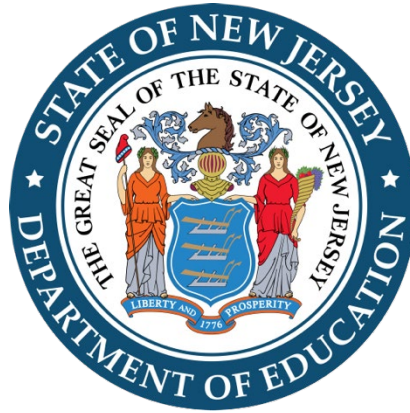




Testing Attributes Reference Manual (TARM)

Spring 2026

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Prepared by Cambium Assessment, Inc.®

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1.0 Testing Attributes Reference Manual

1.1 Introduction

This manual provides clear descriptions of testing attributes (once referred to as accessibility features and accommodations), including whether each attribute is delivered externally or through the Test Delivery System (TDS), offering guidance to educators, test coordinators, and other stakeholders. The purpose of this resource is to promote accurate implementation of accessibility supports, ensuring that all students receive the appropriate tools to participate meaningfully and equitably in statewide assessments.

Local education agencies (LEAs) and Approved Private Schools for Students with Disabilities (APSSDs) are expected to fully review the *Testing Attributes Reference Manual (TARM)* to familiarize themselves with the tools embedded in the assessment platform or those provided externally by the Test Administrator (TA).

1.2 Overview

Testing attributes are tools or settings designed to support student access to assessment content. These features may be embedded within the assessment platform or provided externally by a Test Administrator (TA). To ensure equitable access and maximize the effectiveness of these tools, it is essential that students are introduced to and allowed to practice using them well in advance of testing.

While many testing attributes are universally available to all students, their availability does not imply universal appropriateness. The selection and implementation of these tools should be grounded in the individual student's routine use of such supports during daily instruction and independent work. Tools should reflect testing attributes and strategies that the student consistently finds beneficial in their learning context.

Decision-makers must exercise careful consideration, professional judgment, and an individualized approach when determining which features are most suitable for each student. Inappropriate or unfamiliar tools, particularly those not regularly used in instructional settings, may inadvertently hinder rather than support performance. For instance, enabling text-to-speech (TTS) or audio support for mathematics content on the New Jersey Graduation Proficiency Assessment-Adaptive (NJGPA-A), New Jersey Student Learning Assessments-Adaptive (NJSLA-A), or New Jersey Student Learning Assessment-Science (NJSLA-S) for a student who does not typically use such features during instruction may lead to distraction, reduced efficiency, or unintended confusion, ultimately impacting test outcomes. Ensuring that testing attributes are thoughtfully aligned with instructional practices is critical to fostering a fair, supportive, and valid assessment experience for all students.

1.3 District Guidelines on the Prudent Use of Testing Attributes

Districts play a critical role in ensuring that all students, particularly students with disabilities and multilingual learners, have equitable access to summative assessments through appropriate testing attributes. The selection and implementation of such supports must be approached with care,

professional discretion, and a deep understanding of each student's instructional needs and learning profile.

Students with disabilities may require testing attributes that align with their Individualized Education Programs (IEPs) or Section 504 Plans. These testing attributes must be decisions made collaboratively by the IEP or Section 504 team, based on supports the student routinely uses during instruction and assessments. Testing attributes should not provide unfair advantages or alter the construct being measured; rather, they should offer equitable access by mitigating the impact of a student's disability on assessment performance.

Similarly, multilingual learners may require linguistic supports or testing attributes that reflect their level of English language proficiency and their access to such supports during classroom instruction. These may include translated test directions, word-to-word translation dictionary, or extended time. It is essential that these testing attributes are consistent with what students use during regular instruction and are appropriate to their language development level.

Districts must exercise extreme caution to avoid misapplication of testing attributes that may inadvertently confuse or distract students, potentially compromising test validity. Testing attributes should never be introduced for the first time during the summative assessment, as unfamiliar tools may negatively impact student performance.

1.4 Decision Making

All decisions regarding testing attributes should be student-centered, data-informed, and made within the context of consistent instructional practices. Professional judgment is essential to ensure that testing attributes uphold the integrity of the assessment while supporting equitable access for all learners. Districts are expected to conduct evaluations and collect documentation to support decisions made on what testing attributes have been provided and to whom.

Districts are responsible for conducting thorough evaluations and maintaining appropriate documentation to support decisions regarding the assignment of testing attributes. This process ensures that such decisions are evidence-based, student-centered, and aligned with state and federal requirements.

Documentation must clearly indicate which supports and/or testing attributes have been provided, to whom they have been assigned, and the rationale for their use. This includes demonstrating that the testing attributes are consistent with those used during regular instruction and assessments, and that they reflect each student's individual learning needs.

Proper documentation not only promotes transparency and accountability but also safeguards the validity of assessment results by ensuring that supports are appropriately matched to student needs. Districts are expected to keep records up to date and readily available for review to support monitoring, reporting, and continuous improvement efforts related to equitable assessment practices.

Testing attributes in this guide are organized according to the categories in which they are designated within the Test Information Distribution Engine (TIDE). These categories include testing tools, non-embedded supports, visual assistance tools, presentation, integration with assistive technology, and non-embedded testing attributes. Testing tools and non-embedded supports are available to all

students within the testing system and are not assigned in TIDE. Visual assistance tools, presentation features, integration with assistive technology, and non-embedded testing attributes are designated in TIDE for individual students, as appropriate, based on documented need.

The reference tables below compile all testing attributes into a single location for quick reference. Each entry includes the attribute reference ID, tool designation, tool type, indication of whether it is assigned in TIDE, and if the testing attributes are computer-based, paper-based, or both. Attributes are grouped by applicability:

- Table 1 – Testing Attributes available to all students
- Table 2 – Testing Attributes available to students with IEPs or Section 504 Plans
- Table 3 – Testing Attributes available to multilingual learners
- Table 4 – Testing Attributes by Subject

Table 1. Testing Attributes available to All Students

ID	Tool	Tool Type	Indicated in TIDE
7.21	Adaptive and Specialized Equipment or Furniture	Non-Embedded Testing Attribute	Yes
3.1	Blank Scratch Paper	Non-Embedded Support	No
4.1	Color Contrast	Visual Assistance	Yes
2.1	Embedded Calculator	Testing Tool	No
7.11	Frequent Breaks	Non-Embedded Testing Attribute	Yes
7.1	General Administration Directions Clarified	Non-Embedded Testing Attributes	Yes
7.2	General Administration Directions Read Aloud and Repeated as Necessary	Non-Embedded Testing Attributes	Yes
3.3	Headphones or Noise Buffers	Non-Embedded Support	No
2.2	Highlight	Testing Tool	No
7.13	Human Reader or Human Signer for Mathematics and Science	Non-Embedded Testing Attributes	Yes
2.3	Keyword Glossary	Testing Tool	No
2.4	Line Reader	Testing Tool	No
2.5	Mark for Review	Testing Tool	No
4.3	Masking	Visual Assistance	Yes
2.6	Notepad	Testing Tools	No

ID	Tool	Tool Type	Indicated in TIDE
3.4	Redirect Student to the Test	Non-Embedded Support	No
7.18	Separate/Alternate Location	Non-Embedded Testing Attribute	Yes
7.19	Small Group Testing	Non-Embedded Testing Attribute	Yes
7.22	Specified Area or Setting	Non-Embedded Testing Attribute	Yes
2.7	Spellcheck	Testing Tool	No
2.8	Strikethrough	Testing Tool	No
7.23	Student Reads Assessment to Self	Non-Embedded Testing Attribute	Yes
4.2	Text-to-Speech (TTS)	Visual Assistance	Yes
7.24	Time of Day	Non-Embedded Testing Attribute	Yes
2.9	Writing Tools	Testing Tool	No
2.10	Zoom	Testing Tool	No

Table 2. Testing Attributes available to Students with IEPs/Section 504 Plans

ID	Tool	Tool Type	Indicated in TIDE
5.1	American Sign Language (ASL) Videos	Presentation	Yes
7.4	Assistive Technology (Non-Screen Reader)	Non-Embedded Testing Attribute	Yes
5.3.3	Braille with Tactile Graphics	Presentation	Yes
7.5	Calculation Device and Mathematics Tools on Non-Calculator Sections	Non-Embedded Testing Attribute	Yes
6.1	Closed Captioning	Integration with Assistive Technology	Yes
7.7	English Language Arts (ELA) Constructed Response	Non-Embedded Testing Attribute	Yes
7.8	ELA Selected-Response or Technology-Enhanced Items	Non-Embedded Testing Attribute	Yes
7.6	Electronic Braille Response	Non-Embedded Testing Attribute	Yes
6.2	Embedded Co:Writer	Presentation	Yes
6.3	Embedded Speech-to-Text (STT)	Presentation	Yes
7.10	Extended Time	Non-Embedded Testing Attribute	Yes
3.2	Handheld Calculator	Non-Embedded Support	No
7.13	Human Reader or Human Signer	Non-Embedded Testing Attribute	Yes
7.12	Human Signer for Test Directions	Non-Embedded Testing Attribute	Yes
5.3.2	Large Print	Presentation	Yes
7.14	Mathematics Accommodated Response	Non-Embedded Testing Attribute	Yes
7.15	Monitor Test Response	Non-Embedded Testing Attribute	Yes
7.17	Science Accommodated Response	Non-Embedded Testing Attribute	Yes
5.3.1	Regular Print	Presentation	Yes
5.2	Refreshable Braille Display/Screen Reader	Presentation	Yes

Table 3. Testing Attributes available to Multilingual Learners

ID	Tool	Tool Type	Indicated in TIDE
7.16	Multilingual Learner Accommodated Response for the Mathematics and Science Assessments in Spanish	Non-Embedded Testing Attribute	Yes
7.10	Extended Time	Non-Embedded Testing Attribute	Yes
7.1	General Administration Directions Clarified in Student's Native Language	Non-Embedded Testing Attribute	Yes
7.2	General Administration Directions Read Aloud in Student's Native Language	Non-Embedded Testing Attribute	Yes
5.3.5	Spanish Large-Print Transadaptation of the Mathematics and Science Assessments	Presentation	Yes
5.3.4	Spanish Transadaptation of the Mathematics and Science Assessments	Presentation	Yes
4.2.2	TTS for the Mathematics and Science Assessments in Spanish	Visual Assistance	Yes
7.27	Word-to-Word Dictionary	Non-Embedded Testing Attribute	Yes

Table 4. Testing Attributes by Subject

Tool	Subject
Embedded Calculator	Mathematics and Science
Highlight	ELA, Mathematics, and Science
Line Reader	ELA, Mathematics, and Science
Mark for Review	ELA, Mathematics, and Science
Notepad	ELA, Mathematics, and Science
Spellcheck	ELA
Strikethrough	ELA, Mathematics, and Science
Writing Tools	ELA
Zoom	ELA, Mathematics, and Science
Blank scratch paper and graph paper	ELA, Mathematics, and Science
Handheld Calculator	Mathematics
Headphones or Noise Buffers	ELA, Mathematics, and Science
Redirect student to the test	ELA, Mathematics, and Science
Color Contrast	ELA, Mathematics,, and Science
Test-to-speech	ELA, Mathematics, and Science
Masking	ELA. Mathematics, and Science
Presentation	ELA, Mathematics, and Science
Paper Tester	ELA, Mathematics, and Science
Closed Captioning	ELA
Embedded Co:Writer	ELA

Tool	Subject
Embedded Speech-to-text	ELA
Directions clarified in student's native language	ELA, Mathematics, and science
Directions read aloud in student's native language	ELA, Mathematics, and Science
Answers recorded in test booklet	ELA, Mathematics, and Science
Assistive Technology – Non-screen Reader	ELA, Mathematics, and science
Calculator Device and Mathematics Tools on non-calculator sections	Mathematics
Electronic Braille Response	ELA, Mathematics, and science
Emergency Testing Attribute	ELA, Mathematics, and Science

2.0 Testing Tools

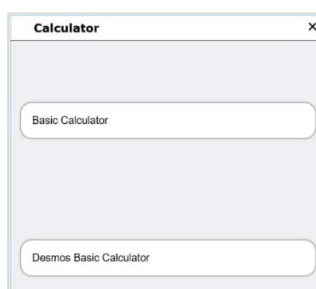
Testing tools are features embedded in the student testing interface that students can independently select and use during an assessment. These tools are available for all students.

Note: Testing tools are not designated in the Test Information Distribution Engine (TIDE).

2.1 Embedded Calculator

This support provides access within the test to the basic, scientific, and graphing calculators, depending upon the applicable grade-level test.

Figure 1. Calculator Selection in the Test Delivery System (TDS)

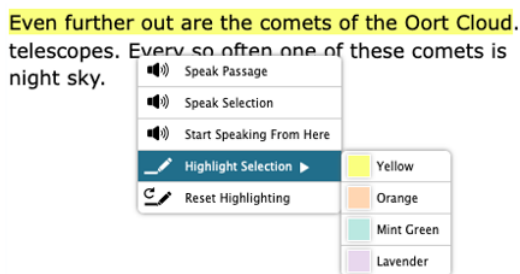


During Testing: Students may use the on-screen calculator by selecting Calculator in the global menu. The approved grade-level calculators are available in the Student Interface. Students may use the calculator that they are most familiar with. When using the Desmos calculator on Equation Editor items, students may copy text from the calculator and paste it into the Equation Editor.

2.2 Highlight

This tool enables students to highlight text on the screen in a variety of colors to help with reading comprehension and recall.

Figure 2. Highlight in TDS

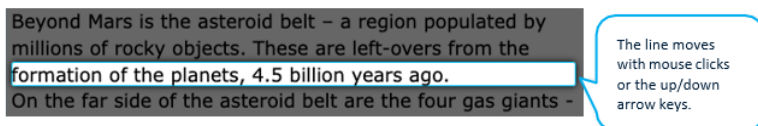


During Testing: The student may use the electronic highlighting tool to mark text as needed for recall or emphasis. Highlighting may be removed at any time. The available highlight color will vary depending on the selected color contrast option.

2.3 Line Reader

This support allows students to highlight one line of text at a time to help them focus while reading a passage or item.

Figure 3. Line Reader in TDS

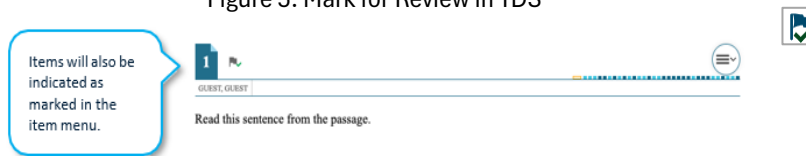


During Testing: The student may access the Line Reader tool from the global toolbar to assist with on-screen reading.

Note: The Line Reader tool is not available when the Highlighter tool is in use.

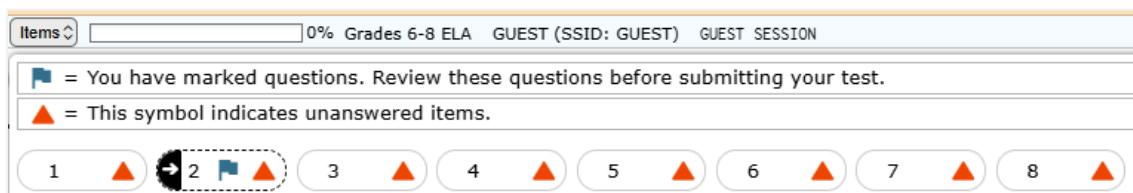
2.5 Mark for Review

Figure 5. Mark for Review in TDS



This tool allows students to flag items that they would like to review before the test ends. The question number of marked items will display a flap in the top-right corner and a flag icon on the item, in the item menu, and on the review screen of the test or segment.

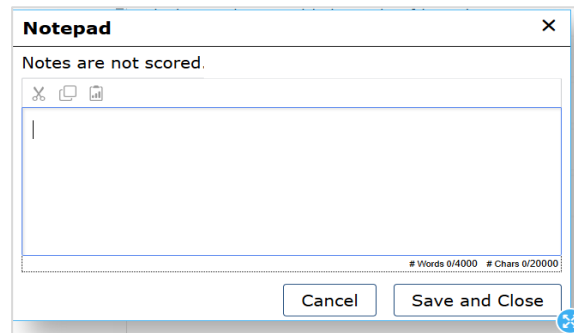
Figure 4. Item Review Indicators in TDS



2.6 Notepad

This tool allows students to take notes on a specific item. The notes that a student enters using this tool will be available only in the context menu for that particular item; when the student leaves the segment, they will no longer be able to see or edit these notes.

Figure 6. Notepad in TDS

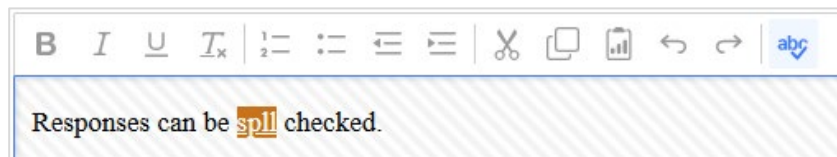


During Testing: To enter notes for a question, the student selects Notepad from the context menu. After entering a note, a pencil icon appears next to the question number on the test page. Students can only access the notes for a question on that question's test page. The copy/paste feature allows the text entered in this tool to be copied and pasted into text response areas of items displayed on that page.

