NEVADA

STUDENT ASSESSMENTS

NEVADA
Department of
Education

Usability, Accessibility, and Accommodations Guide (UAAG)

2026–2027

For use with reference to the
Nevada Smarter Balanced Summative Assessments
in English Language Arts and Mathematics
and the Nevada Science Assessment

Office of Assessment, Data, and Accountability Management
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Table of Contents

Intended Audience and Recommended Use 1
Nevada Student Assessments—Assessment Feature Categories 1
Nevada Student Assessments Student Access Goals 1
Nevada Decision-Making Framework for Use of Test Accommodations on State Assessments 2
Nevada Decision-Making Framework for Use of Designated Supports on State Assessments 2
Assessment Time & Accommodations Policy 2
Test Administrator's Manual for Printed Test Forms 3
Special Considerations for Deaf or Hard-of-Hearing Students 3
Assessment Features 3
Universal Tools 4
Designated Supports 10
Accommodations 19

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Intended Audience and Recommended Use

The Usability, Accessibility, and Accommodations Guide (UAAG) is intended for district- and school-level personnel and decision-making teams, including English language development teams, Individualized Education Program (IEP) or 504 teams, and other teams supporting students as they prepare for and implement the Nevada Summative and Science assessments. The UAAG provides information for classroom teachers, English development educators, special education teachers, and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them. The UAAG is also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

Nevada Student Assessments—Assessment Feature Categories

The following table describes the three categories of assessment features on the Nevada Summative and Science assessments.

Category	Definition
Universal Tools	Access features that are either provided as digitally-delivered (embedded) components of computer-based test administrations or as nondigitally-delivered (non-embedded) components of paper/pencil test administrations, or if the feature is not available for online testing. Universal tools are available to all students taking the assessments and are based on student preference and selection.
Designated Supports	Features permissible for use by any student for whom the need has been identified by an educator/team, and must be identified prior to test administration. Decisions to use designated supports should be made by professionals familiar with the student and the types of supports available for the specific assessment. Please note that for testing with Data Recognition Corporation's INSIGHT Test Engine, all embedded designated supports must be turned on in the INSIGHT Portal by the District Test Director or School Test Coordinator prior to testing.
Accommodations	Adaptations or adjustments to those students who have an Individualized Education Program (IEP) or Section 504 Plan. All accommodations must have been in documented use for both classroom assessment and classroom instruction for at least 30 days, and be included on their IEP or 504 plan, prior to implementation on state testing. If a testing group includes students approved for accommodations, the School Test Coordinator will give the Test Administrator a list specifying the accommodations each student is to receive. Special education and Section 504 students who receive the same accommodations may be tested together. Please note that for testing with Data Recognition Corporation's INSIGHT Test Engine, all embedded accommodations must be turned on in the INSIGHT Portal by the District Test Director or School Test Coordinator prior to testing.

Nevada Student Assessments Student Access Goals

Nevada's goals for promoting student access include using accommodations, designated supports, and universal tools, when needed, to provide a valid and accurate measure of the student's abilities.

Nevada Decision-Making Framework for Use of Test Accommodations on State Assessments

Decisions in determining the need for testing accommodations are always made through the IEP or 504 committee, and must be documented in the student's IEP or Section 504 Accommodation Plan and on the testing accommodations form. Selection of appropriate accommodations is facilitated by a review of the student's current instructional and classroom assessment accommodations and a clear understanding of the test format and what it measures. Using this information, the team will determine which accommodations enable the student to demonstrate best what standards have been mastered.

Nevada Decision-Making Framework for Use of Designated Supports on State Assessments

The selection of appropriate tools to be used as designated supports for a particular student during state testing is to be made by a team of educators familiar with the student. Designated supports must be indicated in advance of testing, selected on the basis of the individual student's needs, and used consistently for instruction and assessment.

Assessment Time & Accommodations Policy

Nevada Summative and Science assessments measure student proficiency rather than speed and are untimed. Students working productively must be given adequate time to complete the test.

While the test administrator's manuals provide estimated testing times, students using specific accommodations and supports may require additional time and may have more test questions than their peers. Administrators should plan for this extra time before testing begins, such as arranging separate testing environments so accommodated students can continue working without disruption after their peers are dismissed.

Students utilizing these specific accommodations and supports will require extra time to complete their assessments.

- Braille, Large-Print, Print, and Print-on-Demand
- Translation – Dual Language Spanish
- Translation – Glossing in Spanish, Tagalog, or Cantonese
- Video Sign Language/Closed Captioning

Test Administrator's Manual for Printed Test Forms

Students who will be administered a Braille, Large-Print, Print, or Print-on-Demand version of the Nevada Summative and Science assessments will need to have the test directions and test administration scripts read aloud by the test administrator. Please refer to the Test Administrator's Manual for Printed Test Forms, available for download/print on the DRC INSIGHT Portal.

Special Considerations for Deaf or Hard-of-Hearing Students

Consider carefully how a student identified as deaf or hard of hearing can participate in testing. The options available in this scenario depend on the student's unique needs. Remember, ASL is a complete and organized visual language that is separate from English. Students who are deaf or hard of hearing, including those who primarily use ASL for communication, may participate using an online test with the American Sign Language/Video Sign language accommodation. For other students a paper test with a read-aloud accommodation may be more appropriate. Determine in advance which test delivery mode will be most practical to administer and best allow the student to demonstrate their skills.

