District-Approved Unique Accommodation Request (UAR) CMAS ELA/CSLA Spoken Response: Technology-Captured Guidance Document

The CMAS ELA (English Language Arts) and CSLA (Colorado Spanish Language Arts)* Spoken Response: Technology-Captured district-approved unique accommodation may be available to a limited number of students who have a physical disability or orthopedic impairment that significantly limits or prevents the students' motor process of ***keyboarding/typing***. There must be a direct connection between the student's disability and the ability to access the assessment. Students must have the need for this accommodation documented on their IEP or 504 plan for instructional ***and*** assessment purposes. Only qualifying students who meet specific criteria may use this accommodation on CMAS ELA or CSLA assessments and receive a valid score.

The district-approved scribe-captured spoken response accommodation is intended for use by students who have significant difficulties due to a physical disability or orthopedic impairment that affects the student's motoric process of writing. It is not intended for students with illegible handwriting or poor writing skills (this includes students whose spelling and/or word choice may be below grade level or who may have a language-based disability), dyslexia, dysgraphia, dyscalculia, students with behavioral issues to avoid writing, social-emotional delays, students who struggle with writing due to limited instruction, or the student's dictation preference over writing/typing.

Follow the instructions in the district-approved UAR form for CMAS ELA/CSLA Spoken Response: Technology-Captured. All submitted supporting data, documentation, and diagnostic or benchmark assessment results **must** be completed within the current school year.

Enter all the information on the UAR form.

- Starting with **Criterion 1**, indicate confirmation of agreement with the Criterion 1 statement. The selected answer indicates either **STOP HERE** or **COMPLETE THE FOLLOWING SUPPORTING DATA**. During form completion, if at any time the selected response indicates **STOP HERE**, the team must stop the checklist as the student *does not* meet the requirements to use the requested accommodation and still receive a valid score.
- Identify the most recent date of the student's IEP or 504 plan. The plan date must be within one year of the submission date. CDE will not review UARs with an "expected implementation" of an IEP or 504 plan.
    - Identify the student's primary disability as well as the disability that interferes with the student's access to the test (these may be different).
- There must be a direct connection between the student's disability and the need for the requested accommodation.
- In the **Request** area, confirm that all documentation is available for submission with the UAR form.
- In **Criterion 2**, identify any of the exclusionary factors that primarily prevent the student from accessing the keyboard. If one or more of these exclusionary factors are selected, then **STOP HERE**; the student does not qualify. If no exclusionary factors are identified, provide a summary of the impairment's impact on the student's ability to access writing.
- In **Criterion 3**, provide a summary of the fine motor evaluation.
- In **Criterion 4** identify the date of the most recent fine motor evaluation. Identify the percentage of time the student engages with a human scribe and, if applicable, technology used to capture responses. Identify the student's primary method of written expression.

If all criteria are met, submit the UAR form with **supporting data from the current school year** to the District Assessment Coordinator for approval. **A UAR submitted without complete information, including current English (ELA) or Spanish (CSLA) data, or other required documentation will not be approved.**

Data/documentation to include with the UAR form submission includes:

- Spoken response for computer-based test
    - Student keyboarding sample (unsupported) with the time it took to complete the sample
- Handwriting samples are not considered as supporting documentation for this UAR. Students using speech-to-text or other technology-captured response accommodation tools demonstrate an ability to access digital environments.
- If unable to provide keyboarding samples, submit an explanation of the student's inability to provide the samples.

Do not submit the student's IEP or 504 plan. IEPs and 504 plans are not considered supporting documentation, will not be reviewed, and will be discarded.

While the district approves UARs for CMAS ELA/CSLA Spoken Response: Technology Captured use, provision is contingent upon CDE approval of the technology tools used to provide these types of accommodations. **The deadline for the district to submit the *Technology-Based Response Accommodations* (TBRA) form to CDE is December 15**. Districts may implement earlier deadlines for their staff to locally submit *District-Approved UARs for CMAS ELA/CSLA Spoken Response: Technology Captured* forms to inform the need for submission of the TBRA form.

If the TBRA is approved by CDE and the UAR is approved by the district, the student may use the accommodation on the CMAS ELA/CSLA assessment and receive a valid score.

If the accommodation is not approved and the educational team provides the accommodation during administration of the CMAS ELA/CSLA assessment, CDE will instruct the district to mark the assessment as a misadministration due to the use of a non-approved accommodation. This will invalidate or suppress the score and consider the student a "non-participant" for the CMAS ELA/CSLA assessment.

Note: A number line is **not** an allowable tool or device and cannot be used on the CMAS mathematics assessment.

*Prior to submitting a UAR for CSLA, verify the student is eligible to take CSLA using the *Guidance on Eligibility for Assessments in Spanish* available through Accommodations Resources > CMAS Accommodations > Multilingual Learners.