2.7 Spellcheck

This tool allows a student to enter Spellcheck mode, which will underline any misspelled words. A student can check the spelling in their response and receive suggested word corrections in a constructed-response item.

Figure 7. Spellcheck in TDS



During Testing: The student uses the embedded spellcheck icon in TDS to review their written text for errors. If preferred, the student uses an external spellcheck device.

For external spellcheck device:

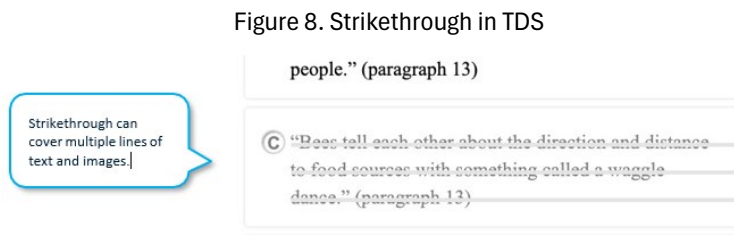
Before Testing:

Materials: The Test Administrator (TA) provides the student with an external spellcheck device during testing. While the use of an external spellcheck device does not need to be indicated in TIDE, it must be documented in the student's local records.

During Testing: The student uses the embedded spellcheck or an external spellcheck device during testing. The device must not include embedded grammar checking, internet connectivity, or the ability to save information.

2.8 Strikethrough

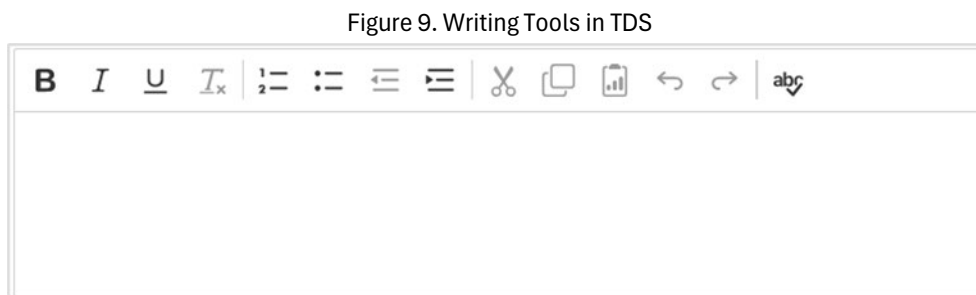
This support allows students to strike out multiple-choice answer options in order to help them narrow down the choices.



During Testing: The student selects the Strikethrough option in the item drop-down menu. On multiple-choice options, a student selects an answer, and the strikethrough appears and strikes out the answer choice. The student may disable this feature by selecting Strikethrough again in the item drop-down menu.

2.9 Writing Tools

This feature enables the cut, copy, and paste functionalities in item response areas that use a plain text editor.



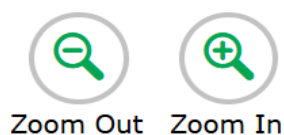
During Testing: The student may use embedded writing process tools when completing constructed-response items on the English Language Arts (ELA) assessment. Available tools include copy/paste, bold, italicize, underline, insert bullets, numbered lists, undo, redo, and spellcheck.

Note: The copy/paste functionality does not include the ability to copy test content. Only text contained within a student response can be copied and pasted.

2.10 Zoom

This feature allows the student to change the print size for test content. The zoom tool increases the size of all content on the test, which allows the text to wrap and scroll so that the student does not have the burden of operating a magnification window while also taking the test. Changes to zoom levels will persist throughout the test until the student adjusts them again.

Figure 10. Zoom in TDS



During Testing: To enlarge the text and images on a test page, students select Zoom In. Multiple zoom levels are available. To undo zooming, students select Zoom Out.

3.0 Non-Embedded Supports

Non-embedded supports are tools provided outside the digital testing platform and are not designated in the Test Information Distribution Engine (TIDE). These supports are available and may not require prior documentation.

Note: Non-embedded supports are not designated in TIDE.

3.1 Blank Scratch Paper

Before Testing: Test Administrators (TAs) are required to provide each student with a minimum of one sheet of blank scratch paper (lined or unlined) and one sheet of blank graph paper for every test segment. If graph paper is provided, it must be completely blank, without labels or axes (e.g., no x- or y-axes). For students with visual impairments, alternative formats such as braille paper, raised line paper, bold line paper, raised line graph paper, bold line graph paper, abacus, or a math window may be used.

During Testing: Students may use blank scratch paper (lined, unlined, or graph) to take notes and work through test items during testing. Additional sheets may be provided as needed; however, only one sheet of blank scratch paper is issued at a time. If a student requires an additional sheet, the TA must first collect the used scratch paper before providing a new one.

After Testing: TAs are responsible for collecting all scratch paper at the conclusion of testing. Any scratch paper that has been used must be securely destroyed to maintain test security. Schools may reuse scratch paper only if it is completely blank.

3.2 Handheld Calculator

This support allows students to use handheld/non-embedded testing attribute tools as indicated in their Individualized Education Programs (IEPs) or Section 504 Plans.

Before Testing:

Materials: Allowable calculators for the calculator testing attribute on calculator-approved items include the following:

- Grades 3–5: Four-function calculator with square root and percentage functions
- Grades 6–7: Four-function calculator with square root and percentage functions
- Grade 8: Scientific calculators (A student may also have access to a four-function calculator with square root and percentage functions in addition to a grade-level.)
- High School: Graphing calculators with functionalities consistent with TI-84+ or similar models (A student may also bring a scientific calculator or a four-function calculator with square root and percentage functions if indicated in the IEP or Section 504 Plan.)

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 sections of the mathematics assessments. If a talking calculator is used, the student must use headphones or be tested in a separate setting.

3.3 Headphones or Noise Buffers

Before Testing: The TA prepares the classroom with headphones for participating students.

During Testing: The student uses headphones or noise buffers during testing to minimize distractions, access embedded text-to-speech, or reduce external noise. Headphones are also required for the English Language Arts (ELA) assessment. If headphones are used solely as noise buffers, they must not be plugged into the testing device.

3.4 Redirect Student to the Test

During Testing: The TA may redirect a student’s attention to the test as needed, without providing coaching, assistance, or guidance on test content. There is no limit to the number of times a TA may redirect a student. Examples include providing verbal reminders to stay on task or offering visual cues to maintain focus during the assessment.

4.0 Visual Assistance Tools

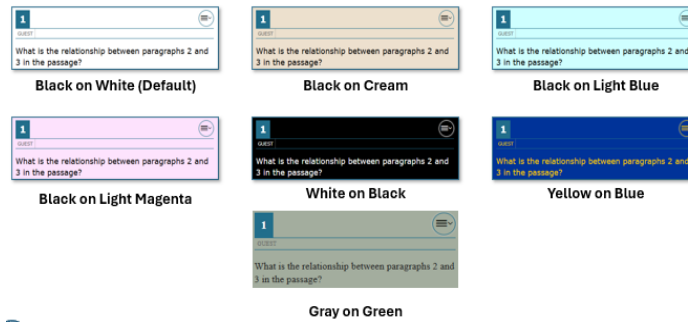
Visual assistance tools are accessibility features embedded within the digital testing platform to support students with visual needs.

Note: Visual assistance tools must be designated in the Test Information Distribution Engine (TIDE).

4.1 Color Contrast

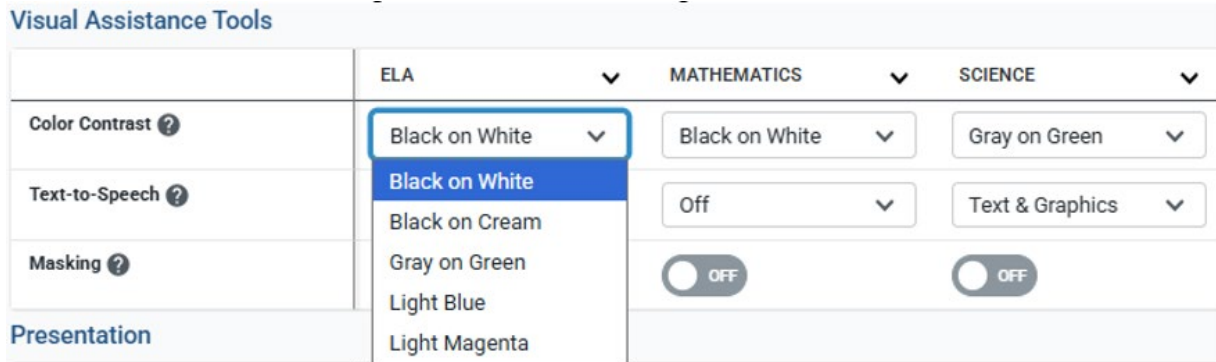
This testing attribute allows students with visual impairments or reading deficiencies to alter text color and background color so that test content can be read more easily. Color options include Black on White, Black on Cream, Gray on Green, Light Blue, Light Magenta, Reverse Contrast, and Yellow on Blue.

Figure 11. Color Contrast in the Test Delivery System (TDS)



Before Testing: The student must have “Color Contrast” indicated, including specific color, within TIDE to activate this feature on the platform.

Figure 12. Color Contrast Settings in TIDE



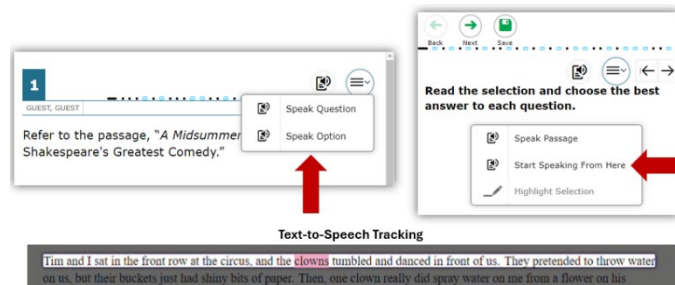
During Testing: The Test Administrator (TA) cannot change the test setting; however, the student can change the color as needed once inside the test.

4.2 Text-to-Speech

This feature allows the computer to read text and describe graphics aloud, including directions, passages and test items.

4.2.1 Text-to-Speech

Figure 13. Text-to-Speech (TTS) in TDS



Before Testing:

- **Identification:** The student must have a TTS option indicated in the English Language Arts (ELA), mathematics, and/or science column in TIDE to access this feature in the Student Interface.
- The TA should ensure that the student has taken a practice test to become familiar with how to use the TTS feature in the Student Interface.
- For ELA: Students assigned Text-to-Speech for ELA must have this testing attribute outlined in a valid IEP or Section 504 plan.
- For Mathematics and or Science: Students assigned Text-to-Speech for Mathematics and or Science do not require an IEP or Section 504 plan.

Differences Between Text Only and Text Plus Graphics:

- Text Only – Reads printed text but does not read any alternate text descriptions for images.
- Text Plus Graphics – Reads all printed text and the hidden alternate text descriptions for images.

Figure 14. TTS Settings in TIDE

Visual Assistance Tools		
	ELA	MATHEMATICS
Color Contrast ?	Black on White	Black on White
Text-to-Speech ?	Off	Off
Masking ?	Off Text & Graphics	☐ OFF

During Testing: To listen to an item and/or answer options, students open the TTS menu and select Speak Question. To listen to a portion of text such as a word or phrase, students highlight the text, open the TTS menu, and select Speak Selection.

- When listening to items, students can pause TTS and then resume it at the point where it was paused. This functionality is not available on ChromeOS. To listen to TTS read from anywhere in a passage or item to the end of that passage or item, students can right-click where TTS should begin reading and select Start Speaking From Here.
- To listen to an item and/or its answer options, students open the item TTS menu and select one of the following Speak options:
 - To listen to the item and answer options, students select Speak.
 - To listen only to an answer option, select Speak Option from the TTS menu and then select the answer option. Students can also right-click the answer option and select Speak Option [option letter].

4.2.2 Text-to-Speech

The student must have Text-to-Speech (see Figure 15) in Mathematics and/or Science and Spanish Presentation (see Figure 16) in Mathematics and/or Science indicated in the Testing Attributes section of TIDE.

4.2.3 TTS Settings

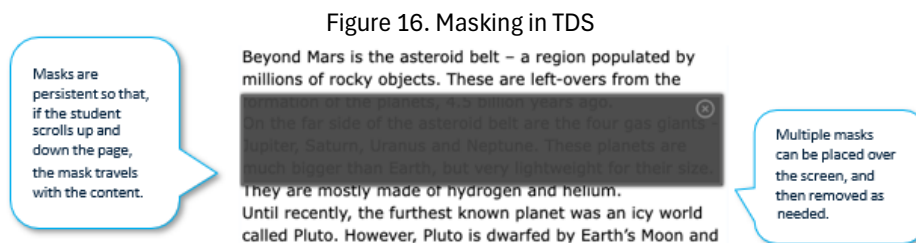
Figure 15. Spanish Presentation in TIDE

Presentation	
	ELA ▼ MATHEMATICS ▼
American Sign Language Videos ?	OFF OFF
Presentation ?	English ▼ Spanish ▼
Paper Tester ?	None ▼ Regular Print ▼

This tool allows students with TTS to adjust the volume of audio content while inside the test. It is available for all students with TTS enabled in English or Spanish.

4.3 Masking

This support enables students who are easily distracted to mask portions of test content on the screen so that they can focus on their work.



Before Testing:

The student must have “Masking” indicated in TIDE to access this feature in the Student Interface.

Figure 17. Masking Settings in TIDE

Visual Assistance Tools	
	ELA ▼ MATHEMATICS ▼
Color Contrast ?	Black on White ▼ Black on White ▼
Text-to-Speech ?	Off ▼ Off ▼
Masking ?	ON ☒ OFF ☐

During Testing: When masking is enabled, the student will be able to mask portions of test content so they can focus on their work.

5.0 Presentation

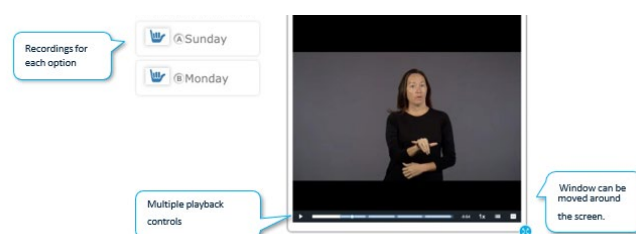
Presentation supports offer different formats of the test to meet individual student needs.

Note: Presentation tools must be designated in the Test Information Distribution Engine (TIDE).

5.1 American Sign Language Videos

Students with this testing attribute can view American Sign Language (ASL) videos that are specific to test content inside the assessment.

Figure 18. ASL Functionality in the Test Delivery System (TDS)



Before Testing: This testing attribute must be indicated in TIDE in order to access this feature in the Student Interface.

Figure 19. ASL Settings in TIDE

Presentation		
	ELA	MATHEMATICS
American Sign Language Videos ?	ON	ON

During Testing: To open and play an embedded ASL video, the student selects American Sign Language from the context menu or the ASL button next to the context menu. If only one ASL video is available, the video opens automatically. If multiple ASL videos are available, sign language icons appear next to the test content for each video. The student selects the icon for the test content to be translated into ASL. If the ASL video content includes chapter markers, the student can jump from one point of the video to another.

5.2 Refreshable Braille Display/Screen Reader

This support adjusts the security of the secure browser so that the student can use other assistive technology (e.g., Job Access With Speech [JAWS], Zoom) while taking the test.

Refreshable Braille Display/Screen Reader is a TDS testing attribute that allows students to use non-embedded assistive technology to complete tests in the Secure Browser. It must be turned on for any students testing with third-party assistive technology tools. When Refreshable Braille Display/Screen Reader is turned on, the Secure Browser's security settings will be partially lowered to allow students to

use tools that would otherwise be blocked, and content will be presented vertically. This testing attribute should be assigned to students in TIDE before they begin testing.

Refreshable Braille Display/Screen Reader is only available for computers running supported desktop Windows and macOS operating systems. Refreshable Braille Display/Screen Reader on macOS is supported with Secure Browser 18.0. When using Windows devices, the taskbar remains on the screen throughout the test after enabling accessibility software. However, forbidden applications are still prohibited.

Refreshable Braille Display/Screen Reader is activated when students are approved for testing in TDS. The student’s assistive technology should already be set up for use with TDS when they begin testing with Refreshable Braille or Screen Reader mode.

When Refreshable Braille Display/Screen Reader mode is turned on, standard keyboard commands in the Secure Browser will be disabled in order to accommodate any potential keyboard commands associated with the assistive technology the student may be using. For information about standard keyboard commands in the Secure Browser, see the Test Administrator User Guide.

Before Testing: Refreshable Braille Display/Screen Reader mode must be turned on in TIDE. It is highly advisable that the Test Administrator (TA) performs a test run prior to operational administration.

Figure 20. Refreshable Braille Display/Screen Reader Settings in TIDE

Presentation	
	ELA ▼ MATHEMATICS ▼
American Sign Language Videos ?	☐ OFF ☐ OFF
Presentation ?	Refreshable Braille Display/Screen Reader ▼ English ▼
Paper Tester ?	Select ▼ English Refreshable Braille Display/Screen Reader Spanish

During Testing: Students can follow the instructions in this section to use assistive technology alongside the Secure Browser with all supported Windows operating systems.