Based on a student's IEP or 504 plan, it may be appropriate to provide some form of manually coded English to provide access to the assessments for students who are deaf, including cued speech, finger spelling (Rochester Method), Visible English, Seeing Essential English (SEE I), Signing Exact English (SEE II), or Signed English. Work with your state education agency to determine which, if any, manual language supports are allowed.

Assessment Features

The following sections of this guide describe in detail the Assessment Features available for the Nevada Student Assessments. These details include a description of the features as well as instructions for what to do before, during, and after testing. These assessment features are categorized as Universal Tools, Designated Supports, or Accommodations.

Universal Tools

Universal tools are accessibility resources of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to participating students based on student preference and selection. The universal tools described in this section are not modifications. Universal tools all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the UAAG.

The following table describes the universal tools available to all students taking the Nevada Student Assessments.

Table 1: Universal Tools		
Feature	**Paper/Pencil Testing**	**Online Testing**
Calculators	See the test administration manuals for grade-specific information.	Students will be able to electronically access an embedded Desmos calculator applicable to the grades for which they are testing. The following calculators will be available: • Grade 6 Math: basic calculator • Grades 7 and 8 Math: scientific calculator • Grade 5 Science: basic calculator • Grade 8 Science: scientific calculator • High School Science: scientific calculator **During Testing:** This tool will be electronically available for all items for which this tool has been deemed necessary. To activate this tool, the student will click on the calculator icon in the Tools Bar at the top of the testing screen. A calculator will appear.
Color Overlay	**Before Testing:** Student may be provided with the necessary overlay supplies.	Not Available
Color Preferences	Not Available	A variety of background colors are available to make test questions easier to read. **During Testing:** To change the background color, the student or Test Administrator may click on the Options icon at the top of the testing screen.

Table 1: Universal Tools		
Feature	**Paper/Pencil Testing**	**Online Testing**
Cross-Off	Students are allowed to cross off or strikethrough answer options with highlighters or pencils during testing.	This tool allows students to electronically cross out/eliminate answer options (distractors) believed to be incorrect. **During Testing:** To activate this tool, the student will click on the Cross-Off icon in the Tools Bar at the top of the testing screen.
English Dictionary (for ELA full write items in Part 2 of the ELA Performance Task)	A non-electronic English dictionary can be provided for the full write portion of the ELA Performance Task. The full write question is also referred to as an extended writing response item and is in Part 2 of the ELA Performance Task. An English dictionary must be available for all students, but it does not have to be provided to every student.	An embedded English dictionary is available for the full write portion of the ELA Performance Task. The full write question is also referred to as an extended writing response item and is in Part 2 of the ELA Performance Task.
Flag/Mark for Review	**Before Testing:** Students may be provided sticky flags. **During Testing:** Students may use sticky flags to flag or mark pages or items they wish to come back to as time allows. **After Testing:** All flags must be removed prior to sending the testing materials back to the testing vendor.	Tool used to electronically flag or mark a question for review at a later point, if allowed by the test design. **During Testing:** To flag an item for review, the student will click on the flag icon. **Note:** This feature is available for fixed form tests. It is not available for the computer adaptive sessions of the Smarter Summative Assessment.
General Administration Directions Read Aloud in English and Repeated as Needed (by Test Administrator)	**During Testing:** The Test Administrator may read aloud in English the general administration directions only. A student may raise his or her hand and request that directions may be repeated.	**During Testing:** The Test Administrator may read aloud in English the general administration directions only. A student may raise his or her hand and request that directions may be repeated.
Highlighter	**Before Testing:** Students may be provided with a highlighter.	The Highlighter tool is used to highlight a portion of an item, text, or a graphic. The Highlighter tool can be used virtually anywhere within the item to highlight passage text, item text, answer options, portions of graphics and images, and text within images. **During Testing:** To activate this tool, click on the highlighter icon in the Tools Bar at the top of the testing screen.

Table 1: Universal Tools		
Feature	**Paper/Pencil Testing**	**Online Testing**
Line Guide	Students may use blank scratch paper provided by the school as a straightedge line to follow along with each line of printed text. Collect all scratch paper prior to students leaving the testing environment.	The Line Guide tool is a movable, straightedge line students use to follow along with each line of text. **During Testing:** To activate this tool, click on the Line Guide icon in the Tools Bar at the top of the testing screen. Once activated, click on the handle bar on the right side of the Line Guide and drag the Line Guide as needed. To deactivate the Line Guide, click again on the same icon.
Magnifier	See Accommodations for Large-Print Test Materials.	This tool allows students to enlarge the screen by 150%, 200%, 300% or 400%. The entire screen is magnified, including all text, graphics, and images. The default font size for all tests is 14 pt. **During Testing:** Students can activate this tool by clicking on the Magnifier icon in the Tools Bar at the top of the testing screen and selecting the magnifying strength they desire (e.g., 1.5x=150%, 2x=200%, 3x=300%, or 4x=400%). Students can deactivate this tool by clicking again on the same icon.
Masking	Students are allowed to cover up (mask) content that may be distracting, enabling the student to more easily focus their attention on a specific part of the screen. **Before Testing:** Students may be provided blank masking tools and supplies.	This support is used to electronically cover up (mask) content that may be distracting, enabling the student to more easily focus their attention on a specific part of the screen. **During Testing:** The student may click on the Masking icon to activate the tool.
Math Tools	No non-embedded math tools are required for paper, Large-Print, or Braille testing.	Math digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to math items. They are available only with the specific items for which one or more of these tools would be appropriate.

