the same needed to access a variety of internet resources, including the ability to navigate by regions and headings and the ability to use keyboard shortcuts and lists, such as link lists. See a morecomprehensive list of prerequisite skills in Section IV of this document.

Additionally, at this time only the English language arts (ELA) New Jersey assessments will be fully accessible with screen readers and braille displays. Work is underway to make the mathematics assessments accessible, but current assistivetechnology limitations prohibit the transadaptation of math into Nemeth code for display on refreshable braille devices. Students who rely on the use of Nemethcode for math should take the Paper Based Assessment braille version of the mathassessment.

As with all students taking the NJSLA and NJGPA, students with a visual impairment, including blindness are encouraged to use the NJSLA and NJGPA practice tests which include screen reader, large print or access to Braille Ready Files (.brf) to download a braille practicetest. Practice Tests and Sample Items are currently posted on the NJSLA and NJGPA web sites.

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

Refreshable Braille Display

Students who use a screen reader can also access the English language arts (ELA) assessments using a refreshable braille display. Students who choose to take advantage of refreshable braille during the NJSLA and NJGPA should be comfortable and independent with using a refreshable braille display in instructional activities prior to using one in an assessment environment. As stated above, students and professionals are encouraged to use the Practice Tests in order to become familiar and comfortable with the NJSLA and NJGPA Computer Based Assessments.

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

Screen Enlargement

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

may become "pixelated" at very high magnification. Students and teachers should explore the Practice Itemswith enlargement in order to determine the efficacy of using the browser-based enlargement in a testing environment.

For students who will use screen enlargement software with a Human Reader, refer to the *NJSLA and NJGPA Accessibility Features and Accommodations Manual*, Appendix B: Test Administrator Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the Human Reader Accessibility Feature forMathematics/Science Assessments.

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

Color Contrast

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

Braillers and Braille Note-takers

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

6. Who can transcribe the tests?

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

Answers written on braille paper must be transcribed onto the standard-size paper form of the NJSLA and NJGPA or into TestNav. If responses are written on an electronic braille note-taker, they should be printed and transcribed into a standard-size paper test booklet, answer document or into TestNav. The file in the electronic braille note- taker must be deleted following successful transcription of the student's responses.**Note:** A student response can be embossed for their reviews, after which copies must be securely shred after transcription.

III.   Testing Materials

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

Mathematics/Science			
Materials	**Large Print English or Large Print Spanish**	**Braille**	**Online**
Included with the Test	• Instructions for Large Print Administration, including Test Administrator Scripts • Large Print Test Booklet • Standard Print Test Booklet or Answer Document for transcription • Large Print Mathematics/ Science Reference Sheet	• Instructions for Braille Administration, including Test Administrator Scripts • Braille test booklet or answer document with embedded tactile graphics • Standard Print Test Booklet or answer document for transcription • Braille Mathematics/ Science Reference Sheet	• Tactile graphics – must be ordered separately (when the Computer- based test becomes accessible to screen reader and refreshable braille display users)

Mathematics/Science			
Materials	**Large Print English or Large Print Spanish**	**Braille**	**Online**
Additional Materials Needed	- Test Administrator Manual - No. 2 pencils with erasers - Blank scratch paper - Highlighter - Regular classroom compass[15] - Grade-level appropriate large print ruler – measures in US customary and metric - Grade-level appropriate large print protractor - Grade-level appropriate calculator – four-function, scientific or graphing - Other materials included in the student's IEP or 504 plan	- Test Administrator Manual - No. 2 pencils with erasers - Braille writing devices, such as a Perkins Brailler or an electronic braille note-taker - Grade-level appropriate braille ruler – measures in US customary and metric - Grade-level appropriate braille protractor - Grade-level appropriate tactile compass - Grade-level appropriate calculator – four-function, scientific or graphing - Braille materials that can be used as scratch paper - Cranmer Abacus - Braille Math Window - Brannan Cubarithm	- Test Administrator Manual - No. 2 pencils with erasers - Blank scratch paper or braille materials that can be used as scratch paper - Cranmer Abacus - Braille Math Window - Brannan Cubarithm - Grade-level appropriate tactile compass - Grade-level appropriate braille ruler – measures in US customary and metric - Grade-level appropriate braille protractor - Grade-level appropriate calculator – four- function, scientific or graphing - Other materials included in the student's IEP or 504 plan - Student's preferred access technology

Personal Needs Profile and Ordering Braille, Large Print and Tactile Graphics

The Personal Needs and Preferences (PNP) Profile is used to gather information regarding a student's testing condition, materials, or accessibility features and accommodations that are needed to take the NJSLA and NJGPA. Any paper-based accessibility feature or accommodation which requires materials to be shipped will need to be requested in the Student Registration File import. (e.g., Large Print, with Tactile Graphics, Human Reader or Human Signer for ELA Kits, Paper Test for Online Students, and Spanish Paper Mathematics/Science Assessments).

All students who require braille (tactile graphics are included with the braille test booklet or answer document) and large print test must ordered through the student registration file import process. All students who are taking the onlineassessments and use screen readers for ELA or mathematics or science must have tactile graphics populated in their PNP and an additional order must be placed within PearsonAccess[next].

IV.   **Technology Skills Checklist**

Accessibility of testing materials for all students is an important part of the NJSLA and NJGPA.For a student with visual impairment, including blindness to take the online test, they will need to have a minimum level of skills with computer technology and the assistive technology they use to access instructional materials. The following is a list of skills a student should be using regularly during instructional activities and be proficient with on the day of testing in order to independently access the assessment online. Students should, at a minimum, be able to complete these tasksindependently and should be given multiple opportunities to practice using the Practice Tests and the Sample Items available.

Screen Reader
- Use arrow keys to navigate
- Navigate by headings
- Access and use the Headings List
- Access and use the Links List
- Activate Links using keyboard commands
- Activate Buttons
- Adjust voice settings
- Select text using keyboard commands
- Copy text to clipboard
- Paste text from clipboard
- Access edit fields
- Use check boxes
- Use radio buttons
- Enter and exit forms mode
- Navigate, locate and read text on a webpage
- Navigate and understand a table

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

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