For additional information about Refreshable Braille Display/Screen Reader, refer to the Assistive Technology Manual located on the [New Jersey Assessments Portal](#).

5.3 Paper Tester

5.3.1 Regular Print

Before Testing: The student must have “Regular Print” selected in the Paper Tester drop-down in the Testing Attributes section of TIDE.

Figure 21. Regular-Print Settings in TIDE

Presentation		
	ELA	MATHEMATICS
American Sign Language Videos ?	☐ OFF	☐ OFF
Presentation ?	English	English
Paper Tester ?	Regular Print	Regular Print

5.3.2 Large Print

Before Testing: The student must have “Large Print” indicated in the Paper Tester field in the Testing Attributes section of TIDE.

Figure 22. Large-Print Settings in TIDE

Presentation		
	ELA	MATHEMATICS
American Sign Language Videos ?	☐ OFF	☐ OFF
Presentation ?	English	English
Paper Tester ?	Large Print	Large Print

5.3.3 Braille with Tactile Graphics

Before Testing: The student must have “Braille with Tactile Graphics” indicated in the Paper Tester field in the Testing Attributes section of TIDE.

Note: The indication of “Braille with Tactile Graphics” will be used to calculate initial paper order quantities and will also make the student ineligible for the online tests. Responses to the student’s test must be entered into the Response Entry (RE) Interface.

Figure 23. Braille with Tactile Graphics Settings in TIDE

Presentation		
	ELA	MATHEMATICS
American Sign Language Videos ?	☐ OFF	☐ OFF
Presentation ?	English	English
Paper Tester ?	Braille with Tactile Graphics	Braille with Tactile Graphics

5.3.4 Spanish Transadaptation of the Mathematics and/or Science Assessment

Before Testing: The student must have “Spanish Regular Print” indicated for mathematics and/or science in the Paper Tester field in the Testing Attributes section of TIDE. TAs providing this testing attribute 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.

After Testing: The district is required to enter student responses into the RE Interface.

Note: If the student is also receiving a Human Reader testing attribute, the test can be read aloud in Spanish only (i.e., the test cannot be read aloud in English in addition to Spanish).

5.3.5 Spanish Large-Print Transadaptation of the Mathematics and/or Science Assessment

Before Testing: The student must have “Spanish Large Print” indicated in the Paper Tester field for mathematics and/or science in the Testing Attributes section of TIDE.

Figure 24. Spanish Large-Print Settings in TIDE

Presentation		
	ELA	MATHEMATICS
American Sign Language Videos ?	☐ OFF	☐ OFF
Presentation ?	English	Spanish
Paper Tester ?	Large Print	Large Print

Testing Materials: Paper-based, Large-Print Spanish Transadaptation of the Mathematics and/or Science assessment.

During Testing: The student must be provided with a Large-Print Spanish Transadaptation of the Mathematics and/or Science assessment. The student may be tested in a separate setting.

After Testing: The district is required to enter student responses into the RE Interface.

6.0 Integration with Assistive Technology

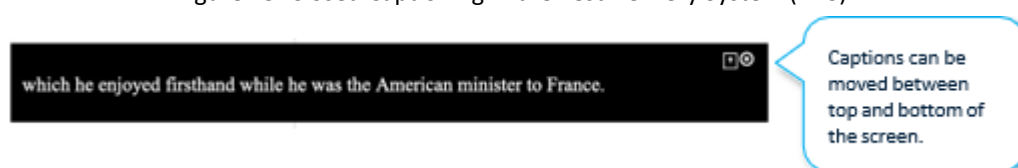
Integration with assistive technology supports offers embedded tools and compatibility with assistive devices to meet student needs.

Note: Integration with assistive technology tools must be designated in the Test Information Distribution Engine (TIDE).

6.1 Closed Captioning

For test items that include “listening” to audio, students who are deaf or hard of hearing are presented with closed-captioned text as an alternate mode of access to test content.

Figure 25. Closed Captioning in the Test Delivery System (TDS)



Before Testing: Students must have the “Closed Captioning” indicator selected in TIDE.

Figure 26. Closed Captioning Settings in TIDE

Integration with Assistive Technology			
	ELA	▼	MATHEMATICS
Closed Captioning ?	ON		ON

During Testing: Questions and stimuli with audio elements automatically display closed captioning for students testing with the appropriate testing attributes.

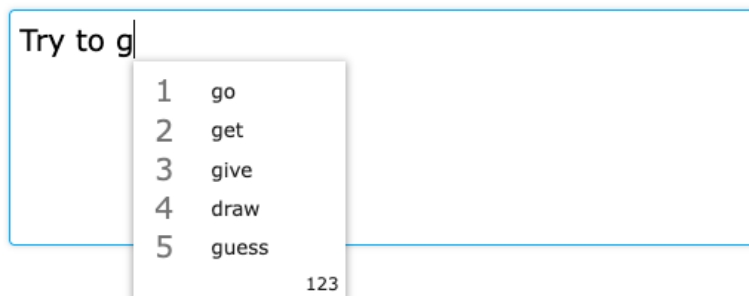
Students may select the up arrow to move the closed captioning to the top of the screen or the down arrow to move it to the bottom. Students may also exit closed captioning by selecting the X icon.

6.2 Embedded Co:Writer

Embedded Co:Writer is a tool which suggests words for students as they type responses for test questions.

This testing attribute provides suggested words in a pop-up menu as students type a written response to an item. This allows students who have difficulty typing to easily select words without slowing down their testing experience.

Figure 27. Embedded Co:Writer



Before Testing: Students must have “Embedded Co:Writer” indicated in TIDE.

Figure 28. Embedded Co:Writer Setting in TIDE

Integration with Assistive Technology	
	ELA ▼
Closed Captioning ?	☐ OFF
Embedded Speech-to-Text ?	☐ OFF
Embedded Co:Writer ?	☒ ON

During Testing: To use the Embedded Co:Writer tool, students begin to type in the text box for an item with a written response. Suggested words automatically pop up based on what students type. To select a suggested word, students do either of the following:

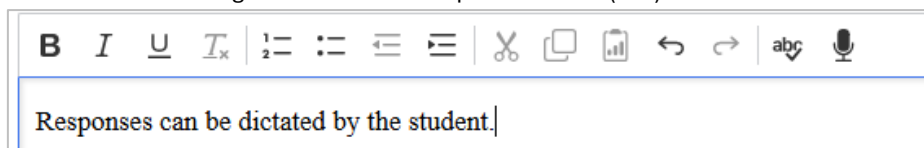
- To select a word with the mouse, select it in the list of words.
- To select a word using keyboard navigation, press the number key associated with that word in the list.

Note: Since number keys are used to select options in the menu, students may not be able to use some number keys to enter numerals in the text box. If a student needs to enter a numeral when Embedded Co:Writer is enabled, they should select “123” in the corner of the pop-up. A list of numerals appears. Students can select a numeral or “abc” to return to the list of suggested words.

6.3 Embedded Speech-to-Text

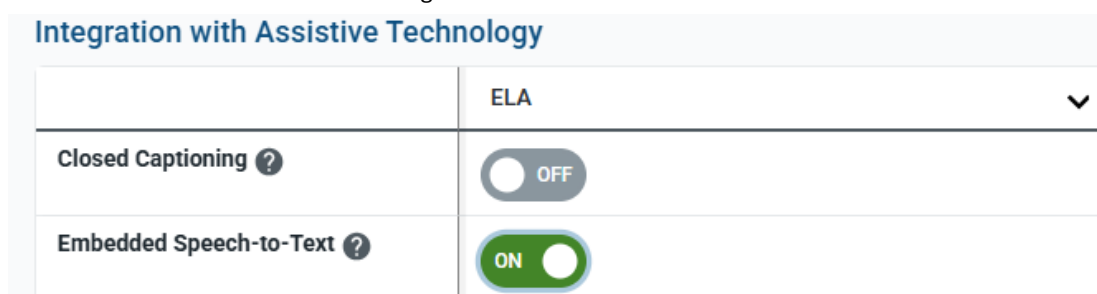
This testing attribute allows students to use their voice to dictate their response to a constructed-response item.

Figure 29. Embedded Speech-to-Text (STT) in TDS



Before Testing: Students must have “Embedded Speech-to-Text” indicated in TIDE.

Figure 30. Embedded STT in TIDE



During Testing: To use STT, students may select the microphone icon in the formatting toolbar of the item response area and begin speaking. The dictated response will appear transcribed in the item response area.

7.0 Non-Embedded Testing Attributes

Non-embedded testing attributes are accessibility options delivered outside the testing platform. These supports are designated for students with an Individualized Education Program (IEP), Section 504 Plan, or multilingual learner eligibility.

Note: Non-embedded testing attributes must be designated in the Test Information Distribution Engine (TIDE).

7.1 Administration Directions Clarified in Student’s Native Language

Before Testing: The student must have “General Administration Directions Clarified in Student’s Native Language” indicated in TIDE.

Test Administrators (TAs) providing this testing attribute should be literate and fluent in English, as well as in the student’s native language. If a TA who speaks the student’s native language is not available,

districts may use the Guidance for Web-Based Apps for ML Read Aloud Test Directions available on the New Jersey Assessments Portal.

Figure 31. Administration Directions Clarified in Student’s Native Language Settings in TIDE

Non-Embedded Accommodations		
	ELA	MATHEMATICS
Non-Embedded Accommodations ?	Admin Dir Clarified in Student Native Lang	Admin Dir Clarified in Student Native Lang

During Testing: The TA clarifies general administration directions only in the student’s native language. TAs providing this testing attribute should ideally be literate and fluent in English, as well as in the student’s native language, if available. The student may request that directions be clarified. The student must be tested in a separate setting.

7.2 Administration Directions Read Aloud in Student’s Native Language

Before Testing: The student must have “General Administration Directions Read Aloud in Student’s Native Language” selected in TIDE.

Test directions will be translated into the following languages for the field: Arabic, Bengali, Chinese (Mandarin), Gujarati, Haitian Creole, Korean, Portuguese, Russian, Spanish, and Urdu.

If written general administration directions are not available in the student’s native language, district personnel fluent in both English and the student’s native language may provide the translated directions for the TA to read to the student or districts may use the Guidance for Web-Based Apps for ML Read Aloud Test Directions located on the New Jersey Assessments Portal.

Figure 32. Administration Directions Read Aloud in Student’s Native Language Settings in TIDE

Non-Embedded Accommodations		
	ELA	MATHEMATICS
Non-Embedded Accommodations ?	Admin Dir Read Aloud in Student Native Lang - ARA	Admin Dir Read Aloud in Student Native Lang - ARA

TAs providing the general administration directions in languages other than English must review the directions in advance in order to provide consistent transadaptations. TAs providing this testing attribute will ideally be literate and fluent in English, as well as in the student’s native language.

During Testing: The TA 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.

7.3 Answers Recorded in Test Booklet

During Testing: The student records answers directly in the test booklet.

After testing: Student responses from the test booklet must be transcribed exactly as written into the assessment platform through the RE Interface.

7.4 Assistive Technology – Non-Screen Reader

Before Testing: The student must have “Assistive Technology - Non-Screen Reader” indicated within TIDE.

Figure 33. Assistive Technology - Non-Screen Reader Settings in TIDE

The screenshot shows the 'Non-Embedded Accommodations' section in the TIDE interface. It features two columns for 'ELA' and 'MATHEMATICS'. Each column has a dropdown menu set to 'Assistive Technology - Non-Screen Reader'. A 'Non-Embedded Accommodations' header with a question mark icon is on the left.

	ELA	MATHEMATICS
Non-Embedded Accommodations ?	Assistive Technology - Non-Screen Reader	Assistive Technology - Non-Screen Reader

During Testing: The student may use a range of assistive technologies, including devices that are compatible with the assessment platform and those that are used externally on a separate device.

After Testing: TAs are responsible for collecting all student work created from assistive technology devices. Content must be cleared off all devices, and student work must be securely destroyed.

7.5 Calculation Device and Mathematics Tools on Non-Calculator Sections

The use of this testing attribute on the non-calculator portion 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, and division). The IEP or Section 504 plan must specify which device(s) or manipulatives.

Allowable mathematics tools include the following:

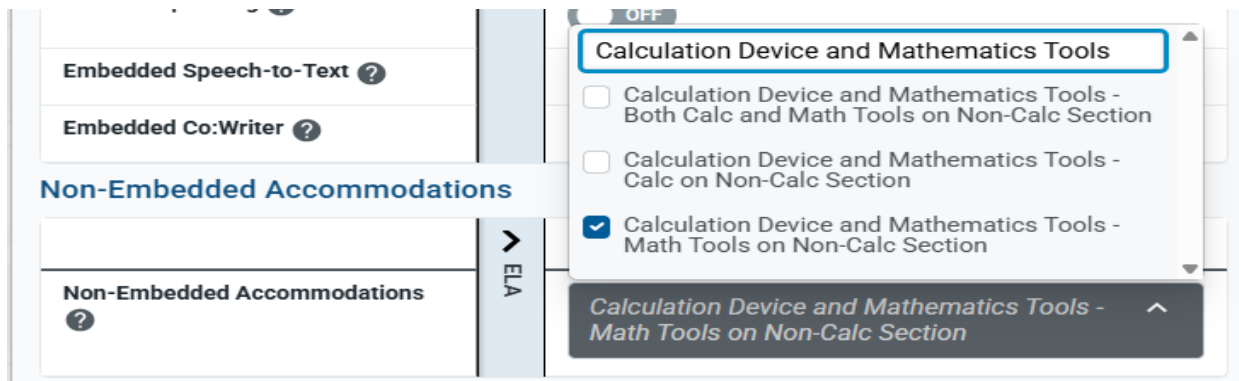
- Arithmetic tables (e.g., addition charts, subtraction charts, multiplication charts, division charts)
- Two-color chips (e.g., single-sided or double-sided)
- Counters and counting chips
- Square tiles
- Base 10 blocks
- 100s chart

Before Testing: A student must have “Calculation Device and Mathematics Tools – Both Calc and Math Tools on Non-Calc Section”, “Calculation Device and Mathematics Tools – Calc on Non-Calc Section”, or “Calculation Device and Mathematics Tools – Math Tools on Non-Calc Section,” indicated in TIDE.

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 Section 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.

Figure 34. Calculation Device and Mathematics Tools Settings in TIDE



Important guidelines for identifying students to receive this testing attribute:

- IEP teams and Section 504 Plan coordinators should carefully review the following guidelines before identifying students to receive this testing attribute. 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 about whether to provide the student with this testing attribute, IEP teams and Section 504 Plan coordinators should consider whether the student has the following:

- 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 testing attribute in the student's IEP or Section 504 Plan, teams should consider whether

- the student is unable to perform calculations without the use of a calculation device, arithmetic table, or manipulative during routine instruction;
- the student's inability to perform mathematical calculations is documented in evaluation summaries from locally-administered diagnostic assessments; and
- 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 testing attribute, no claims should be inferred regarding the student's ability to perform basic mathematical calculations without the use of a calculator.

7.5.1 Calculator and Mathematics Tools on Non-Calculator Sections

Before Testing: The student must have “Calculation Device and Mathematics Tools - Both Calc and Math Tools on Non-Calc Section” identified in TIDE.

7.5.2 Calculator on Non-Calculator Sections

Before Testing: The student must have “Calculation Device and Mathematics Tools - Calc on Non-Calc Section” identified in TIDE.

7.5.3 Mathematics Tools on Non-Calculator Sections

Before Testing: The student must have “Calculation Device and Mathematics Tools - Math Tools on Non-Calc Section” identified in TIDE.

7.6 Electronic Braille Response

Before Testing: The student must have “Electronic Braille Response-Braille Note Taker” or “Electronic Braille Response-Braille Writer” identified in TIDE.

Figure 35. Electronic Braille Response Settings in TIDE

Non-Embedded Accommodations

	ELA	MATHEMATICS
Non-Embedded Accommodations ?	Electronic Braille Response-Braille Writer	Electronic Braille Response-Braille Note Taker

During Testing: A student who is blind or has a visual impairment may use an electronic braille notetaker. The grammar checker, internet, and stored file functionalities must be turned off. For students using braille forms, the directions for filling in a circle, making marks, and erasing do not apply. Students should number their responses to ensure that their answers can be transcribed accurately into the Response Entry (RE) Interface.

After Testing: Student responses generated using an electronic braille notetaker must be transcribed verbatim into the test booklet. Afterward, the responses from the test booklet must be transcribed into the RE Interface. Students should number their responses to ensure that their answers can be transcribed accurately into the RE Interface. At least two persons must be present during the transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a DTC or STC. Refer to the Protocol for the Use of the Scribe Testing Attribute.

TAs are responsible for collecting all student work created using assistive technology devices. Test-related content must be deleted from all devices and securely destroyed.

7.6.1 Electronic Braille Response – Braille Note Taker

Before Testing: The student must have “Electronic Braille Response-Braille Note Taker” identified in TIDE.

7.6.2 Electronic Braille Response – Braille Writer

Before Testing: The student must have “Electronic Braille Response-Braille Writer” identified in TIDE.