Table 1: Universal Tools		
Feature	**Paper/Pencil Testing**	**Online Testing**
Notepad	Students are allowed to use sticky notes to create and place a note on his or her consumable test or answer booklet in which he or she can write a short message for future reference. **Before Testing:** Students may be provided sticky notes. **During Testing:** Students use sticky notes to take notes and/or work through items. Test Administrators must monitor the use of sticky notes to ensure all notes are collected and accounted for at the end of each test part. **After Testing:** Test Administrators are responsible for collecting all sticky notes after testing is completed. Sticky notes must be shredded if it has been used.	The Notepad tool allows students to electronically create and place a note on the screen in which he or she can type a short message for future reference. The Notepad can be moved around the screen, minimized or completely hidden, and re-opened. **During Testing:** Students can create a Notepad by clicking on the Notepad icon in the Tools Bar at the top of the testing screen. For a passage or scenario that contains multiple parts (e.g., one passage that has several questions associated with it), the student can use the Notepad tool to take notes that are retained for all questions associated with that passage or scenario (i.e., a Global Note).
Redirect Student to the Test (by the Test Administrator)	The Test Administrator may redirect a student's attention to the test without coaching or assisting the student in any way. There is no limit to the number of times an Administrator can redirect a student back to the test. **Examples:** Providing reminders to stay on task and focused during the assessment; Providing a visual cue to the student to remain on task.	The Test Administrator may redirect a student's attention to the test without coaching or assisting the student in any way. There is no limit to the number of times an Administrator can redirect a student back to the test. **Examples:** Providing reminders to stay on task and focused during the assessment; Providing a visual cue to the student to remain on task.

Table 1: Universal Tools		
Feature	**Paper/Pencil Testing**	**Online Testing**
Scratch Paper/Graph Paper	Students may use blank scratch paper to make notes, write computations, record responses, or create graphic organizers. Scratch/graph paper must be available for all students, but it does not have to be provided to all students. Only plain paper or lined paper is appropriate for ELA. Graph paper can be used on all math assessments but is required beginning in sixth grade. A whiteboard with marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper. The assistive technology device needs to be familiar to the student and/or consistent with the child's IEP or 504 Plan. Access to internet must be disabled on assistive technology devices. **Computer Adaptive Test (CAT):** All scratch paper must be collected and securely destroyed at the end of each CAT assessment session to maintain test security. All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session. **Performance Tasks:** For mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper, whiteboards, and/or assistive technology devices may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper/graph paper must be collected and securely destroyed, whiteboards should be erased, and notes on assistive technology devices erased to maintain test security.	Students may use blank scratch paper to make notes, write computations, record responses, or create graphic organizers. Scratch/graph paper must be available for all students, but it does not have to be provided to all students. Only plain paper or lined paper is appropriate for ELA. Graph paper can be used on all math assessments but is required beginning in sixth grade. A whiteboard with marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper. The assistive technology device needs to be familiar to the student and/or consistent with the child's IEP or 504 Plan. Access to internet must be disabled on assistive technology devices. **Computer Adaptive Test (CAT):** All scratch paper must be collected and securely destroyed at the end of each CAT assessment session to maintain test security. All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session. **Performance Tasks:** For mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper, whiteboards, and/or assistive technology devices may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper/graph paper must be collected and securely destroyed, whiteboards should be erased, and notes on assistive technology devices erased to maintain test security.

Table 1: Universal Tools		
Feature	**Paper/Pencil Testing**	**Online Testing**
Specialized Furniture or Equipment	Student may be provided specialized furniture or equipment needed for a successful testing experience (e.g., low lighting; adaptive seating). **Before Testing:** Specialized furniture or equipment must be identified and secured prior to the start of testing.	Student may be provided specialized furniture or equipment needed for a successful testing experience (e.g., low lighting; adaptive seating). **Before Testing:** Specialized furniture or equipment must be identified and secured prior to the start of testing.
Spell Check (for ELA full write items in Part 2 of the ELA Performance Task)	Not available	An embedded spell check tool is available for the full write portion of the ELA Performance Task. The full write question is also referred to as an extended writing response item and is in Part 2 of the ELA Performance Task.
Thesaurus (for ELA full write items in Part 2 of the ELA Performance Task)	A non-electronic thesaurus can be provided for the full write portion of the ELA Performance Task. The full write question is also referred to as an extended writing response item and is in Part 2 of the ELA Performance Task.	An embedded thesaurus is available for the full write portion of the ELA Performance Task. The full write question is also referred to as an extended writing response item and is in Part 2 of the ELA Performance Task.
Writing Tools (for ELA full write portion of the ELA Performance Task)	Not Available	Selected writing tools (i.e., bold, italic, bullets, undo/redo) are available for the full write portion of the ELA Performance Task. The full write question is also referred to as an extended writing response item and is in Part 2 of the ELA Performance Task.

Designated Supports

Designated supports for the Nevada Summative and Science assessments are those features that are available for use by any student for whom the need has been indicated by an educator or team of educators with parent/guardian and student. The designated supports described in this section are not modifications. Designated supports all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the UAAG. It is recommended that a consistent process be used to determine these supports for individual students. All educators making these decisions should be trained on the process and should be made aware of the range of designated supports available.

