

Accommodations Guidelines

Accommodations and Criteria for Use

The NAA is designed to allow maximum access to students with significant cognitive disabilities. Some traditional accommodations, such as large print, flexible setting, flexible scheduling, and 1:1 administration, are already embedded in the standard administration of this assessment. Some students might require additional accommodations to gain access or respond to the assessment. The additional accommodations used during the administration of the assessment must align with what the student uses on a daily basis during classroom instruction and must be documented in the student's IEP.

Universal Tools Available to All Students

Some tools are universal and may be embedded into the design of the assessment or can be provided to all students regardless of disability or ELL status. These tools are shown in Table 1.

Table 1: Universal Tools

Universal Tool	Description
Breaks	Breaks should be given based on the student's individual needs. There is no limit on the number of breaks or the time allotted for breaks that the student might be given.
Color overlays	Color transparencies are placed over a paper-based assessment.
Extended time	This assessment is untimed and may be taken over several days if needed.
Flexible scheduling	Flexible scheduling is imperative for the students in this population. The Test Administrator is able to choose the time of day that is best for the student. The Test Administrator may also stop and restart the test at any time based on the student's needs. The Test Administrator may not administer any questions that had already been answered or presented to the student.
Highlighters	Highlighters may be used to color text in items or passages.
Individualized administration	The NAA is administered in a one-to-one setting.
Large print	All materials presented to the student are in 18 pt. or larger print.
Line readers	Line readers may be used to isolate sentences or words when reading.
Masking	Masking involves blocking off content that is not of immediate need or that may be distracting to students. Students are able to focus their attention on a specific part of a test item by masking.
Picture descriptions	Picture descriptions are embedded in the Test Booklet for students with visual impairments.

Universal Tool	Description
Read aloud of items and read aloud of passages	All items for ELA, Mathematics, and Science are to be read aloud to the student. All passages except for the independently read passages are to be read to the student, unless the student's IEP has a text-to-speech or read-aloud accommodation and the student uses this accommodation in daily classroom instruction.
Reading tables, charts, graphs, diagrams, ordered pairs, thermometers, and timelines	The Quick Reference Guide provides standardized instructions for reading tables, charts, graphs, diagrams, ordered pairs, thermometers, and timelines to students.
Repeating of items and passages	All items and passages may be repeated, as needed for the individual student. Refer to the "Repeating Items During Assessment" section for guidance.
Scratch paper	Scratch paper to take notes, write computations, or record responses may be made available. A whiteboard with a marker may be used as scratch paper. As long as the construct being measured is not impacted, an assistive technology device, including low-tech assistive technology, is permitted to take notes. The assistive technology device needs to be consistent with the student's IEP. Access to the internet must be disabled on the assistive technology device.

Presentation Accommodations

Some students might require special accommodations to access the assessment. The presentation accommodations listed in Table 2 must be documented in a student's IEP and used during classroom instruction and assessment to be used on the NAA.

Table 2: Presentation Accommodations

Presentation Accommodation	Description
American Sign Language	The Test Administrator may use American Sign Language (ASL) or manually coded English as a presentation accommodation.
Assistive technology	An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to present materials to a student.
Braille tools	For students with braille, braille tools such as a raised number line, braille ruler, or braille clock may be used.

Presentation Accommodation	Description
Braille version of the independently read ELA passages	For students with visual impairments who are able to read contracted braille, grade-level-specific booklets of braille translations of the independently read ELA passages are available. Requests for braille translation booklets must be made through DRC's Nevada Help Desk at 866-588-4978. Contact your School Test Coordinator for more information on ordering.
Calculator, talking calculator, braille calculator, and abacus	Students in all grades may use a calculator on the Mathematics and Science assessments as documented in their IEP and used for classroom instruction.
Magnification tool or device	A magnifying glass or CCTV may be used if the student requires further enlargement of the student materials.
Mathematics manipulatives	Mathematics manipulatives such as counters, a hundreds chart, and specialized rulers may be provided.
Multiplication chart	A multiplication chart may be used on the Mathematics assessment.
Physical support	The Test Administrator may assist a student with limited physical capabilities and/or mobility to manipulate objects. Physical support should in no way indicate correctness of a response, and must allow the student to independently demonstrate their content knowledge. See section on Engagement Strategies for additional information on physical support.
Read aloud	The independently read passages may be read aloud to students if they have a read-aloud accommodation in their IEP, and the accommodation is used during classroom instruction and assessment.
Real objects	Real objects may be substituted for pictures in the Student Response Booklets whenever possible. For example, real paper clips could be used instead of pictures of paper clips. In addition to hearing the description of the paper clips, the student could feel and manipulate the paper clips.
Single-Sided Student Response Booklets	The Test Administrator may request Single-Sided Student Response Booklets, which can be cut apart to align with the student's presentation mode (e.g., for students who need the responses presented on a slant board or on a switch). This accommodation must align with what the student uses on a daily basis during classroom instruction and assessment. Contact your School Test Coordinator to order Single-Sided Student Response Booklets. Requests for Single-Sided Student Response Booklets will then be made through DRC's Nevada Help Desk.

Response Accommodations

Some students might require special accommodations to respond to the multiple-choice items or writing prompt on the assessment. The response accommodations listed in Table 3 must be documented in a student's IEP and used during classroom instruction and assessment to be used on the NAA.

Table 3: Response Accommodations

Response Accommodation	Description
American Sign Language	The student may use American Sign Language (ASL) or manually coded English in place of oral speech.
Assistive technology	An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used for the student to respond.
Augmentative communication device	Students who experience hearing impairments or communication impairments are allowed to use an augmentative communication device.
Braille	The student may respond to constructed-response items using a braille.
Computer, speech-to-text, or another device to write	A computer or other device may be used to respond to a writing prompt.
Picture symbols	Picture symbols may be used for the writing prompt. An array of pictures on and off topic should be presented to the student.
Scribe	A scribe may be used for the writing prompt. The student will dictate a response to the Test Administrator, who records verbatim what is dictated by the student.
Single-Sided Student Response Booklets	The Test Administrator may request Single-Sided Student Response Booklets, which can be cut apart to align with the student's response mode (e.g., for students whose response mode is eye gazing or who communicate through picture exchange). This accommodation must align with what the student uses on a daily basis during classroom instruction and assessment. Contact your School Test Coordinator to order Single-Sided Student Response Booklets.

Limited English Proficient (LEP) Students

Additional accommodations are available for students whose English language proficiency limits access to the assessment. An LEP student is an individual who was not born in the United States and whose native language is a language other than English, an individual who comes from a home environment where a language other than English is spoken in the home, or an individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency. Such an individual has sufficient difficulty speaking, reading, writing, or listening to the English language, which denies the student the opportunity to learn successfully in classrooms where the language of instruction is English. The use of accommodations must be in accordance with what the student uses on a daily basis during classroom instruction.

For LEP students, the following accommodations are allowable:

- An English-to-heritage-language/heritage-language-to-English dictionary, such as those typically used in instructional settings, may be used on the Mathematics and Science assessments. A dictionary with definitions written exclusively in the heritage language or English shall **not** be allowed.
- The use of dictionaries is prohibited on the ELA assessment (all grades).
- Electronic dictionaries are strictly prohibited and may be cause for invalidation.