7.7 English Language Arts Constructed Response

Note: IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying if a student should be assigned these testing attributes. If all guidelines are not met, and the student is given the Human Scribe accommodation on the 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 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 504 plan, teams/coordinators student’s IEP or 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.

Figure 36. English Language Arts (ELA) Constructed-Response Settings in TIDE

The screenshot shows the TIDE interface for setting ELA Constructed Response. A dropdown menu is open, showing four options, each with an unchecked checkbox:

- ELA Constructed Response - External AT Device
- ELA Constructed Response - Human Scribe
- ELA Constructed Response - Human Signer
- ELA Constructed Response - STT

Below the dropdown menu, there is a section labeled "Non-Embedded Accommodations" with a question mark icon. To the right of this section is a button labeled "None" with an upward arrow icon.

7.7.1 ELA Constructed Response – External Assistive Technology Device

Before Testing: The student must have “ELA Constructed Response - External AT Device” identified in TIDE.

7.7.2 ELA Constructed Response – Human Scribe

If a human scribe is used for ELA constructed-response items, the guidance outlined in the *Appendix C: Use of Scribe Testing Attribute* must be adhered to at all times.

Before Testing: The student must have “ELA Constructed Response - Human Scribe” identified in TIDE.

7.7.3 ELA Constructed Response – Human Signer

Before Testing: The student must have “ELA Constructed Response - Human Signer” identified in TIDE.

See guidance in section 7.13

7.7.4 ELA Constructed Response – STT

Before Testing: The student must have “ELA Constructed Response - STT” identified in TIDE.

For more information about speech-to-text (STT), see Section 6.3.

7.8 ELA Selected-Response or Technology-Enhanced Items

Figure 37. ELA Selected-Response or Technology Enhanced Settings in TIDE

The screenshot displays the 'Non-Embedded Accommodations' section in the TIDE system. A dropdown menu is open, showing a list of options for 'ELA Sel' (Selected Response or Technology-Enhanced Items). The options are:

- ☐ ELA Sel Response or Tech Enhanced Items - External AT Device
- ☐ ELA Sel Response or Tech Enhanced Items - Human Scribe
- ☐ ELA Sel Response or Tech Enhanced Items - Human Signer
- ☐ ELA Sel Response or Tech Enhanced Items - STT

At the bottom of the dropdown menu, there is a button labeled 'Electronic Braille Response-Braille Writer' with an upward arrow icon. The background shows a table with the header 'Non-Embedded Accommodations' and a question mark icon in the first column.

7.8.1 ELA Selected-Response or Technology-Enhanced Items – External Assistive Technology Device

Before Testing: The student must have “ELA Sel Response or Tech Enhanced Items - External AT Device” identified in TIDE.

7.8.2 ELA Selected-Response or Technology-Enhanced Items – Human Scribe

If a human scribe is used for ELA selected-response or technology-enhanced items, the guidance outlined in the Protocol for the Use of Scribe Testing Attribute.

Before Testing: The student must have “ELA Sel Response or Tech Enhanced Items - Human Scribe” identified in TIDE.

7.8.3 ELA Selected-Response or Technology-Enhanced Items – Human Signer

Before Testing: The student must have “ELA Sel Response or Tech Enhanced Items - Human Signer” identified in TIDE.

See guidance in section 7.13

7.8.4 ELA Selected-Response or Technology-Enhanced Items – STT

Before Testing: The student must have “ELA Sel Response or Tech Enhanced Items - STT” identified in TIDE.

For more information about STT, see Section 6.3.

7.9 Emergency Testing Attribute (for ELA, Mathematics, Science)

In cases where a student needs a testing attribute 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.

Before Testing: The student must have “Emergency Testing Attribute” identified in TIDE.

Figure 38. Emergency Testing Attribute Settings in TIDE

Non-Embedded Accommodations		
	ELA ▼	MATHEMATICS ▼
Non-Embedded Accommodations ?	Emergency Accommodation - Other ▼	Emergency Accommodation - Human Scribe ▼

7.9.1 Emergency Testing Attribute – Human Scribe

Before Testing: The student must have “Emergency Testing Attribute - Human Scribe” identified in TIDE.

7.9.2 Emergency Testing Attribute – Other

Before Testing: The student must have “Emergency Testing Attribute - Other” identified in TIDE.

7.10 Extended Time

Before Testing: The student must have this non-embedded testing attribute identified in TIDE.

During Testing: Students have until the end of the school day to complete each scheduled test session administered during the prescribed testing window. It is recommended to test students receiving the extended time testing attribute 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 each scheduled test session by the end of the school day.

Figure 39. Extended Time Settings in TIDE

Non-Embedded Accommodations

	ELA	MATHEMATICS
Non-Embedded Accommodations ?	Extended Time - IEP504	Extended Time - ML

7.10.1 Types of Extended Time

- Extended Time – IEP/Section 504 Plan
 - Before Testing:** The student must have “Extended Time – IEP/504” identified in TIDE.
- Extended Time – Multilingual
 - Before Testing:** The student must have “Extended Time – ML” identified in TIDE.
- Extended Time – Both
 - Before Testing:** The student must have “Extended Time – Both” identified in TIDE.

7.11 Frequent Breaks

Before Testing: The student must have “Frequent Breaks” identified in TIDE.

Guidance on logistics for administering the NJSLA-A, NJSLA-S, and NJGPA-A with frequent breaks:

Medical Breaks: The student takes a break due to pre-existing or sudden onset of a temporary or long-term medical condition. The student’s testing time stops.

IEP or Section 504 Plan Breaks: The student takes a break as determined by their IEP or Section 504 Plan. The student’s testing time stops.

Additional Guidance: Students may take a bathroom break within their overall allotted testing time at the discretion of the TA; however, the testing clock will continue to run. Similarly, students who are provided with in-chair stretch breaks may take these breaks at the discretion of the TA, with testing time continuing uninterrupted.

Figure 40. Frequent Breaks Settings in TIDE

Non-Embedded Accommodations

	ELA ▼	MATHEMATICS ▼
Non-Embedded Accommodations ?	Frequent Breaks ▼	Frequent Breaks ▼

7.12 Human Signer for Test Directions

Before Testing: The student must have “Human Signer for Test Directions” identified in TIDE.

See guidance in section 7.13

Figure 41. Human Signer for Test Directions Settings in TIDE

Non-Embedded Accommodations

	ELA ▼	MATHEMATICS ▼
Non-Embedded Accommodations ?	Human Signer for Test Directions ▼	Human Signer for Test Directions ▼

During Testing: The student must be assigned a dedicated testing device. In addition, a separate external monitor must be connected to the student’s device to allow test content to be projected for the TA to view. The TA will use this setup to sign test content to the student. This testing attribute must be administered in a separate one-to-one setting.

7.13 Human Reader or Human Signer

Before Testing: The student must have “Human Reader or Signer” identified in TIDE.

Testing Materials:

- Student testing device
- Separate computer monitor for use by the TA **if using Windows OS**
- Secure accommodated test booklet(s) for use by the TA if using macOS or Chrome OS (e.g., any operating system other than Windows OS). Note: the secure accommodated test booklet(s) must be ordered during the Additional Order window.

Administration guidance: Testing organizations must adhere to the guidance outlined in *Appendix E: Human Reader Guidelines* or *Appendix F: Human Signer Guidelines* to appropriately administer this testing attribute.

Pause a Test: If a test needs to be paused and continued at a later time, both the TA and the student should pause the assessment.

Figure 42. Human Signer or Human Reader Settings in TIDE

Non-Embedded Accommodations

	ELA	MATHEMATICS
Non-Embedded Accommodations	Human Signer or Human Reader	Human Signer or Human Reader

7.14 Mathematics Accommodated Response

7.14.1 Mathematics Accommodated Response – External Assistive Technology Device

Before Testing: The student must have “Mathematics Accommodated Response - External AT Device” identified in TIDE.

7.14.2 Mathematics Accommodated Response – Human Scribe

If a human scribe is used for Mathematics Accommodated Response, the guidance outlined in the Protocol for the Use of Scribe Testing Attribute.

Before Testing: The student must have “Mathematics Accommodated Response - Human Scribe” identified in TIDE.

7.14.3 Mathematics Accommodated Response – Human Signer

Before Testing: The student must have “Mathematics Accommodated Response - Human Signer” identified in TIDE.

See guidance in section 7.13

7.14.4 Mathematics Accommodated Response – STT

Before Testing: The student must have “Mathematics Accommodated Response - STT” identified in TIDE.

For more information about STT, see Section 6.3.

7.15 Monitor Test Response

Before Testing: The student must have “Monitor Test Response” identified in TIDE.

Figure 43. Monitor Test Response Settings in TIDE

Non-Embedded Accommodations		
	ELA ▼	MATHEMATICS ▼
Non-Embedded Accommodations ?	Monitor Test Response ▼	Monitor Test Response ▼

During Testing: The TA monitors proper placement of student responses. This testing attribute 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 TA cannot assist the student in any way with respect to the content of the item.

7.16 Multilingual Learner Accommodated Response

7.16.1 Multilingual Learner Accommodated Response – Human Scribe

If a human scribe is used for Multilingual Learner Accommodated Response for the Mathematics Assessments in Spanish, the guidance outlined in the Protocol for the Use of Scribe Testing Attribute and for Transcribing Student Responses must be adhered to at all times.

7.16.2 Multilingual Learner Accommodated Response – STT

Before Testing: The student must have “Multilingual Learner Accommodated Response - STT” identified in TIDE.

For more information about STT, see Section 6.3.

7.17 Science Accommodated Response

7.17.1 Science Accommodated Response – External Assistive Technology Device

Before Testing: The student must have “Science Accommodated Response - External AT Device” identified in TIDE.

7.17.2 Science Accommodated Response – Human Scribe

If a human scribe is used for Science Accommodated Response, follow the guidance outlined in *Appendix C: Use of Scribe Testing Attribute*.

Before Testing: The student must have “Science Accommodated Response - Human Scribe” identified in TIDE.

7.17.3 Science Accommodated Response – Human Signer

Before Testing: The student must have “Science Accommodated Response - Human Signer” identified in TIDE.

See guidance in section 7.13

7.17.4 Science Accommodated Response – STT

Before Testing: The student must have “Science Accommodated Response - STT” identified in TIDE.

For more information about STT, see Section 6.3.

7.18 Separate/Alternate Location

Before Testing: The student must have “Separate/Alternate Location” identified in TIDE.

The student is tested in a specifically assigned location.

Figure 44. Separate/Alternate Location Settings in TIDE

Non-Embedded Accommodations

	ELA ▼	MATHEMATICS ▼
Non-Embedded Accommodations ?	Separate/Alternate Location ▼	Separate/Alternate Location ▼

7.19 Small Group Testing

Before Testing: The student must have “Small Group Testing” identified in TIDE.

“Small group” is defined as a small number of students not to exceed 15, with similar testing attributes and/or testing attributes, who will be administered the test as a group.

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.

Figure 45. Small Group Testing Settings in TIDE

Non-Embedded Accommodations

	ELA ▼	MATHEMATICS ▼
Non-Embedded Accommodations ?	Small Group Testing ▼	Small Group Testing ▼

7.20 Spanish Transadaption for Mathematics and Science

Before Testing: The student must have Spanish Presentation (see Figure 16) indicated in the Testing Attributes section of TIDE.

During Testing: A student takes the online mathematics assessment with content presented in Spanish.

7.20.1 Spanish Transadaption for Mathematics and Science – Human Reader

Before Testing: The student must have Spanish Presentation and “Spanish Transadaptation – Human Reader Settings” indicated in the Testing Attributes section of TIDE. TAs providing this testing attribute should ideally be literate and fluent in English and Spanish since test administration directions will be read to the student 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).

Figure 46. Spanish Transadaptation - Human Reader Settings in TIDE

Non-Embedded Accommodations

	ELA ▼	MATHEMATICS ▼
Non-Embedded Accommodations ?	None ▼	Spanish Transadaptation - Human Reader ▼

7.21 Specialized Equipment or Furniture

Before Testing: The student must have “Specialized Equipment or Furniture” identified in TIDE. The student is provided with specialized or adaptive equipment or furniture needed for a successful testing environment (e.g., low lighting, adaptive seating, specialized headphones).

Figure 47. Specialized Equipment or Furniture Settings in TIDE

Non-Embedded Accommodations

	ELA ▼	MATHEMATICS ▼
Non-Embedded Accommodations ?	Specialized Equipment or Furniture ▼	Specialized Equipment or Furniture ▼

7.22 Specified Area or Setting

Before Testing: The student must have “Specified Area or Setting” indicated in TIDE.

The student is tested in a specialized area or setting (e.g., in front of the classroom, seat near the door, library).

Figure 48. Specified Area Settings in TIDE

Non-Embedded Accommodations

	ELA ▼	MATHEMATICS ▼
Non-Embedded Accommodations ?	Specified Area or Setting ▼	Specified Area or Setting ▼

7.23 Student Reads Assessment Aloud to Self

Before Testing: The student must have “Student Reads Assessment Aloud to Self” indicated in TIDE.

Figure 49. Student Reads Assessment Aloud to Self Settings in TIDE

Non-Embedded Accommodations

	ELA ▼	MATHEMATICS ▼
Non-Embedded Accommodations ?	Student Reads Assessment Aloud to Self ▼	Student Reads Assessment Aloud to Self ▼

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.

7.24 Time of Day

The student is tested during a specific time of day based on their individual needs (e.g., ELA or mathematics in the morning; no testing after lunch).

Before Testing: The student must have “Time of Day” indicated in TIDE.

Figure 50. Time of Day Settings in TIDE

Non-Embedded Accommodations

	ELA	▼	MATHEMATICS	▼
Non-Embedded Accommodations ?	Time of Day	▼	Time of Day	▼

7.25 Unique Testing Attribute

If a student requires a testing attribute(s) not included in the assessment program and the requested testing attribute(s) does not alter the construct being measured. Testing organizations must secure approval from the Office of Assessments before the testing attribute(s) can be used by the student.

Before Testing: The student must have “Unique Testing Attribute” indicated in TIDE.

Figure 51. Unique Testing Attribute Settings in TIDE

Non-Embedded Accommodations

	ELA	▼	MATHEMATICS	▼
Non-Embedded Accommodations ?	Unique Accommodation	▼	Unique Accommodation	▼

7.26 Word Prediction – External Device

An external device that provides a bank of frequently-or recently used words as a result of the student entering the first few letters or a word.

Before Testing: The student must have “Word Prediction - External Device” indicated in TIDE.

After Testing:

- Student responses generated using the External Word Prediction Device software must be transcribed verbatim by a TA into the assessment platform via the RE Interface. Only transcribed responses submitted in TDS will be scored. **Important Note:** If the student is writing their responses directly into TDS through the external software for word prediction, then transcribing is not necessary.

Note: TAs are responsible for collecting **all** student work created using assistive technology devices. Test-related content must be deleted from all devices and securely destroyed.

Important Guidelines for identifying students to receive this testing attribute:

IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this testing attribute.

Figure 52. Word Prediction - External Device Settings in TIDE

Non-Embedded Accommodations	
	ELA ▼
Non-Embedded Accommodations ?	Word Prediction - External Device ▼

In making decisions about whether to provide the student with this testing attribute, IEP teams and 504 Plan Coordinators are instructed to consider whether the student has:

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

Before listing the testing attribute 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.

7.27 Word-to-Word Dictionary

Before Testing: The student must have "Word-to-Word Dictionary" indicated in TIDE.

Figure 53. Word-to-Word Dictionary Settings in TIDE

Non-Embedded Accommodations			
	ELA ▼	MATHEMATICS ▼	
Non-Embedded Accommodations ?	Word-to-Word Dictionary ▼	Word-to-Word Dictionary ▼	

Materials: Word-to-word dictionaries are provided to students by their school, based on those used by students for routine classroom instruction.

During Testing: The student uses a published bilingual, word-to-word dictionary that does not include definitions, pronunciations, 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 testing attribute. 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.

Appendix A: User Support

For additional information and assistance in using the Test Information Distribution Engine (TIDE), contact the New Jersey Help Desk. The Help Desk can assist with questions regarding any of the TIDE tasks, technical issues with computer-based test administration from both the Test Administrator and student perspectives, and general testing process or functionality questions.

The Help Desk is open Monday–Friday from 6:30 a.m. to 7:30 p.m. Eastern Time (except holidays or as otherwise indicated on the New Jersey Assessments Portal).

New Jersey Help Desk

Toll-Free Phone Support: 1-855-616-5600

Follow the prompts for digital testing and listen to the options for your area of concern.