Informed adults make decisions about designated supports. Ideally, the decisions are made by all educators familiar with the student's characteristics and needs, and include those supports that the student has been using during instruction and for other assessments. Student input about the decision, particularly for older students, is also recommended. Designated supports used on the Nevada Summative and Science assessments must be aligned with supports used by the student during regular classroom instruction.

Please note that for testing with Data Recognition Corporation's INSIGHT Test Engine, all embedded designated supports must be turned on in the INSIGHT Portal by the District Test Director or School Test Coordinator prior to testing.

The following table describes the designated supports available for all students with the particular need documented.

Table 2: Designated Supports

Feature	Paper/Pencil Testing	Online Testing
Amplification (*non-embedded*)	Not Available	Students may use amplification assistive technology (e.g., headphones, FM System) to increase the volume provided in the INSIGHT system. A separate testing setting is recommended. If the device has additional features that may compromise the validity of the test (e.g., Internet access), those features must be deactivated.
Bilingual Glossary *(non-embedded)*	Students may use a word-to-word bilingual glossary or content-specific bilingual glossary for math items and science items. Glossaries must be in a paper-based format.	Students may use a word-to-word bilingual glossary or content-specific bilingual glossary for math items and science items. Glossaries must be in a paper-based format.

Table 2: Designated Supports		
Feature	**Paper/Pencil Testing**	**Online Testing**
Medical Supports (*non-embedded*)	Students may have access to medical supports for medical purposes (e.g., Glucose Monitor, Bluetooth hearing aids). The medical support may include a cell phone and should only support the student during testing for medical reasons. Educators should follow local policies regarding medical supports and ensure students' health is the highest priority. Electronic medical support settings must restrict access to other applications, or the Test Administrator must closely monitor the use of the medical support to maintain test security. Use of medical supports may require a separate setting to avoid distractions to other test takers and to ensure test security.	Students may have access to medical supports for medical purposes (e.g., Glucose Monitor, Bluetooth hearing aids). The medical support may include a cell phone and should only support the student during testing for medical reasons. Educators should follow local policies regarding medical supports and ensure students' health is the highest priority. Electronic medical support settings must restrict access to other applications, or the Test Administrator must closely monitor the use of the medical support to maintain test security. Use of medical supports may require a separate setting to avoid distractions to other test takers and to ensure test security.
Noise Buffers	Ear mufflers, white noise, and/or other equipment used to block external sounds during testing. Student (not groups of students) wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.	Ear mufflers, white noise, and/or other equipment used to block external sounds during testing. Student (not groups of students) wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.

Table 2: Designated Supports		
Feature	**Paper/Pencil Testing**	**Online Testing**
Patty Paper (For math, all grade levels)	Patty paper may be used by students on the Summative Math assessment with a Braille, large-print, or print test. Patty paper is a thin translucent paper, often used in classrooms, that allows students to explore and visualize geometric concepts through folding, tracing, and symmetry activities. Students who benefit from making abstract ideas more concrete—as well as those who experience test anxiety or processing challenges—may find patty paper helpful. This low-tech resource offers a flexible way to check their thinking and reduce cognitive load during problem solving. English language learners may also benefit from its hands-on nature, which lessens reliance on language. Younger students can use the tactile experience to strengthen their understanding of foundational geometry concepts.	Patty paper may be used by students on the Summative Math assessment during computer test administration. Patty paper is a thin translucent paper, often used in classrooms, that allows students to explore and visualize geometric concepts through folding, tracing, and symmetry activities. Students who benefit from making abstract ideas more concrete—as well as those who experience test anxiety or processing challenges—may find patty paper helpful. This low-tech resource offers a flexible way to check their thinking and reduce cognitive load during problem solving. English language learners may also benefit from its hands-on nature, which lessens reliance on language. Younger students can use the tactile experience to strengthen their understanding of foundational geometry concepts.

Table 2: Designated Supports		
Feature	**Paper/Pencil Testing**	**Online Testing**
Read aloud (for test directions, science stimuli and items, math stimuli and items, and ELA items, **not for reading passages**) For Read Aloud of the ELA reading passages, see Table 3: Accommodations.	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and are advancing toward English braille proficiency. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Students using this support should be tested individually in a separate setting, not in a group of students. A student should have the option of asking the test administrator to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment. It is recommended that a paper or print-on-demand version of the test be used for this support. **Before Testing:** Test Administrator must sign a confidentiality agreement (template available to District Test Directors at SilverShare > Assessment Resources > Forms and Templates). **During Testing:** Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Test Administration Manual.	See Text-to-Speech in this table.

Table 2: Designated Supports		
Feature	**Paper/Pencil Testing**	**Online Testing**
Scribe (for all items EXCEPT the ELA Extended Written Response item in the ELA Performance Task session) For the Extended Written Response Item in the ELA Performance Task session, the use of a scribe is a special request requiring NDE written approval.	Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses, may need to dictate their responses in their accustomed method of communication (e.g., speech, American Sign Language (ASL), braille, Augmentative and Alternative Communication (AAC) devices) to a human, who then records the students' responses verbatim. The scribe must be a licensed Nevada educator trained in test administration procedures for the current school year and must follow the administration guidelines provided in the Test Administration Manual. The scribe must sign a confidentiality agreement (template available to District Test Directors at SilverShare > Assessment Resources > Forms and Templates). The use of this support may result in the student needing additional overall time to complete the assessment. To maintain test security, students who dictate their responses must be tested individually in a separate setting, rather than a group setting.	Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses, may need to dictate their responses in their accustomed method of communication (e.g., speech, American Sign Language (ASL), braille, Augmentative and Alternative Communication (AAC) devices) to a human, who then records the students' responses verbatim. The scribe must be a licensed Nevada educator trained in test administration procedures for the current school year and must follow the administration guidelines provided in the Test Administration Manual. The scribe must sign a confidentiality agreement (template available to District Test Directors at SilverShare > Assessment Resources > Forms and Templates). The use of this support may result in the student needing additional overall time to complete the assessment. To maintain test security, students who dictate their responses in their responses must be tested individually in a separate setting, rather than a group setting.