Email Support: NJHelpDesk@cambiumassessment.com

Please provide detailed information about the issue, including the following:

- For student information issues, provide the last four digits of the Statewide Student Identifier (SSID) and associated district or school for that student. Do not provide the student's name.
- For TIDE user issues, provide the user's full name and email address.
- Any error messages that appeared.
- Device, operating system, and browser information, including version numbers.
- Information about your network configuration, if known:
 - Secure Browser installation (to individual machines or network)
 - Wired or wireless Internet network setup

Appendix B: Testing Attributes for Students Taking the Paper-Based NJSLA-A, NJSLA-S, and NJGPA-A

There are some students who may participate in a paper-based NJSLA-A, NJGPA-A and NJSLA-S. Although the NJSLA-A, NJGPA-A, and NJSLA-S are computer-based using an online testing platform, there may be specific instances that require a student to take a paper-based assessment instead. The following conditions may result in a school choosing to administer a paper-based assessment:

Condition #1

- A student is unable to use a computer due to the impact of their disability. The student's inability to participate in computer-based assessments should be documented in an Individualized Education Program (IEP) or 504 plan.
- Examples may include:
 - A student with a disability who cannot participate in the online assessment due to a health-related disability, neurological disorder, or other complex disability, and/or cannot meet the demands of a computer-based test administration; or
 - 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 attributes; or
 - 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.

Where applicable, the following tables will include the test administration activities for before, during, and after testing necessary for successful implementation of the NJSLA-A, NJSLA-S and NJGPA-A testing attributes. Some testing attributes must be pre-selected for the student in TIDE in order to activate the feature on the platform. Refer to the *Testing Attributes Reference Manual (TARM)* for additional information. The *TARM* is available at the [New Jersey Assessments Portal](#), located under **Resources**.

Testing Attributes for All Students Taking Paper-Based Assessments

Table 4: Paper-Based Test (PBT) Administration Guidelines for Testing Attributes available for All Students

Computer-Based Test (CBT) Comparable Testing Attributes for All Students	PBT Testing Attributes	PBT Administration Guidelines
Adaptive and Specialized Equipment or Furniture	Same as CBT	The student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).

Blank Scratch Paper and Graph Paper	Same as CBT	Before Testing: TAs must supply at least one sheet of blank scratch paper (i.e., either unlined or lined) and one sheet of blank graph paper (for math only) per student, per unit. Note: The graph paper must be blank with no labels or axes (e.g., no x- or y-axes). 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 and blank graph paper (i.e., either unlined or lined) 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 and one sheet of blank graph paper at a time. If a student requires an additional sheet of blank scratch paper or blank graph paper, the TA must collect the used scratch and or graph paper before providing the student with a new one. Student responses recorded on scratch paper and or graph paper will not be evaluated or scored. To be considered for scoring, all responses must be entered directly into the Computer-Based Testing (CBT) platform or accurately transcribed into the Response Entry (RE) Interface for Paper-Based Testing (PBT). After Testing: TAs are responsible for collecting all scratch paper after testing is completed to be securely destroyed. Scratch paper must be securely destroyed if it has been used. Schools may reuse unused scratch paper only if paper is completely blank.
Color Contrast	Colored Overlays	Before Testing: • Materials: The TA provides the 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.
Embedded Calculator	N/A	See CBT Calculation Device
Frequent Breaks	Same as CBT	Guidance on logistics for administrating the NJSLA-A, NJSLA-S, and NJGPA-A with frequent breaks:

		• Medical Breaks: The 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: The student takes a break as determined by their IEP or Section 504 plan. Student's testing time stops. • Individual Bathroom Breaks: The student requests a bathroom break within their overall allotted testing time. Student's testing time does not stop. • In-Chair Stretch Break: The student pauses and stretches. Student's testing time does not stop.
General Administration Directions Clarified	Same as CBT	During Testing: The TA reads aloud the general administration directions only. A student may raise their hand and request the directions be repeated.
General Administration Directions Read Aloud and Repeated as Necessary	Same as CBT	During Testing: The TA clarifies general administration directions only. No passages or test items may be clarified.
Headphones or Noise Buffers	Same as CBT	Before Testing: • Materials: The TA provides the 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.
Highlight	Highlighter	Before Testing: • Materials: The TA provides the 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.
Human Reader or Human Signer for Mathematics and Science	See <i>Appendix E: Human Reader Guidelines</i> or <i>Appendix F: Human Signer Guidelines</i>	See <i>Appendix E: Human Reader Guidelines</i> or <i>Appendix F: Human Signer Guidelines</i>

Keyword 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.
Line Reader	Straight Edge	Before Testing: • Materials: The TA provides the student with blank straight edge. During Testing: The student uses a blank straight edge as they read and follows along with the text.
Mark for Review	Place Marker	Before Testing: • Materials: The TA provides the student with place markers. During Testing: The student uses non-sticky place markers to “Mark for Review” items to review later.
Masking	External Masking Cards	Before Testing: • Materials: The Test Administrator (TA) provides the student with blank masking cards. During Testing: The student may cover or uncover answer options with external blank masking cards as needed.
Notepad	Blank Scratch Paper	See Blank Scratch Paper
Redirect Student to the Test	Same as CBT	During Testing: The TA 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 TA 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.
Separate/Alternate Location	Same as CBT	The student is tested in a specifically assigned location.
Small Group Testing	Same as CBT	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.
Specified Area or Setting	Same as CBT	The student is tested in a specialized area or setting (e.g., in front of the classroom, seat near the door, library, etc.).
Spellcheck	External Spell-Check Device	Before Testing:

		• Materials: The TA provides the student with external spell-check device. During Testing: The student uses an external spell-check device. The spell-check device may not have embedded grammar check, connect to the internet, or save information.
Strikethrough	Writing Instrument	During Testing: The student may use removable markers (e.g., small strips of paper) to indicate that they are eliminating an answer.
Student Reads Assessment to Self	Same as CBT	Before Testing: • Identification in TIDE: Student must have Student Reads Assessment to Self assigned. During Testing: The student reads the assessment aloud to themselves. Students may use an external device such as a whisper phone. The student must be tested in a separate setting.
Text-to-Speech (TTS)	See <i>Appendix E: Human Reader Guidelines</i>	See <i>Appendix E: Human Reader Guidelines</i>
Time of Day	Same as CBT	The student is tested during a specific time of day based on their individual needs (e.g., ELA, Math, or Science testing in the morning; no testing after lunch).
Writing Tools	Writing Instrument	During Testing: The student uses a writing instrument on written responses to underline, bold, or add bullets for formatting.
Zoom	Magnification/Enlargement Device	Before Testing: • Materials: The TA provides the 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.).

Table 5: PBT Administration Guidelines for Testing Attributes for Student with IEPs/Section 504 Plans

CBT Comparable Testing Attributes for Students with IEPs/Section 504 Plans	PBT Testing Attributes	PBT Administration Guidelines
American Sign Language (ASL) Videos	See <i>Appendix F: Human Signer Guidelines</i>	See <i>Appendix F: Human Signer Guidelines</i>

CBT Comparable Testing Attributes for Students with IEPs/Section 504 Plans	PBT Testing Attributes	PBT Administration Guidelines
Assistive Technology (Non-Screen Reader)	Assistive Technology - External	During Testing: Students may use a range of assistive technologies on the NJSLA-A, NJSLA-S and NJGPA-A, including those that are used externally on a separate computer. After Testing: TAs are responsible for collecting all student work created using assistive technology devices. Student responses must be transcribed directly into the test booklet and afterwards, transcribed into <i>RE Interface</i>. Once all transcription has taken place, test-related content must be deleted from all devices and securely destroyed.
Braille with Tactile Graphics	Hard Copy Braille Edition	See Braille with Tactile Graphics CBT guidance.
Calculation Device and Mathematics Tools on Non-Calculator Sections	Same as CBT	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). Specific guidelines for determining if this accommodation would be appropriate for a specific student, see the next page. For these students, a calculation device may be used on the non-calculator AND calculator sections of the mathematics assessments. The IEP or 504 plan must specify which device(s) or manipulatives. • Identification in TIDE: Student's 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.

CBT Comparable Testing Attributes for Students with IEPs/Section 504 Plans	PBT Testing Attributes	PBT Administration Guidelines
		• Materials: Allowable calculators for the calculator accommodation on non-calculator sections: ○ Grades 3–5: Four-function with square root and percentage functions. ○ Grade 6–7: Desmos and CAI four function calculators (with functionality similar to a handheld faceplate) will be embedded in the testing platform. Each student may decide which is most like calculators used in the classroom ○ Grade 8: Desmos and CAI scientific calculators (with functionality similar to a handheld faceplate) will be embedded in the testing platform*. Each student may decide which is most like calculators used in the classroom. ○ High School End-of-Course and NJGPA-A: Desmos graphing and TI+84 calculators will be embedded in the testing platform. Each student may decide which is most like calculators used in the classroom. Districts are encouraged to review the <i>General Education Calculator Policy NJSLA-A and NJGPA-A</i> located at the New Jersey Assessments Portal under Resources. • Allowable mathematics tools include: ○ Arithmetic tables (e.g., addition, subtraction, multiplication; division charts).

CBT Comparable Testing Attributes for Students with IEPs/Section 504 Plans	PBT Testing Attributes	PBT Administration Guidelines
		○ 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-A and NJGPA-A ruler is designed in 18-point font), braille ruler, tactile compass, or braille protractor. Note that Braille Test kit for 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 <i>Appendix I: Unique Testing Attribute Request Form</i> 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. 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 testing attribute. In making decisions about whether to provide the student with this testing attribute, IEP teams and

CBT Comparable Testing Attributes for Students with IEPs/Section 504 Plans	PBT Testing Attributes	PBT Administration Guidelines
		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 testing attribute 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 testing attribute, no claims should be inferred regarding the student’s ability to perform basic mathematical calculations without the use of a calculator.
Closed Captioning	N/A	N/A
English Language Arts (ELA) Constructed Response	Same as CBT	If a human scribe is used for ELA constructed-response items, the guidance outlined in <i>Appendix C: Use of Scribe Testing Attribute</i> must be adhered to at all times. Before Testing: The student must have “ELA Constructed Response - Human Scribe” identified in TIDE.

CBT Comparable Testing Attributes for Students with IEPs/Section 504 Plans	PBT Testing Attributes	PBT Administration Guidelines
ELA Selected-Response or Technology-Enhanced Items	Same as CBT	Before Testing: The student must have “ELA Constructed Response - External AT Device” identified in TIDE.
Electronic Braille Response	Braille Note Taker	Before Testing: • Identification in TIDE: Student’s 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. Students should number their responses to be sure that their answers can be transcribed accurately into TestNav. After Testing: Student responses generated using an electronic braille note-taker must be transcribed verbatim by a TA into the student’s standard test booklet and afterward into TDS via the RE interface. Only transcribed responses will be scored. Responses must be transcribed by a teacher of the visually impaired or a TA supervised by a teacher of the visually impaired. TAs are responsible for collecting all student work created using assistive technology devices. Test-related content must be deleted from all devices and securely destroyed.
Embedded Co:Writer	See <i>Appendix C: Use of Scribe Testing Attribute</i>	See <i>Appendix C: Use of Scribe Testing Attribute</i>
Embedded Speech-to-Text (STT)	See <i>Appendix C: Use of Scribe Testing Attribute</i>	See <i>Appendix C: Use of Scribe Testing Attribute</i>
Extended Time	Same as CBT	Before Testing: • Identification in TIDE: Student’s must have extended time selected. The amount of time a student receives must be indicated in the student’s IEP or 504 plan.

CBT Comparable Testing Attributes for Students with IEPs/Section 504 Plans	PBT Testing Attributes	PBT Administration Guidelines
		• Test Administrator Training: TAs providing this accommodation must review: ○ <i>Appendix D: Guidelines for Extended Time Testing Attribute</i> • During Testing: Students have until the end of the school day to complete each scheduled test session administered during the prescribed testing window. It is recommended to test students receiving the extended time testing attribute 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 each scheduled testing session by the end of the school day.
Handheld Calculator	Handheld Calculator	See CBT Calculation Device
Human Reader or Human Signer	See <i>Appendix E: Human Reader Guidelines</i> or <i>Appendix F: Human Signer Guidelines</i>	See <i>Appendix E: Human Reader Guidelines</i> or <i>Appendix F: Human Signer Guidelines</i>
Human Signer for Test Directions	See <i>Appendix F: Human Signer Guidelines</i>	See <i>Appendix F: Human Signer Guidelines</i>
Large Print	Large Print	See Large Print CBT guidance
Mathematics Accommodated Response	Same as CBT	See CBT Administration guidelines
Monitor Test Response	Same as CBT	During Testing: The TA 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. Student are expected to use the Mark for Review feature if they want to return to an item later before administration time has ended. The TA cannot assist the student in any way with respect to the content of the item.

CBT Comparable Testing Attributes for Students with IEPs/Section 504 Plans	PBT Testing Attributes	PBT Administration Guidelines
Science Accommodated Response	Same as CBT	See CBT Administration guidelines
Regular Print	Paper-Based Assessments	Before Testing: • Identification in TIDE: Student's must have "Paper-Tester" selected. During Testing: Student is assigned paper-based test(s). After Testing: Districts are required to return all secure paper-based test materials to the appropriate vendor at the conclusion of testing.
Refreshable Braille Display/Screen Reader	See CBT	See CBT Refreshable Braille administration guidelines

Table 6: PBT Administration guidelines for Testing Attributes for Multilingual Learners (MLs)

CBT Comparable Testing Attributes for Multilingual Learners	PBT Testing Attributes	PBT Administration Guidelines
Multilingual Learner Accommodated Response for the Mathematics and Science Assessments in Spanish	Same as CBT	See Multilingual Learner Accommodated Response for Mathematics and Science in Spanish administration guidelines.
Extended Time	Same as CBT	See Extended Time administration guidelines
General Administration Directions Clarified in Student's Native Language	Same as CBT	See CBT General Administration Directions Clarified in Student's Native Language administration guidelines
General Administration Directions Read Aloud in Student's Native Language	Same as CBT	See CBT General Administration Directions Read Aloud in Student's Native Language administration guidelines
Spanish Large-Print Transadaptation of the Mathematics and Science Assessments	Paper-Based Spanish Large Print Edition	See CBT Spanish Large Print Transadaptation of the Mathematics and Science Assessment administration guidelines

Spanish Transadaptation of the Mathematics and Science Assessments	Paper-Based Spanish Transadaptation Edition	See CBT Spanish Transadaptation of the Mathematics and Science Assessment administration guidelines
TTS for the Mathematics and Science Assessments in Spanish	Human Reader for the Mathematics and Science Assessments in Spanish	See Human Reader administration guidelines
Word-to-Word Dictionary	Word-to-Word Dictionary	Before Testing: • Identification for TIDE: Student 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 have 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.

Appendix C: Use of the Scribe Testing Attribute

For the NJSLA-A, NJSLA-S, and NJGPA-A, scribing a student's responses by a Test Administrator (TA) is a response testing attribute that allows students to provide test responses to a TA who writes or types the responses directly onto the assessment for the student. Students receiving the scribe testing attribute 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 testing attribute 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 testing attribute for students who have a documented disability in the area of written expression which results in significant interference in their ability to express their knowledge 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, a *Use of an Emergency Testing Attribute* Form must be completed and kept on file at the school. This form is located at the [New Jersey Assessments Portal](#) under **Resources**.

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 deemed appropriate by the IEP Team or 504 Plan Coordinator.

The use of a scribe is permitted in the following assessments:

- English language arts (ELA) – Reading and – Writing assessments.
- Mathematics.
- Science

Qualifications for the Scribe

Individuals who provide the Human Reader to a student must meet the following qualifications:

- Be trained by the school or district, as indicated in the *Test Coordination Manual*;
- Sign a *Test Security Agreement*, available at the [New Jersey Assessments Portal](#) > Resources; and

- Be fluent in English or in the student’s native language.

Preferably, the human reader will already be familiar with and have experience reading aloud to the student. If the human reader is unfamiliar with the student, then the reader and student should have the opportunity to practice the process together prior to taking the assessment.

If a scribe testing attribute will be provided, testing organizations must refer to and follow the guidance in *Appendix C: Use of the Scribe Testing Attribute*.

Procedures for Human Reader Providing the Human Reader Testing Attribute for the ELA Assessments or Human Reader Testing Attribute for the Mathematics and Science Assessments

Human Readers must be trained on test administration policies by local Test Coordinators, as indicated in the *Test Coordination Manual* (TCM). Human Readers must sign the *Test Security Agreement* available at the [New Jersey Assessments Portal](#) > Resources.

Human Readers must read verbatim from the externally provided computer monitor (i.e., computer-based testing) or directly from their copy of the secure test booklet (i.e., paper-based testing) without changing, emphasizing, or adding information. Human Readers may not clarify (except for test directions), provide additional information, assist, or influence the student’s selection of a response in any way.

Human Readers must read aloud in a clear and consistent manner throughout test administration, using correct pronunciation, and without inflections that may provide clues to, or mislead, a student. Human Readers should be provided a copy of the test, if it is a paper-based test, and the administrative directions 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.

Human 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 inflection is permitted.

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

Human Readers may not attempt to solve mathematics problems or determine the correct answer to a test item while reading aloud.

Human Readers must avoid using facial expressions that may be interpreted by the student as approval or disapproval of the student’s answers.

Test Administrators (TAs) must be familiar with the student’s Individualized Education Plan (IEP) or 504 plan. TAs should also know in advance which testing attribute(s) are required by the student, and for which test (ELA, Mathematics and/or Science) the student is designated to receive a human reader. TAs 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, slate, stylus, etc., and if use of these tools impacts the test, the human reader should be made aware of this.