Table 2: Designated Supports		
Feature	**Paper/Pencil Testing**	**Online Testing**
Sensory Items	Sensory items may be used by students with Braille, large-print, print, or print-on-demand tests. Sensory items may include fidget toys, stress balls, putty, textured items, foot rockers, seat cushions, or other similar objects. Students who use tactile, movement-based, or other sensory supports to maintain focus and self-regulation during instruction may also benefit from access to these same supports during testing. Sensory items should be non-disruptive and used in a way that does not interfere with the student's testing or that of others.	Sensory items may be used by students during computer test administration. Sensory items may include fidget toys, stress balls, putty, textured items, foot rockers, seat cushions, or other similar objects. Students who use tactile, movement-based, or other sensory supports to maintain focus and self-regulation during instruction may also benefit from access to these same supports during testing. Sensory items should be non-disruptive and used in a way that does not interfere with the student's testing or that of others.
Separate Setting	Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group. The student may read aloud to self, use a device requiring voicing (e.g., a Whisper Phone), or use Amplification. It may also include a calming device or support as recommended by educators and/or specialists. Or the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home.	Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group. The student may read aloud to self, use a device requiring voicing (e.g., a Whisper Phone), or use Amplification. It may also include a calming device or support as recommended by educators and/or specialists. Or the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home.

Table 2: Designated Supports		
Feature	**Paper/Pencil Testing**	**Online Testing**
Text-to-Speech (for test directions, science stimuli and items, math stimuli and items, and ELA items, **not for reading passages**) For ELA reading passages, please see Table 3: Accommodations.	See Read Aloud in this table.	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. Students would need to use this support regularly during instruction to meaningfully benefit from it on assessments. Students who use Text-to-Speech will need to use headphones during testing. **Before Testing:** The designated support of Text-to-Speech must be selected in the DRC INSIGHT Portal prior to testing each student who will require this designated support. **During Testing:** Text-to-Speech audio will begin immediately when the student navigates to each question. On-screen audio controls are provided, allowing students to pause the audio, adjust the audio volume, and to replay the audio.
Translated Test Directions in Spanish (For Math and Science only)	As a designated support, translated test directions in Spanish for use with print-on-demand/paper Dual Language Spanish Math and Science tests are provided in the Test Administrator's Supplemental Manual for Dual Language Spanish. Please see Translation – Dual Language Spanish in this table for additional information.	As a designated support, translated test directions are part of the translated math and science content available to students using the online Dual Language Spanish Math and Science tests. This support is available with or without text-to-speech. Please see Translation – Dual Language Spanish in this table for additional information.

Table 2: Designated Supports		
Feature	**Paper/Pencil Testing**	**Online Testing**
Translation – Dual Language Spanish (Math and Science)	Dual Language Spanish paper/print-on-demand tests for Math and Science are available for students who cannot use the embedded support within the INSIGHT system. The use of this support may result in the student needing additional overall time to complete the assessment. **Before Testing:** A student's test record in the DRC INSIGHT Portal must be flagged with the appropriate designated support prior to testing. Print-on-demand tests are available for Summative Math. The print-on-demand tests must be printed from the INSIGHT system prior to testing. Paper tests are available for Science. These tests must be ordered from DRC. Translated test directions in Spanish for use with paper/print-on-demand Dual Language Spanish tests are provided in the Test Administrator's Supplemental Manual for Dual Language Spanish. **During Testing:** Students will test on paper and record their answers in the booklet. All student responses must be in English. Spanish responses will not be scored. **After Testing:** The Test Administrator must log into the INSIGHT system using the appropriate student test ticket. All responses must be transcribed verbatim into the INSIGHT system.	Dual Language Spanish tests for Math and Science are available in the INSIGHT system as embedded designated supports. These tests present directions, test questions, and answer options in English and Spanish. Text-to-speech audio in Spanish is provided as part of this support (optional). This support will increase reading load and cognitive load. The use of this support may result in the student needing additional overall time to complete the assessment. **Before Testing:** The student's test record in the DRC INSIGHT Portal must be flagged with the appropriate designated support prior to testing. **During Testing:** The student will be presented with directions, test questions, and answer options throughout the test in both English and Spanish. Text-to-speech audio in Spanish is provided as part of this support (optional). On-screen audio controls are provided, allowing students to pause or replay the audio, and adjust the audio volume. All student responses must be in English. Spanish responses will not be scored.

Table 2: Designated Supports		
Feature	**Paper/Pencil Testing**	**Online Testing**
Translation – Glossing for Math and Science items	Not Available	Glossing is an embedded designated support where selected construct-irrelevant terms are presented in a pop-up window in the student's selected language. This designated support is available in Spanish, Tagalog, or Cantonese. The use of this support may result in the student needing additional overall time to complete the assessment. **Before Testing:** The student's test record in the DRC INSIGHT Portal must be flagged with the appropriate designated support prior to testing to allow access to the glossing. **During Testing:** Selected construct-irrelevant terms are presented to the student in a pop-up window throughout the test in the student's selected language.