Upon review of the test, if a human reader is unsure how to pronounce an unfamiliar word, the reader should collaborate with the school test coordinator.

When test items refer to a particular line, or lines, of a passage, read aloud the lines before the question-and-answer choices. For example, the human reader should read aloud, “Question X refers to the following lines...,” then read the lines to the student, followed by question X and the response options.

When reading aloud selected response items, human readers must be careful to give equal emphasis to each response option and to read aloud options before waiting for the student’s response.

When response choices will be scribed, the human reader 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 human reader will ask the student if they would like the response to be read aloud again before the answer is recorded in the test booklet or the computer-based test.

If the student chooses an answer before the human reader has read aloud all the answer choices, the human reader must ask if the student wants the other response options to be read aloud.

After the human reader finishes reading a test item and all response options, the human reader must allow the student to pause before responding. If the pause has been lengthy, ask: “Do you want me to read the question or any part of it again?” When reading questions again, human readers must avoid emphasis on words not bolded, italicized, or capitalized.

Administering the Scribe Testing Attribute for Computer-Based Testing

- A scribe may administer the scribe testing attribute only to one student at a time during a test session. The student must be tested in a separate setting.
- 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 responses either:
 - Directly to a human scribe who records the responses at the time they are given (computer-based testing).
- 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 the student, even if a change is incorrect. All changes must be made during the test session.
- The scribe is responsible for ensuring accurate spelling in all recorded responses. At the scribe’s discretion, the student may be asked to clarify or provide the correct spelling of a word(s) when multiple spellings exist with different meanings but identical pronunciation (e.g., “there” vs.

“their”). This clarification may be requested to ensure the student’s intended meaning is accurately represented. Such inquiries are made at the scribe’s professional judgment and do not constitute prompting or assistance beyond clarification.

Administering the Scribe Testing Attribute for Paper-Based Testing

- A scribe may administer the scribe testing attribute 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 booklet.
- 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 responses:
 - 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 Response Entry (RE) Interface). A student must be given the opportunity to review and edit their responses before they are finalized into the online testing platform.
- The scribe is responsible for ensuring accurate spelling in all recorded responses. At the scribe’s discretion, the student may be asked to clarify or provide the correct spelling of a word when multiple spellings exist with different meanings but identical pronunciation (e.g., “there” vs. “their”). This clarification may be requested to ensure the student’s intended meaning is accurately represented. Such inquiries are made at the scribe’s professional judgment and do not constitute prompting or assistance beyond clarification.
- 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.

Additional Guidelines for the English Language Arts (ELA) Assessment

Capitalization and Punctuation

For the ELA - Writing assessment, 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.

- For example, when stating the sentence “The fox ran.” The student will say, “Capital T, the fox ran, period.”
- 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.")
- Scribes must follow all other acceptable scribing practices.

Appendix D: Guidelines for Extended Time Testing Attribute

Extended Time Testing Attribute

Extended Time is a testing attribute that increases the allowable time for students to complete assignments, tests, or activities and may also adjust how that time is structured. For the NJSLA-A, NJSLA-S, and NJGPA-A, this testing attribute permits students to use additional time beyond the standard administration window to complete a test. Eligible students include those with disabilities, multilingual learners (MLs), and MLs with disabilities. Under this testing attribute, a student may use up to one full school day to complete a single test however, a single test may not extend beyond one school day.

Benefits from the Extended Time Testing Attribute

The Extended Time testing attribute is most appropriate for students who consistently require additional time beyond standard limits to successfully complete classroom activities, assignments, and assessments. 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 testing attributes 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 Testing Attribute in a Student's Individualized Education Plan (IEP), 504 Plan, or an ML plan, if used

For NJSLA-Adaptive and NJGPA-Adaptive assessments, the Extended Time testing attribute must be documented in a student's IEP, 504 Plan, or ML Plan (if applicable), and should be supported by data or observations of the student's performance on prior assessments. When possible, the plan should specify the amount of extended time anticipated. Decisions regarding extended time must align with state policies; be made on a case-by-case basis; and take into account the student's individual needs as well as any other testing attributes provided. Teams should carefully consider whether the standard unit time is sufficient before including extended time in a student's plan.

Planning and Logistics for Administering the Extended Time Testing Attribute

Students who require this testing attribute should 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 testing attributes, 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 Testing Attribute with Students

Students with extended time testing attribute must complete each scheduled testing session in a continuous block of time and may not return to that test later. If testing extends into the student's scheduled lunch period, the Test Administrator (TA) must either accompany the student to lunch and remain with them or arrange for the student's lunch to be brought to the testing room. If the TA observes that the student is no longer productively engaged, the TA may confirm the student's testing status. Once the extended time allotment has concluded, the TA should either proceed to the next unit or end the testing session.

Appendix E: Human Reader Guidelines

Test Administration Protocol for Human Reader Testing Attribute for English Language Arts (ELA) Assessments and Human Reader for the Mathematics and Science Assessments

In cases where a student requires a human reader testing attribute on the NJSLA-A and NJGPA-A ELA assessments and/or a human reader on the NJSLA-A and NJGPA-A mathematics and NJSLA-S assessments, a human reader must be provided. Human Readers for the NJSLA-A, NJSLA-S and NJGPA-A must follow these procedures during testing to ensure the standardization of the read aloud presentation to the students.

Qualifications of the Human Reader

Individuals who provide the Human Reader to a student must:

- Must meet the qualifications for a Test Administration (TA);
- Be trained by the school or district, as indicated in the *Test Coordination Manual*;
- Sign a *Test Security Agreement*, available at the [New Jersey Assessments Portal](#) > **Resources**; and
- Be fluent in English or in the student’s native language.
 - Preferably, the human reader will already be familiar with and have experience reading aloud to the student. If the human reader is unfamiliar with the student, then the reader and student should have the opportunity to practice the process together prior to taking the assessment.

If a scribe testing attribute will be provided, testing organizations must refer to and follow the guidance in *Appendix C: Use of the Scribe Testing Attribute*.

Procedures for Human Reader Providing the Human Reader Testing Attribute for the ELA Assessments or Human Reader Testing Attribute for the Mathematics and Science Assessments

1. Human Readers must be trained on test administration policies by local Test Coordinators, as indicated in the *Test Coordination Manual* (TCM). Human Readers must sign the *Test Security Agreement* available at the [New Jersey Assessments Portal](#) > **Resources**.
2. Human Readers must read verbatim from the externally provided computer monitor (i.e., computer-based testing) or directly from their copy of the secure accommodated test booklet (i.e., paper-based testing) without changing, emphasizing, or adding information. Human 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. Human Readers must read aloud in a clear and consistent manner throughout test administration, using correct pronunciation, and without inflections that may provide clues to, or mislead, a student. Human Readers should be provided a copy of the test, if it is a paper-based test, and the administrative directions 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. Human 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 inflection is permitted.
5. Human Readers may repeat passages, test items, and response options, as requested, according to the needs of the student. Human Readers should not rush through the test and should ask the student if they are ready to move to the next item.
6. Human Readers may not attempt to solve mathematics problems or determine the correct answer to a test item while reading aloud.
7. Human Readers must avoid using facial expressions that may be interpreted by the student as approval or disapproval of the student's answers.
8. Test Administrators (TAs) must be familiar with the student's Individualized Education Plan (IEP) or 504 plan. TAs should also know in advance which testing attribute(s) are required by the student, and for which test (ELA, Mathematics and/or Science) the student is designated to receive a human reader. TAs 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, slate, stylus, etc., and if use of these tools impacts the test, the human reader should be made aware of this.
9. Upon review of the test, if a human reader is unsure how to pronounce an unfamiliar word, the reader should collaborate with the school test coordinator.
10. When test items refer to a particular line, or lines, of a passage, read aloud the lines before the question-and-answer choices. For example, the human reader should read aloud, "Question X refers to the following lines...", then read the lines to the student, followed by question X and the response options.
11. When reading aloud selected response items, human readers must be careful to give equal emphasis to each response option and to read aloud options before waiting for the student's response.
12. When response choices will be scribed, the human reader 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 human reader will ask the student if they would like the response to be read aloud again before the answer is recorded in the test booklet or the computer-based test.
13. If the student chooses an answer before the human reader has read aloud all the answer choices, the human reader must ask if the student wants the other response options to be read aloud.
14. After the human reader finishes reading a test item and all response options, the human reader must allow the student to pause before responding. If the pause has been lengthy, ask: "Do you want me to read the question or any part of it again?" When reading questions again, human readers must avoid emphasis on words not bolded, italicized, or capitalized.

Procedures for Providing the Human Reader Testing Attribute for ELA Assessments or Human Reader Testing Attribute for the Mathematics and Science Assessments to a Small Group of Students

For paper-based testing: Human Readers may read the test to a small group of students, or individually, provided that each student has the human reader testing attributes listed in an IEP, Section 504 plan, and in TIDE (in the case of mathematics and science only). The following procedures must be followed:

- Refer to state policy on the maximum allowable number of students in a small group.

- Students with the human reader testing attribute for mathematics and science or human reader testing attribute for ELA that will be grouped together must have the test read aloud to them in a manner that will not compromise each student's testing attribute but also maintain the integrity of the assessment.
- Students not receiving human reader testing attribute for mathematics and science or the human reader testing attribute for ELA may not be tested in the same location as students who are receiving human reader testing attribute for mathematics and science or human reader testing attribute for ELA.

For computer-based testing: Human Readers may read the test to a small group of students, or individually, provided that each student has the human reader testing attributes listed in an IEP, 504 plan, and in TIDE (in the case of mathematics and science only). The following procedures must be followed:

- Refer to state policy on the maximum allowable number of students in a small group.
- Students with the human reader testing attribute for mathematics and science or human reader testing attribute for ELA that will be grouped together must have the test read aloud to them in a manner that will not compromise each student's testing attribute but also maintain the integrity of the assessment.
- Students not receiving human reader testing attribute for mathematics and science or the human reader testing attribute for ELA may not be tested in the same location as students who are receiving human reader testing attribute for mathematics and science or human reader testing attribute for ELA.

Test administration procedures

For Test Organizations using Microsoft (Windows) operating systems:

- Test Administrators may use a separate external monitor when providing the Human Reader testing attribute. This allows the reader to view the student's test content securely and comfortably while maintaining appropriate distance and visibility.
- In this scenario testing organizations are not required to order a single accommodated secure paper-based test.

For Test Organizations Using Apple (macOS) or Chrome OS Operating Systems:

Students who have been assigned the testing attribute of Human Reader **and** who will participate using a testing device such as **Apple (macOS) or Chrome OS** must adhere to the following requirements:

- Testing organization must order a single accommodated test booklet for the content area(s) for which the testing attribute will be used.
- Test administrators must read verbatim from the secure accommodated test booklet and follow any and all guidance instructions included in the accommodated test booklet kit.
- Test administrators delivering the human reader testing attribute are required to follow all applicable guidelines and procedures outlined in this document. **Note:** Students are expected to record their responses in their testing device and not in the secure accommodated paper-based test.
- Upon completion of testing, all accommodated paper-based test materials must be returned to the vendor in accordance with the return procedures specified in the Test Coordination Manual.

Testing Environment Considerations

- Provide the Human Reader testing attribute in a separate, quiet setting, if applicable, to support student concentration and maintain test security.
- Ensure that the device screen is visible only to the Test Administrator and the assigned student.
- Confirm that no test content is recorded, captured, or displayed on unauthorized devices.
- Follow all guidance outlined in this document.

NJSLA-Adaptive and NJGPA-Adaptive Mathematics Human Reader Language Glossary

Human readers should refer to the NJSLA-A and NJGPA-A Mathematics Human Reader Language Glossary for guidance on how to deliver mathematics symbols and terms. The guidance provided in the glossary is consistent with the role and responsibilities of human readers.

When administering a test to a student testing with Human Reader testing attribute assigned, the TA will first use the appropriate script (online or paper testing script) to direct the student to log into the test or navigate their test booklet, as appropriate. NJDOE does not produce read aloud scripts for human readers for any NJSLA-A or NJGPA-A assessments. TAs must read aloud test content directly from the student's device (separate external monitor) or paper test booklet.

During test administration, the TA will:

- Administer the assessment using the appropriate script.
- Administer the assessment in a one-to-one environment, or a small group, provided each student has the human reader testing attribute assigned.
- Sit with the student and read aloud the item and answer options from the student's screen or paper test booklet to the student as the items are administered.
- **Not** read aloud additional instructions or guidance to the student beyond the item, its answer options, or system message/tool names exactly as displayed on the screen or in the test booklet.
- Re-read directions aloud, questions, or response options at the student's request **only**.
- Read aloud directions and/or content carefully to avoid inadvertently signaling to a student the correct response or an eliminated response option.
- Read directions and/or content aloud using standardized communication methods.
- Human Readers may correct themselves when reading aloud incorrectly. If the human reader provides an answer to a question in error, the human reader must notify the TA immediately.

MATHEMATICS HUMAN READER GUIDELINES

NUMBERS

Integers

Description	Example	Speak As
Numbers 99 and Under	5 76	Five Seventy six
Numbers Greater Than 99 (Never include the word “and”)	355 45,220	Three hundred fifty five Forty five thousand, two hundred twenty
Negative Numbers (Use “negative” not “minus”)	-9 -7,890	Negative nine Negative seven thousand, eight hundred ninety

Decimals

Description	Example	Speak As
Decimals Without Numbers to the Left	.8 .396	Point eight Point three nine six
Decimals With numbers to the Left	0.5 54.67	Zero point five Fifty four point six seven
Multiple Zeros After Decimal Point (pause after each group of three)	5.006 12.0000003	Five point zero zero six Twelve point zero zero zero, zero zero zero, three
Repeating Decimals	2.333... 3. $\overline{56}$	Two point three three three repeating Three point five six repeating

Fractions

Description	Example	Speak As
Basic Fractions (Use only two words: whole number numerator/ordinal number denominator)	$\frac{1}{2}$ $\frac{4}{6}$	One half Four sixths
Fractions with Numerator or Denominator Greater than 10 (Read as numerator “over” denominator)	$\frac{14}{28}$ $\frac{1}{50}$	Fourteen over twenty eight One over fifty
Fractions with Variables (Read as numerator “over” denominator)	$\frac{x}{9}$ $\frac{5}{y}$	x over nine 5 over y
Improper Fractions (If numerator is higher than denominator always use “over” language)	$\frac{12}{6}$ $\frac{22}{4}$	Twelve over six Twenty two over 4
Mixed Numbers (Use the word “and” between integer and fraction)	$\frac{3}{4}$ $17\frac{12}{9}$	One and three fourths Seventeen and 12 over 9

Powers and Roots

Description	Example	Speak As
Squared and Cubed Numbers	x^2 8^3	x squared Eight cubed
All Other Exponents (Read as “raised to the xth power”)	4^5 $9x-2+1$	Four raised to the fifth power Nine raised to the x minus two power, plus one
Square Roots and Cube Roots	$\sqrt{5}$ $\sqrt[3]{12}$	The square root of five The cube root of twelve

Description	Example	Speak As
All Other Radicals (Read as “the xth root of”)	$\sqrt[6]{100}$	The sixth root of one hundred
	$\sqrt[x+y]{25}$	The x plus y root of twenty five

Absolute Values

Description	Example	Speak As
Absolute Values (Read as “the absolute value of...”)	$ -8 $	The absolute value of negative eight
	$ 2 + 4 $	The absolute value of two plus four

Times and Dates

Description	Example	Speak As
Times on the Hour (Read “o'clock” only when :00 is used)	9:00 12 PM	Nine O clock Twelve P M
All Other Times (Read literally; never use shortcuts such as “quarter til”, “half past”, “noon”, etc.)	6:05 3:30 1:59 AM	Six oh five Three thirty One fifty-nine A M
Years (Read as you would in plain language) Use words rather than numbers/digits.	1776 1800 1907 2005 2017	Seventeen seventy six Eighteen hundred Nineteen O seven Two thousand five Twenty seventeen

Money

Description	Example	Speak As
Amounts Less than One Dollar (Read only as “cents”, w/o “zero dollars”)	\$.25 \$0.99 71¢	Twenty five cents Ninety nine cents Seventy one cents
Amounts One Dollar and Greater (Read as dollars and cents if there is a decimal point.)	\$4.35 \$6.00 \$5390	Four dollars and thirty-five cents Six dollars and zero cents Five thousand three hundred ninety dollars

Percentage

Description	Example	Speak As
Percent	15%	Fifteen percent
	99.8%	Ninety nine point eight percent

Units

Description	Example	Speak As
Abbreviated Units (Read full word associated w/ abbreviation)	12 ft. 100 km	Twelve feet One hundred kilometers
Units with Symbols/Exponents	16 cm ² 821 ft ³	Sixteen square centimeters Eight hundred twenty one cubic feet
Rates (Insert the word “per” in place of slash)	12 km/sec 5 ft/hr	Twelve kilometers per second 5 feet per hour

Temperature

Description	Example	Speak As
Degrees Celsius of Fahrenheit (Read degree symbol and full unit name)	100°C 32°F	One hundred degrees Celsius Thirty-two degrees Fahrenheit

Roman Numerals

Description	Example	Speak As
Roman Numerals (Read as number associated with numeral)	Quadrant IV Step I, Step II	Quadrant four Step one, step two

Number Ranges

Description	Example	Speak As
Non-Consecutive Number Ranges (Use “through” to indicate range)	8–12 -50–150	Eight through twelve Negative fifty through one hundred fifty
Consecutive Number Ranges (Use “and” to indicate range)	5-6 33-34	Five and six Thirty-three and thirty-four

Unique Cases

Description	Example	Speak As
Pi	π	Pi
Infinity	∞	Infinity
Subscripted Numbers	x4	x subscript four
Number Symbol	#1	Number one
Empty Boxes	$2 + 5 = \square$	Two plus five equals box
Question Mark Boxes	$8 - \square = 3$	Eight minus box equals three
Plus or Minus	$45.8 \pm .5$	Forty-five point eight, plus or minus, point five
Parentheses “S” (Read both words w/ “or”)	angle(s)	Angle or angles

EQUATIONS and EXPRESSIONS

Math Operators

Description	Example	Speak As
Addition (Read as “plus”)	$12 + 6$	Twelve plus six
Subtraction (Read as “minus”)	$50 - 2$	Fifty minus two
Multiplication (Read as “times”)	5×11 $5 \cdot 11$	Five times eleven
Division (Read as “divided by”)	$24 \div 6$	Twenty four divided by six

Equality Operators

Description	Example	Speak As
Equal	$4 + 2 = 6$	Four plus two equals six
Approximately Equal	$\pi \approx 3.14$	Pi is approximately equal to three point one four

Description	Example	Speak As
Not Equal	$10y \neq 12$	Ten why is not equal to twelve

Less Than/Greater Than

Description	Example	Speak As
Less Than (Add “which” when multiple symbols are used)	$23 < x$ $6 < y < 40$	Twenty three is less than x Six is less than why which is less than forty
Less Than or Equal to	$x \leq 15$	X is less than or equal to fifteen
Greater Than (Add “which” when multiple symbols are used)	$36 > n$ $x > 60 > 1$	Thirty six is greater than n X is greater than sixty which is greater than one
Greater Than or Equal to	$17 \geq y$	Seventeen is greater than or equal to y

Ratios

Description	Example	Speak As
Ratios (Read as “The ratio x to y”)	3:2 z:150	The ratio three to two The ratio z to one hundred fifty

Grouping

Description	Example	Speak As
Parentheses (Read as open/close parenthesis)	$(5 - 2) + 16$	Open Parenthesis, five minus two, closed parenthesis plus sixteen
Parentheses w/ Implied Multiplication (Insert the word “times”)	$4(15 + 2)$	Four times , open parenthesis, fifteen plus two, closed parenthesis.
Brackets (Read as open/close brackets)	$[(x \div 5) + 2] - 3$	Open bracket, open parenthesis, x divided by five, closed parenthesis, plus two, closed bracket, minus three
Ordered Pairs	$(3, 2)$	three comma two

LINES and SHAPES

Types of Lines

Description	Example	Speak As
Lines (Arrows at both ends)	$\overleftrightarrow{AB}$	Line A B
Line Segments (No arrows)	$\overline{AB}$	Line Segment A B
Rays (Arrow at one end)	$\overrightarrow{AB}$	Ray A B
Arcs	$\widehat{AB}$	Arc A B

Comparing Lines, Shapes, and Angles

Description	Example	Speak As
Similar	$\triangle ABC \sim \triangle DEF$	Triangle A B C is similar to triangle D E F
Congruent	$\angle ABC \cong \angle DEF$	Angle A B C is congruent to angle D E F
Therefore	$A=B \text{ and } B=C \therefore A=C$	A equals B and B equals C therefore A equals C
Transformed Shapes/Angles	$\triangle A'B'C'$	Triangle A prime B prime C prime
Parallel	$\overline{AB} \parallel \overline{CD}$	Line segment A B is parallel to line segment C D
Perpendicular	$\overline{AB} \perp \overline{CD}$	Line segment A B is perpendicular to line segment C D
Measure of Angle	$m\angle ABC$	Measure of Angle ABC

Trigonometry

Description	Example	Speak As
Sine	$\sin 15^\circ$	Sine fifteen degrees
Cosine	$\cos 75^\circ$	Cosine seventy five degrees
Tangent	$\tan 30^\circ$	Tangent thirty degrees
Cosecant	$\csc 90^\circ$	Cosecant ninety degrees
Secant	$\sec 112^\circ$	Secant one hundred twelve degrees

Cotangent	$\cot 5^\circ$	Cotangent five degrees
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Probability

Description	Example	Speak As
Probability	$P(A)$	P of A
Union	$P(A \cup B)$	P of A union B
And	$P(A \cap B)$	P of A and B
Given	$P(A B)$	P of A given B

ADVANCED MATH OPERATIONS

Logarithms

Description	Example	Speak As
Logs without bases (Never interpret implied base of 10)	$\log 2 \approx 0.3$ $\log 20 = 1.8$	Log two is approximately equal to zero point three Log twenty equals one point eight
Logs with bases (Insert the language “base x of”)	$\log_5 100 = 2$ $\log_{10} 50$	Log base five of one hundred equals two Log base ten of fifty
Natural Logs	$\ln x$	Natural log of x

Function Notation

Description	Example	Speak As
Functions (Read “of” instead of parentheses)	$f(x)$ $f(x + 1)$ $f(g(x))$	F of x F of x plus one F of g of x
Inverse functions (Read “inverse of” instead of parentheses)	$f^{-1}(x)$ $f^{-1}(2 + y)$	F inverse of x F inverse of two plus y

Equations in Fractions

Description	Example	Speak As
Complex Fractions (Read as “fraction with numerator x and denominator y”)	$\frac{3x + y}{(x - 2)4}$	Fraction with numerator three x plus y and denominator, open parenthesis, x minus two, closed parenthesis, times four.

Math Operations with Work Shown

Description	Example	Speak As
Vertically Oriented Equations $\begin{array}{r} 1.46 \\ 4.3 \overline{) 62.78} \\ \underline{-42} \\ 197 \\ \underline{-172} \\ 0 \end{array}$ Read this section first as a division problem Read this second as: From top to bottom, the work below reads	$\begin{array}{r} 1.46 \\ 4.3 \overline{) 62.78} \\ \underline{-42} \\ 197 \\ \underline{-172} \\ 0 \end{array}$	62 point 78 divided by 4 point 3 equals 1 point 4 6. From top to bottom the work below reads, minus 42 equals 1 hundred 97 minus 1 hundred 72 equals zero.

Grouped equations

Description	Example	Speak As
System of equations (read as “the system of equations”, unless they are referred to as something else in the item)	$\begin{cases} f(x) = 2x + 4, & \text{when } 0 \leq x \leq 4 \\ f(x) = 2x - 4, & \text{when } 4 \leq x \leq 8 \end{cases}$	The system of equations, the first row reads: f of x equals 2 x plus 4 when 0 is less than or equal to x which is less than or equal to 4, The Second row reads ...

Appendix F: Human Signer Guidelines

Test Administration Protocol for the Human Signer Testing Attribute for English Language Arts (ELA) Assessments and the Human Signer Testing Attribute for the Mathematics and Science Assessments

In cases where a student requires a sign language testing attribute on the NJSLA-A and NJGPA-A ELA assessments and/or a sign language on the NJSLA-A and NJGPA-A mathematics and NJSLA-S assessments, and for whom the American Sign Language (ASL) video testing attribute is not appropriate, a human signer must be provided. Human signers for the NJSLA-A, NJSLA-S and NJGPA-A must follow these procedures during testing to ensure the standardization of the signed presentation to the students.

Qualifications of the Human Signer

Individuals who provide the Human Signer testing attribute to a student must:

- Must meet the qualifications for a Test Administrator (TA);
- Be trained by the school or district, as indicated in the *Test Coordination Manual*;
- Sign a *Test Security Agreement*, available at the [New Jersey Assessments Portal](#) > **Resources**; 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 human signer will already be familiar with and have experience signing for the student. If the signer is unfamiliar with the student, then signer and student should have the opportunity to practice the process together prior to taking the assessment.

If a scribe testing attribute will be provided, testing organizations must refer to and follow the guidance in Appendix C: Use of the Scribe Testing Attribute.

Procedures for Human Signers Providing the Human Signer Testing Attribute for the ELA Assessments or the Human Signer Testing Attribute for the Mathematics and Science Assessments

15. Signers must be trained on test administration policies by local Test Coordinators, as indicated in the *Test Coordination Manual* (TCM). Signers must sign the *New Jersey Test Security Agreement* available at the [New Jersey Assessments Portal](#) > **Resources**.
16. 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 booklet 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.
17. 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 signed to the student.

18. Signers should emphasize only the words printed in bold face, italics, or capital letters and inform the student that the words are printed that way. No other emphasis or inflection is permitted.
19. 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.
20. 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.
21. Signers must use facial expressions consistent with sign language delivery and must not use expressions that may be interpreted by the student as approval or disapproval of the student's answers.
22. Test Administrators (TAs) must be familiar with the student's Individualized Education Plan (IEP) or 504 plan. TAs should also know in advance which testing attribute(s) are required by the student, and for which test (ELA, Mathematics and/or Science) the student is designated to receive a human signer. TAs 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, braille, slate, stylus, etc., and if use of these tools impacts the translation of the test, the signer should be made aware of this.
23. 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) on 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.
24. 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.
25. Signers must spell any words requested by the student during the test administration.
26. 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.
27. 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.
28. 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.
29. 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.
30. 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.

Procedures for Providing the Human Signer Testing Attribute for ELA Assessments or Human Signer Testing Attribute for the Mathematics and Science Assessments to a Small Group of Students

For paper-based testing: Human Signers may sign the test to a small group of students, or individually, provided that each student has the human signer testing attributes listed in an IEP, 504 plan, and in TIDE (in the case of mathematics and science only). The following procedures must be followed:

- Refer to state policy on the maximum allowable number of students in a small group.
- Students with the human signer testing attribute for mathematics and science or human signer testing attribute for ELA that will be grouped together must have the test signed to them in a manner that will not compromise each student's testing attribute but also maintain the integrity of the assessment.
- Students not receiving human signer testing attribute for mathematics and science or the human signer testing attribute for ELA may not be tested in the same location as students who are receiving human signer testing attribute for mathematics and science or human signer testing attribute for ELA.

For computer-based testing: Human Signers may sign the test to a small group of students, or individually, provided that each student has the human signer testing attributes listed in an IEP, 504 plan, and in TIDE (in the case of mathematics and science only). The following procedures must be followed:

- Refer to state policy on the maximum allowable number of students in a small group.
- Students with the human signer testing attribute for mathematics and science or human signer testing attribute for ELA that will be grouped together must have the test signed to them in a manner that will not compromise each student's testing attribute but also maintain the integrity of the assessment.
- Students not receiving human signer testing attribute for mathematics and science or the human signer testing attribute for ELA may not be tested in the same location as students who are receiving human signer testing attribute for mathematics and science or human signer testing attribute for ELA.

Test administration procedures

For Test Organizations using Microsoft (Windows) operating systems:

- Test Administrators may use a separate external monitor when providing the Human Signer testing attribute. This allows the reader to view the student's test content securely and comfortably while maintaining appropriate distance and visibility.
- In this scenario testing organizations are not required to order a single accommodated secure paper-based test.

For Test Organizations using Apple (macOS) or Chrome OS

Students who have been assigned the testing attribute of Human Signer **and** who will participate using a testing device such as **Apple (macOS) or Chrome OS** must adhere to the following requirements:

- Testing organization must order a single accommodated test booklet for the content area(s) for which the testing attribute will be used.
- Test administrators must sign from the secure accommodated test booklet and follow any and all guidance instructions included in the accommodated test booklet kit.

- Test administrators delivering the human signer testing attribute are required to follow all applicable guidelines and procedures outlined in this document. **Note:** Students are expected to record their responses in their testing device and not in the secure accommodated paper-based test.
- Upon completion of testing, all accommodated paper-based test materials must be returned to the vendor in accordance with the return procedures specified in the Test Coordination Manual.

Testing Environment Considerations

- Provide the Human Reader testing attribute in a separate, quiet setting, if applicable, to support student concentration and maintain test security.
- Ensure that the device screen is visible only to the Test Administrator and the assigned student.
- Confirm that no test content is recorded, captured, or displayed on unauthorized devices.
- Follow all guidance outlined in this document.

Sign-System-Specific Procedures

Human signers must deliver this testing attribute 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 this testing attribute 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 nonmanual 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 this testing attribute 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-Adaptive and NJGPA-Adaptive Mathematics Human Signer Language Glossary

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

When administering a test to a student testing with the Human Signer testing attribute assigned, the TA will first use the appropriate script (online or paper testing script) to direct the student to log into the test or navigate their test booklet, as appropriate. NJDOE does not produce read aloud scripts for human signers for any NJSLA-A, NJSLA-S or NJGPA-A assessments. TAs must sign test content directly from the student's device (separate external monitor) or paper test booklet.

During test administration, the TA will:

- Administer the assessment using the appropriate script.
- Administer the assessment in a one-to-one environment, or a small group provided each student has human signer testing attribute assigned.
- Sit with the student and sign the item and answer options from the student's screen or paper test booklet to the student as the items are administered.
- NOT sign additional instructions or guidance to the student beyond the item, its answer options, or system message/tool names exactly as displayed on the screen.
- Re-sign directions, questions, or response options at the student's request ONLY.
- Sign directions and/or content carefully to avoid inadvertently signaling to a correct response or an eliminated response option.
- Sign directions and/or content using standardized translation methods. Direct word-to-word translation is not always appropriate to convey the meaning.
- Sign language interpreters may correct themselves when signing incorrectly. If the sign language interpreter provides an answer to a question in error, the sign language interpreter must notify the TA immediately.

MATHEMATICS HUMAN SIGNER LANGUAGE GUIDELINES

NUMBERS

Integers

Description	Example	Speak as
Numbers 99 and Under	5 76	Five Seventy six
Numbers Greater Than 99 (Never include the word “and”)	355 45,220	Three hundred fifty five Forty five thousand, two hundred twenty
Negative Numbers (Use “negative” not “minus”)	-9 -7,890	Negative nine Negative seven thousand, eight hundred ninety

Decimals

Description	Example	Speak as
Decimals Without Numbers to the Left	.8 .396	Point eight Point three nine six
Decimals With numbers to the Left	0.5 54.67	Zero point five Fifty four point six seven
Multiple Zeros After Decimal Point (pause after each group of three)	5.006 12.0000003	Five point zero zero six Twelve point zero zero zero, zero zero zero, three
Repeating Decimals	2.333... $3.\overline{56}$	Two point three three three repeating Three point five six repeating

Fractions

Description	Example	Speak as
Basic Fractions (Use only two words: whole number numerator/ordinal number denominator)	$\frac{1}{2}$ $\frac{4}{6}$	One half Four sixths
Fractions with Numerator or Denominator Greater than 10	$\frac{14}{28}$ $\frac{1}{50}$	Fourteen over twenty eight One over fifty

(Read as numerator “over” denominator)		
Fractions with Variables (Read as numerator “over” denominator)	$\frac{x}{9}$ $5/y$	x over nine 5 over y
Improper Fractions (If numerator is higher than denominator always use “over” language)	$\frac{12}{6}$ $22/4$	Twelve over six Twenty two over 4
Mixed Numbers (Use the word “and” between integer and fraction)	$3\frac{1}{4}$ $17\frac{12}{9}$	One and three fourths Seventeen and 12 over 9

Powers and Roots

Description	Example	Speak as
Squared and Cubed Numbers	x^2 8^3	x squared Eight cubed
All Other Exponents (Read as “raised to the xth power”)	4^5 $9x-2+1$	Four raised to the fifth power Nine raised to the x minus two power, plus one
Square Roots and Cube Roots	$\sqrt{5}$ $\sqrt[3]{12}$	The square root of five The cube root of twelve
All Other Radicals (Read as “the xth root of”)	$\sqrt[6]{100}$ $\sqrt[x+y]{25}$	The sixth root of one hundred The x plus y root of twenty five

Absolute Values

Description	Example	Speak as
Absolute Values (Read as “the absolute value of...”)	$ -8 $ $ 2+4 $	The absolute value of negative eight The absolute value of two plus four

Times and Dates

Description	Example	Speak as
Times on the Hour (Read “o'clock” only when :00 is used)	9:00 12 PM	Nine O clock Twelve P M
All Other Times (Read literally; never use shortcuts such as “quarter til”, “half past”, “noon”, etc.)	6:05 3:30 1:59 AM	Six oh five Three thirty One fifty nine A M
Years (Read as you would in plain language) Use words rather than numbers/digits.	1776 1800 1907 2005 2017	Seventeen seventy six Eighteen hundred Nineteen O seven Two thousand five Twenty seventeen

Money

Description	Example	Speak as
Amounts Less than One Dollar (Read only as “cents”, w/o “zero dollars”)	\$.25 \$0.99 71¢	Twenty five cents Ninety nine cents Seventy one cents
Amounts One Dollar and Greater (Read as dollars and cents if there is a decimal point.)	\$4.35 \$6.00 \$5390	Four dollars and thirty five cents Six dollars and zero cents Five thousand three hundred ninety dollars