Accommodations

Accommodations are changes in procedures or materials that increase equitable access during the Nevada Summative and Science assessments. The accommodations described in this section are not modifications. Accommodations all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the UAAG. They allow students to show what they know and can do.

All accommodations must have been in documented use for both classroom assessment and classroom instruction for at least 30 days, and be included on their IEP or 504 plan, prior to implementation on state testing. In addition to documenting the need for accommodations on a student's IEP or 504 plan, the use of accommodations on the Summative and Science assessment must be documented on the student's IEP/504 Testing Accommodations Form. This form is available on the Nevada Department of Education's website and must be completed and attached to a student's IEP or 504 plan.

Prior to testing, the School Test Coordinator will give the Test Administrator a list specifying the accommodations each student is to receive. Special education and Section 504 students who receive the same accommodations may be tested together. Please note that for testing with Data Recognition Corporation's INSIGHT Test Engine, all embedded accommodations must be turned on in the INSIGHT Portal by the District Test Director or School Test Coordinator prior to testing.

The following table describes the assessment accommodations available to those students who have an Individualized Education Program (IEP) or Section 504 Accommodation Plan. The choice of a Test Administrator for students who receive accommodations should be made at the school level. All Test Administrators and proctors must be trained in test security, administration procedures, accessibility features, and accommodations.

Table 3: Accommodations

Feature	Paper/Pencil Testing	Online Testing
100s Number Table for the math test (paper)	A table listing numbers from 1–100 is provided for test questions on the math test. The 100s number table is to be used only for students with visual processing or spatial perception needs as documented in their IEP or 504 plan. This table may be printed only for students approved for this accommodation. This table must be printed prior to testing for applicable students. The document is available by request from the DRC Help Desk.	A table listing numbers from 1–100 is provided for test questions on the math test. The 100s number table is to be used only for students with visual processing or spatial perception needs as documented in their IEP or 504 plan. This table may be printed only for students approved for this accommodation. This table must be printed prior to testing for applicable students. The document is available by request from the DRC Help Desk.
Abacus *(non-embedded)*	This tool may be used in place of scratch paper for students who typically use an abacus.	This tool may be used in place of scratch paper for students who typically use an abacus.

Table 3: Accommodations		
Feature	**Paper/Pencil Testing**	**Online Testing**
Alternate Response Devices	Students may use a keyboard, adapted keyboard or mouse, or touchscreen technology to produce a response. The Test Administrator must record the student's response onto the answer document.	Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, Filter Keys, adapted mouse, touch screen, head wand, and switches. Some alternate response options are external devices that must be plugged in and be compatible with the INSIGHT delivery platform.
American Sign Language (ASL)/Video Sign Language (VSL) (for directions, math stimuli and items, science stimuli and items, and ELA **listening** passages)	For students who are using a paper/print-on-demand test, an interpreter may sign the test directions, ELA listening passages, math stimuli and items, and science stimuli and items. The interpreter must be trained in test administration procedures for the current school year and must follow the administration guidelines provided in the Test Administration Manual. The interpreter must sign a confidentiality agreement (template available to District Test Directors at SilverShare > Assessment Resources > Forms and Templates). The use of this support may result in the student needing additional overall time to complete the assessment. Read-aloud scripts for the ELA Listening passages will be provided in the Supplemental Test Administration Manual. Students may use an ASL word-to-signed-symbol paper-based glossary for math items and science items.	American Sign Language (ASL) is used for the Video Sign Language in the INSIGHT system. Live-action video clips of Video Sign Language will be embedded in the INSIGHT system for students needing this accommodation for the ELA listening passages, math stimuli and items, and science stimuli and items. The use of this accommodation may result in the student needing additional overall time to complete the assessment. The Video Sign Language accommodation must be selected in the DRC INSIGHT Portal prior to testing each student who will require this accommodation. Test directions, without elaboration, may be signed for students by an interpreter trained in test security and administration procedures. See also Closed Captioning in Table 3: Accommodations.

Table 3: Accommodations		
Feature	**Paper/Pencil Testing**	**Online Testing**
Braille Test Materials	A hardcopy Braille form is available for visually-impaired students who are unable to take a standard paper/pencil or online assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. Read-aloud scripts for the ELA Listening passages will be provided in the Supplemental Test Administration Manual. **Materials:** Braille Kit, Supplemental Test Administration Manual (with ELA listening passage scripts) **Before Testing:** Test Administrator must sign a confidentiality agreement (template available to District Test Directors at SilverShare > Assessment Resources > Forms and Templates). A Braille Kit must be on-hand prior to the start of testing. **During Testing:** For students taking a hardcopy Braille form, the test administration instructions for filling in bubbles, making marks, and erasing marks do not apply. Students should number their responses to be sure their responses can be accurately transcribed into the INSIGHT system by the Test Administrator. **After Testing:** Student responses must be transcribed verbatim into the INSIGHT system by the Test Administrator. The Test Administrator will log in to the INSIGHT system using the student test ticket. **Note:** Students who have not yet acquired the adequate Braille skills may require alternate accommodations. Please see Table 3: Accommodations, Read Aloud in English.	Not Available

Table 3: Accommodations		
Feature	**Paper/Pencil Testing**	**Online Testing**
Calculator with special features (*non-embedded, stand-alone*) for calculator-approved items at grades 6–8 and HS	A non-embedded, stand-alone calculator for students needing a specialized calculator, such as a braille calculator or a talking calculator, are permitted. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed.	Students who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure that calculator functions are consistent with those of the embedded calculator for each grade level. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed.
Closed Captioning	Not Available	Closed captioning of the ELA Listening passages is embedded in the online test engine for hearing impaired students using the Video Sign Language (VSL) accommodation. The VSL accommodation must be selected in the DRC INSIGHT Portal prior to testing to allow access to Closed Captioning. Students who are hearing impaired may also require the Amplification designated support and a separate test setting. Closed captioning is not available as a stand-alone accommodation.

Table 3: Accommodations		
Feature	**Paper/Pencil Testing**	**Online Testing**
Large-Print Test Materials	A hardcopy Large-Print form is available for visually-impaired students who are unable to take a standard paper/pencil or online assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. Students who require a larger font size than offered in the Large-Print Kit should contact NDE for approval. **Materials:** Large-Print Kit, Supplemental Test Administration Manual (with ELA listening passage scripts) **Before Testing:** Test Administrator must sign a confidentiality agreement (template available to District Test Directors at SilverShare > Assessment Resources > Forms and Templates). A Large-Print Kit must be on-hand prior to the start of testing. The student's test record must be flagged with the Large-Print accommodation in the DRC INSIGHT Portal prior to testing. **During Testing:** Students will not record their responses in a standard print consumable test booklet. Instead, students will mark their responses in the Large-Print form. **After Testing:** Student responses must be transcribed verbatim into the INSIGHT system by the Test Administrator. The Test Administrator will log in to the INSIGHT system using the student test ticket.	Not Applicable

Table 3: Accommodations		
Feature	**Paper/Pencil Testing**	**Online Testing**
Multiplication Table (paper)	A paper-based multiplication table containing numbers 1–12 is available for the math test. The multiplication table is to be used only for students with a persistent calculation disability as documented in their IEP or 504 plan. This table may be printed only for students approved for this accommodation. This table must be printed prior to testing for applicable students. The document is available by request from the DRC Help Desk.	A paper-based multiplication table containing numbers 1–12 is available for the math test. The multiplication table is to be used only for students with a persistent calculation disability as documented in their IEP or 504 plan. This table may be printed only for students approved for this accommodation. This table must be printed prior to testing for applicable students. The document is available by request from the DRC Help Desk.
Paper Test Format (Science Assessment only)	Hardcopy paper tests are available for students requiring a paper/pencil format as an accommodation for the Science Assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. **Materials:** Paper Test **Before Testing:** Test Administrator must sign a confidentiality agreement (template available to District Test Directors at SilverShare > Assessment Resources > Forms and Templates). Paper Science tests must be ordered from DRC. The student's test record in the DRC INSIGHT Portal must be flagged with the paper accommodation prior to testing. **During Testing:** The student will use the paper test booklet and record his/her responses in the test booklet. **After Testing:** The Test Administrator must log into the INSIGHT system using the student's test session ticket and transcribe the student's responses verbatim into the INSIGHT system.	Not Applicable

Table 3: Accommodations		
Feature	**Paper/Pencil Testing**	**Online Testing**
Print-on-Demand Test Format (Summative ELA and Math only)	Students requiring a paper/pencil form of the online Smarter Balanced Summative Assessment for Grades 3–8 in ELA and/or Mathematics will be provided a Print-on-Demand test form. Print-on-Demand is only available for the Smarter Balanced Summative Assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. **Materials:** Print-on-Demand test, Supplemental Test Administration Manual (with ELA listening passage scripts) **Before Testing:** Test Administrator must sign a confidentiality agreement (template available to District Test Directors at SilverShare > Assessment Resources > Forms and Templates). For the Smarter Balanced Summative Assessments, the student's test record must be flagged with the Print-on-Demand accommodation in the DRC INSIGHT Portal prior to testing. Test session tickets for the student will be provided by the system, along with directions that instruct the Test Administrator how to access and print the required testing materials. **During Testing:** The student will use the hardcopy test booklet and record his or her responses in the hardcopy answer document. The Test Administrator will use the Print-on-Demand supplemental administration directions to facilitate the administration of the test. **After Testing:** The Test Administrator must log in to the INSIGHT system using the student's test session tickets and transcribe the student's responses verbatim into the INSIGHT system.	Not Applicable

Table 3: Accommodations		
Feature	**Paper/Pencil Testing**	**Online Testing**
Read Aloud in English – ELA Reading Passages **This accommodation is only appropriate for a very small number of students whose need is documented in an IEP or 504 plan (approximately 1–2% of students with disabilities participating in a general assessment).**	For Grades 3–5: This accommodation requires advance written approval from the Nevada Department of Education. Please contact your district test director for more information. For Grades 6–8: Read aloud in English is available as an accommodation for students whose need is documented in an IEP or 504 plan. Students using this accommodation must be tested individually in a separate setting, not in a group of students. The use of this accommodation may result in the student needing additional overall time to complete the assessment. **Before Testing:** Test Administrator must sign a confidentiality agreement (template available to District Test Directors at SilverShare > Assessment Resources > Forms and Templates). **During Testing:** The Test Administrator will read aloud ELA reading passages in English at grades 6–8. A student should have the option of asking a reader to slow down or repeat text.	For Grades 3–5: Not available. For Grades 6–8: See Text-to-Speech – ELA Reading Passages in this table for information. Students who cannot access the online Text-to-Speech tool should be administered a paper/print-on-demand form of the test with the Read Aloud in English provided by the Test Administrator.