Percentage

Description	Example	Speak as
Percent	15% 99.8%	Fifteen percent Ninety nine point eight percent

Units

Description	Example	Speak as
Abbreviated Units (Read full word associated w/ abbreviation)	12 ft. 100 km	Twelve feet One hundred kilometers
Units with Symbols/Exponents	16 cm ² 821 ft ³	Sixteen square centimeters Eight hundred twenty one cubic feet
Rates	12 km/sec 5 ft/hr	Twelve kilometers per second 5 feet per hour

(Insert the word “per” in place of slash)		
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Temperature

Description	Example	Speak As
Degrees Celsius of Fahrenheit (Read degree symbol and full unit name)	100°C 32°F	One hundred degrees Celsius Thirty two degrees Fahrenheit

Roman Numerals

Description	Example	Speak as
Roman Numerals (Read as number associated with numeral)	Quadrant IV Step I, Step II	Quadrant four Step one, step two

Number Ranges

Description	Example	Speak as
Non-Consecutive Number Ranges (Use “through” to indicate range)	8–12 -50–150	Eight through twelve Negative fifty through one hundred fifty
Consecutive Number Ranges (Use “and” to indicate range)	5-6 33-34	Five and six Thirty three and thirty four

Unique Cases

Description	Example	Speak as
Pi	π	Pi
Infinity	∞	Infinity
Subscripted Numbers	x4	x subscript four
Number Symbol	#1	Number one
Empty Boxes	2 + 5 =	Two plus five equals box
Question Mark Boxes	8 - = 3	Eight minus box equals three
Plus or Minus	45.8 ± .5	Forty five point eight, plus or minus, point five

Parentheses “S” (Read both words w/ “or”)	angle(s)	Angle or angles
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EQUATIONS and EXPRESSIONS

Math Operators

Description	Example	Speak as
Addition (Read as “plus”)	$12 + 6$	Twelve plus six
Subtraction (Read as “minus”)	$50 - 2$	Fifty minus two
Multiplication (Read as “times”)	5×11 $5 \cdot 11$	Five times eleven
Division (Read as “divided by”)	$24 \div 6$	Twenty four divided by six

Equality Operators

Description	Example	Speak as
Equal	$4 + 2 = 6$	Four plus two equals six
Approximately Equal	$\pi \approx 3.14$	Pi is approximately equal to three point one four
Not Equal	$10y \neq 12$	Ten why is not equal to twelve

Less Than/Greater Than

Description	Example	Speak as
Less Than (Add “which” when multiple symbols are used)	$23 < x$ $6 < y < 40$	Twenty three is less than x Six is less than why which is less than forty
Less Than or Equal to	$x \leq 15$	X is less than or equal to fifteen
Greater Than (Add “which” when multiple symbols are used)	$36 > n$ $x > 60 > 1$	Thirty six is greater than n X is greater than sixty which is greater than one
Greater Than or Equal to	$17 \geq y$	Seventeen is greater than or equal to y

Ratios

Description	Example	Speak as
Ratios (Read as “The ratio x to y”)	3:2 z:150	The ratio three to two The ratio z to one hundred fifty

Grouping

Description	Example	Speak as
Parentheses (Read as open/close parenthesis)	$(5 - 2) + 16$	Open Parenthesis, five minus two, closed parenthesis plus sixteen
Parentheses w/ Implied Multiplication (Insert the word “times”)	$4(15 + 2)$	Four times , open parenthesis, fifteen plus two, closed parenthesis.
Brackets (Read as open/close brackets)	$[(x \div 5) + 2] - 3$	Open bracket, open parenthesis, x divided by five, closed parenthesis, plus two, closed bracket, minus three
Ordered Pairs	$(3, 2)$	three comma two

LINES and SHAPES

Types of Lines

Description	Example	Speak as
Lines (Arrows at both ends)	$\overleftrightarrow{AB}$	Line A B
Line Segments (No arrows)	$\overline{AB}$	Line Segment A B
Rays (Arrow at one end)	$\overrightarrow{AB}$	Ray A B
Arcs	$\widehat{AB}$	Arc A B

Comparing Lines, Shapes, and Angles

Description	Example	Speak as
Similar	$\triangle ABC \sim \triangle DEF$	Triangle A B C is similar to triangle D E F
Congruent	$\angle ABC \cong \angle DEF$	Angle A B C is congruent to angle D E F
Therefore	$A = B \text{ and } B = C \therefore A = C$	A equals B and B equals C therefore A equals C

Transformed Shapes/Angles	$\triangle A'B'C'$	Triangle A prime B prime C prime
Parallel	$\overline{AB} \parallel \overline{CD}$	Line segment A B is parallel to line segment C D
Perpendicular	$\overline{AB} \perp \overline{CD}$	Line segment A B is perpendicular to line segment C D
Measure of Angle	$m\angle ABC$	Measure of Angle ABC

Trigonometry

Description	Example	Speak as
Sine	$\sin 15^\circ$	Sine fifteen degrees
Cosine	$\cos 75^\circ$	Cosine seventy five degrees
Tangent	$\tan 30^\circ$	Tangent thirty degrees
Cosecant	$\csc 90^\circ$	Cosecant ninety degrees
Secant	$\sec 112^\circ$	Secant one hundred twelve degrees
Cotangent	$\cot 5^\circ$	Cotangent five degrees

Probability

Description	Example	Speak as
Probability	$P(A)$	P of A
Union	$P(A \cup B)$	P of A union B
And	$P(A \cap B)$	P of A and B
Given	$P(A B)$	P of A given B

ADVANCED MATH OPERATIONS

Logarithms

Description	Example	Speak as
Logs without bases (Never interpret implied base of 10)	$\log 2 \approx 0.3$ $\log 20 = 1.8$	Log two is approximately equal to zero point three Log twenty equals one point eight

Logs with bases (Insert the language “base x of”)	$\log_5 100 = 2$ $\log_{10} 50$	Log base five of one hundred equals two Log base ten of fifty
Natural Logs	$\ln x$	Natural log of x

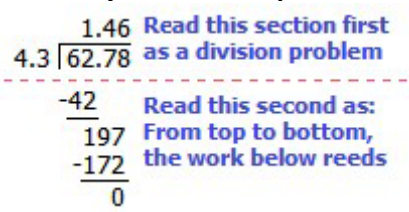
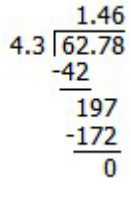
Function Notation

Description	Example	Speak as
Functions (Read “of” instead of parentheses)	$f(x)$ $f(x + 1)$ $f(g(x))$	F of x F of x plus one F of g of x
Inverse functions (Read “inverse of” instead of parentheses)	$f^{-1}(x)$ $f^{-1}(2 + y)$	F inverse of x F inverse of two plus y

Equations in Fractions

Description	Example	Speak as
Complex Fractions (Read as “fraction with numerator x and denominator y”)	$\frac{3x + y}{(x - 2)4}$	Fraction with numerator three x plus y and denominator, open parenthesis, x minus two, closed parenthesis, times four.

Math Operations with Work Shown

Description	Example	Speak as
Vertically Oriented Equations  Read this section first as a division problem Read this second as: From top to bottom, the work below reads		62 point 78 divided by 4 point 3 equals 1 point 4 6. From top to bottom the work below reads, minus 42 equals 1 hundred 97 minus 1 hundred 72 equals zero.

Grouped equations

Description	Example	Speak as
System of equations (read as “the system of equations”, unless they are referred to as something else in the item)	$\begin{cases} f(x) = 2x + 4, \text{ when } 0 \leq x \leq 4 \\ f(x) = 2x + -4, \text{ when } 4 \leq x \leq 8 \end{cases}$	The system of equations, the first row reads: f of x equals 2 x plus 4 when 0 is less than or equal to x which is less than or equal to 4, The Second row reads ...

Appendix G: 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 is designed to support IEP teams and 504 Plan Coordinators in determining student eligibility for testing attributes such as text-to-speech (computer-based), ASL video (computer-based), or Human Reader/Human Signer (paper-based or computer-based) on the NJSLA-A and/or NJGPA-A ELA summative assessments. If used, districts are to keep a copy of this tool at the school or central office. This form should not be uploaded into TIDE.

Student Name:		Date of birth:
SSID:	Grade:	Program:
District Name:		School Name:

Title	Signature	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(s)		
Student (if a team participant)		
Other IEP Team Member(s)		

** If the parent/guardian does not sign 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 testing attribute 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 testing attribute for the NJSLA-A and/or NJGPA-A 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 testing attribute on an NJSLA-A and/or NJGPA-A 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 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.	The student has an approved IEP or current 504 plan.	Agree Disagree
In making decisions on whether to provide the student with this testing attribute, 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 testing attribute, 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 testing attribute, 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 testing attribute 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

Guidelines for IEP Team or 504 Plan Consideration	Additional Guidance	Agree/ Disagree
Before listing the testing attribute 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 testing attribute to the student on the English language arts (ELA) assessment(s):

1. Name of Diagnostic Evaluation or Educational Assessment:
 - a. Name and Title of Test Administrator:
 - b. Most Recent Testing Date (mm/dd/yyyy):
 - c. Score(s):
 - d. Provide a Summary of the Results:
2. Name of Diagnostic Evaluation or Educational Assessment:
 - a. Name and Title of Test Administrator:
 - b. Most Recent Testing Date (mm/dd/yyyy):
 - c. Score(s):
 - d. 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 testing attribute for the NJSLA-A and NJGPA-A ELA assessment(s):

4. List the instructional interventions and supports specifically related to reading that are currently provided through daily instruction to the student:
 - a. Number of years that intensive reading interventions have been provided to the student:
 - b. List the specific school years and frequency:
 - c. Describe and list the specific reading intervention(s) provided to the student:
5. List any additional relevant information regarding the student:

Appendix H: Use of an Emergency Testing Attribute Form

Directions

This form is appropriate in cases where a student needs a new testing attribute 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 testing attribute on the day of the NJSLA-A, NJSLA-S and NJGPA-A test, this form must be completed and maintained in the student's assessment file. The parent must be notified that an emergency testing attribute was provided. **The District Test Coordinator (DTC) is required to upload the completed form in TIDE and email the submission ID number to the appropriate NJDOE State Assessment Coordinator.**

District Name:	School Name:
Telephone Number:	Date:
Student Name:	SSID:
Grade:	Date of birth:
Person Completing Form:	Title:
Staff Member's Name:	Title/Position:
Assessment Program:	

Reason for needing an emergency testing attribute:

Describe what the testing attribute will be:

Who will administer the testing attribute?	
Staff Member's Name:	Title/Position:
Principal Signature:	Date:
District Test Coordinator Signature:	Date:

Appendix I: Unique Testing Attribute Request Form

Directions

If a student with a disability or a multilingual learner (ML) requires a unique testing attribute not included in the NJSLA-A, NJSLA-S and NJGPA-A assessment program – and the testing attribute does not alter the construct being measured—the school may submit a request for approval using the designated form. Once approved, the testing attribute must be documented in the student’s IEP or Section 504 Plan for students with disabilities or aligned with the student’s instructional program and language proficiency for ML students.

To request approval for a unique testing attribute, both pages of the request form must be uploaded in TIDE, and the submission ID number must be emailed to the appropriate NJDOE state assessment coordinator by the District Test Coordinator (DTC) no later than six weeks prior to testing to ensure a timely state response. A copy of the completed form must also be maintained in the student’s file and, when applicable, retained at the district office.

Table 4 – District/School Contact Information

District Name:	School Name:
District Test Coordinator:	Email Address:
Signature:	Date:

Table 5 - Student Information

Student Name:	SSID:
Grade:	Date of Birth:
The student has a valid: IEP Section 504 Plan ML Plan (if needed)	

Which assessment are you seeking approval to use the unique testing attribute?

NJSLA-A

NJSLA-S

NJGPA-A

Assessment Program:

ELA

Math

Science

Provide a brief description of the testing attribute for which you are requesting approval:

Describe the evidence that supports the need for this testing attribute, including how it is used by the student in the classroom or on other assessments:

Describe the planning needed for this testing attribute (e.g., school staff, space, specialized tools or equipment needed):

In submitting this form for approval, the district test coordinator assures that:

- 1. This testing attribute will be documented in the student's IEP, Section 504 plan, or for an ML student whose instructional program is based on the student's language proficiency. In the case of an IEP, the parent/guardian of the student must sign the amended IEP prior to testing.**
- 2. The school team has met and considered all listed testing attributes before proposing this unique testing attribute.**
- 3. The proposed testing attribute is used, as appropriate, for routine class instruction and assessment.**

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

This request has been approved.

This request has been denied.

State Staff Name:

Position:

Appendix J: Guidelines for Multilingual Learner Student Test Attributes

When determining appropriate testing attributes for multilingual learner students, careful consideration must be given to the student's current English Language Proficiency (ELP) level in relation to the available testing attributes for the NJSLA-A, NJSLA-S, and NJGPA-A. For example, students classified at ELP Levels 1 or 2 (e.g., Entering or Emerging) or at the Beginning proficiency level may be eligible to receive the Online or Paper-Based Spanish Transadaptation of the Mathematics and Science assessments. In contrast, students at ELP Levels 5 or 6 (e.g., Bridging or Reaching) or at the Advanced proficiency level are generally expected to demonstrate sufficient English proficiency and, therefore, may derive limited benefit from this testing attribute due to a reduced need for linguistic support.

Composite ELP Levels Linked with Commonly-Used State English Proficiency Assessments

WIDA ACCESS for ELLs® English Language Proficiency (ELP) Levels	Proficiency Levels on individual State's English proficiency tests (approximate)	Composite ELP Level (Acosta et al., 2008)
Level 1, Entering	Level 1	Beginning
Level 2, Emerging	Level 2	
Level 3, Developing	Level 3	Intermediate
Level 4, Expanding	Level 4	
Level 5, Bridging	Level 5	Advanced
Level 6, Reaching	Level 6	

Guidelines for Matching Testing Attributes to a Student's Overall ELP Level:

- **MLs with Beginning ELP:** MLs at the Beginning level have very limited proficiency in reading and writing. These students tend to experience the greatest need for testing attributes but are often least equipped to use them. In general, the use of oral supports (in English) is recommended, rather than written testing attributes, but even oral testing attributes may not produce an effect for students at the lowest proficiency levels.
- **MLs with Intermediate ELP:** MLs at the Intermediate level typically have developed some literacy in English and can benefit from a wider range of written and oral testing attributes. Decision makers should note that the need for testing attributes at this level varies considerably depending upon the unique background and characteristics of the student, as well as the literacy demands of the test. Research suggests that native language testing attributes, such as bilingual word-to-word dictionaries, as well as English-language testing attributes, are useful at the Intermediate level. Where possible, and as needed, it may be beneficial to have the text on the mathematics assessments read aloud to these students. Scribing responses may also be appropriate for these students.
- **MLs with Advanced ELP:** MLs at the Advanced level would be expected to have a decreased need for most testing attributes. Native language support such as bilingual word-to-word dictionaries (and extra time to use them) may be helpful if the MLs is literate in their native language and has received recent instruction in that language (whether in the United States or abroad).

The table below outlines the testing attributes available to multilingual learner (ML) students for the NJSLA-A and NJGPA-A assessments. These attributes are cross-referenced with recommendations regarding their anticipated effectiveness based on the student's English Language Proficiency (ELP) level,

supporting informed decision-making when selecting appropriate assessment supports. The key for the table below is as follows:

- **HR:** Highly Recommended for use by MLs at this ELP level.
- **R:** Recommended for use by MLs at this ELP level.
- **MN:** May not be appropriate for MLs at this ELP level.

Testing Attribute	Beginning	Intermediate	Advanced
Multilingual Learner Accommodated Response for the Mathematics and Science Assessments in Spanish	HR	R	MN
Extended Time	HR	HR	HR
General Administration Directions Clarified in Student's Native Language	HR	R	MN
General Administration Directions Read Aloud in Student's Native Language	HR	R	MN
Spanish Large-Print Transadaptation of the Mathematics and Science Assessments	HR	HR	HR
Spanish Transadaptation of the Mathematics and Science Assessments	HR	R	MN
TTS for the Mathematics and Science Assessments in Spanish	HR	R	MN
Word-to-Word Dictionary	R	HR	HR

Appendix K: Student Testing Attribute Refusal Form

Directions

For the NJSLA-A, NJSLA-S, or NJGPA-A, if a student refuses testing attributes specified in their Individualized Education Program (IEP), Section 504 Plan, or Multilingual Learner (ML) Plan (if applicable), the DTC or STC must document the refusal in writing. The testing attribute must still be offered and remain available to the student throughout testing. A refusal form must be completed and placed in the student's file, and the parent/guardian must be notified prior to testing with a copy of the documentation provided to them. Principals (or their designee) should collaborate with Test Administrators to determine whether additional staff should be informed of the student's refusal. **This form should not be uploaded into TIDE.**

Student Name:		Date of Birth:	
Grade:	SSID:	District Name:	School Name:
Test Administrator:		Signature:	
Assessment:		Accommodation Refused:	
Reason for Refusal:		Additional Comments:	
Student signature (optional):		Date:	
Parent/Guardian signature (optional):		Date:	

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