Table 3: Accommodations		
Feature	**Paper/Pencil Testing**	**Online Testing**
Speech-to-Text	Students using alternative test formats (such as Braille, large-print, or paper) may use personal assistive communication devices for speech-to-text. The test administrator must manually transcribe all text generated by the device into the final test submission. This accommodation may be appropriate for students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys. Students will need to be familiar with the software and have had many opportunities to use it in daily instruction. Use of this accommodation does require that students know writing conventions and that they have the review and editing skills required of all students. Students using this accommodation must be tested individually in a separate setting, not in a group of students. Use of this accommodation may result in the student needing additional overall time to complete the assessment. All assessment content must be deleted from a student's assistive device after the test for security purposes.	Students testing on computers can use an assistive communication device to provide speech-to-text with the DRC INSIGHT Test Engine in one of two ways: • Integrated use: Certain devices are fully compatible and embed directly into the software via the use of the DRC INSIGHT permissive mode browser. • Non-embedded accommodation: Incompatible devices can still be used externally during testing. The test administrator must manually transcribe all text generated by the device into the final test submission. Please contact the DRC Help Desk to request the Tech Bulletin on DRC INSIGHT Permissive Mode. This accommodation may be appropriate for students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys. Students will need to be familiar with the software and have had many opportunities to use it in daily instruction. Use of this accommodation does require that students know writing conventions and that they have the review and editing skills required of all students.

Table 3: Accommodations		
Feature	**Paper/Pencil Testing**	**Online Testing**
Speech-to-Text (cont'd)		Students using this accommodation must be tested individually in a separate setting, not in a group of students. Use of this accommodation may result in the student needing additional overall time to complete the assessment. All assessment content must be deleted from a student's assistive device after the test for security purposes. The student's test record in the DRC INSIGHT Portal must be flagged with the Speech-to-Text accommodation prior to testing.
Text-to-Speech – ELA Reading Passages **This accommodation is only appropriate for a very small number of students whose need is documented in an IEP or 504 plan (approximately 1–2% of students with disabilities participating in a general assessment).**	See Read Aloud – ELA Reading Passages in this table.	For Grades 3–5: Not available. For Grades 6–8: Text-to-Speech of the ELA reading passages is available as an embedded accommodation in the INSIGHT system for students whose need is documented in an IEP or 504 plan. **Before Testing:** The student's test record in the DRC INSIGHT Portal must be flagged with the appropriate accommodation prior to testing. Students using text-to-speech will need to be supplied with headphones for the test. **During Testing:** Text-to-Speech audio will begin immediately when the student navigates to each question. On-screen audio controls are provided, allowing students to pause or replay the audio, and adjust the audio volume.

Table 3: Accommodations		
Feature	**Paper/Pencil Testing**	**Online Testing**
Word Completion	Students using alternative test formats (such as Braille, large-print, or paper) may use personal assistive communication devices for word completion. The test administrator must manually transcribe all text generated by the device into the final test submission. Word completion allows students to begin writing a word and choose from a list of single words that have been predicted from word frequency and syntax rules. The program must use only single word completion. Functionality such as phrase prediction, predict ahead, or next word will be unavailable. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program, which reads back the information the student has written. Students who use word completion in conjunction with speech output will need headphones unless tested individually in a separate setting. All assessment content must be deleted from a student's assistive device after the test for security purposes. The use of this accommodation may result in the student needing additional overall time to complete the assessment.	Students testing on computers can use assistive communication devices with the DRC INSIGHT Test Engine in one of two ways: • Integrated use: Certain devices are fully compatible and embed directly into the software via the use of the DRC INSIGHT permissive mode browser. • Non-embedded accommodation: Incompatible devices can still be used externally during testing. The test administrator must manually transcribe all text generated by the device into the final test submission. Please contact the DRC Help Desk to request the Tech Bulletin on DRC INSIGHT Permissive Mode. Word completion allows students to begin writing a word and choose from a list of single words that have been predicted from word frequency and syntax rules. The program must use only single word completion. Functionality such as phrase prediction, predict ahead, or next word will be unavailable. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program, which reads back the information the student has written.

Table 3: Accommodations		
Feature	**Paper/Pencil Testing**	**Online Testing**
Word Completion (cont'd)	Students who have documented motor or orthopedic impairments, which severely impair their ability to provide written or typed responses without the use of assistive technology, may use word completion. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language, may also use word completion. Students will need to be familiar with the software and have had many opportunities to use it in daily instruction. Use of word completion does require that students know writing conventions and that they have the review and editing skills required of all students. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.	Students who use word completion in conjunction with speech output will need headphones unless tested individually in a separate setting. All assessment content must be deleted from a student's assistive device after the test for security purposes. The use of this accommodation may result in the student needing additional overall time to complete the assessment. The student's test record in the DRC INSIGHT Portal must be flagged with the Word Completion accommodation prior to testing. Students who have documented motor or orthopedic impairments, which severely impair their ability to provide written or typed responses without the use of assistive technology, may use word completion. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language, may also use word completion. Students will need to be familiar with the software and have had many opportunities to use it in daily instruction. Use of word completion does require that students know writing conventions and that they have the review and editing skills required of all students. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.

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Nevada Usability, Accessibility, and Accommodations Guide (UAAG)



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