

SOUTH DAKOTA ASSESSMENTS

TOOLS, SUPPORTS, AND ACCOMMODATIONS

GUIDELINES

2026 –2027

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Introduction

South Dakota recognized that the validity of assessment results depends on each and every student having appropriate tools, supports, and accommodations when needed based on the constructs being measured by the assessment.

The *South Dakota Tools, Supports, and Accommodations (TSA)* guidelines document describes the tools, supports, and accommodations available for the South Dakota English Language Arts (ELA), Math, and Science assessments ([Appendix A: Summary of Tools, Supports, and Accommodations](#)). These may change in the future if additional tools, supports, or accommodations are identified for the assessment based on recommendations and research findings.

Changes for the previous school year are summarized within the [Change Log](#) section of this document. Reviewers are encouraged to reference the Change Log to quickly identify new, revised, removed, or updated content from the previous version, including system updates, procedural revisions, policy changes, and documentation enhancements.

Intended Audience and Recommended Use

The *South Dakota Tools, Supports, and Accommodations Guidelines (TSA)* is intended for school-level personnel and decision-making teams, particularly Individualized Education Program (IEP) or 504 teams, and other teams supporting students as they prepare for and implement the South Dakota ELA, math, and science assessments. The *TSA* provides information for classroom teachers, English development educators, special education teachers, and related services personnel to use in selecting and administering tools, supports, and accommodations for those students who need them. The *TSA* is also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The *TSA* applies to **all participating** students. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. This document focuses on tools, supports, and accommodations for the South Dakota content assessments of English Language Arts (ELA)/literacy, mathematics (math), and science. At the same time, it supports important instructional decisions about accessibility for students who participate in the South Dakota assessments. It recognizes the critical connection between accessibility in instruction and accessibility during assessment. The *TSA* is also supported by the [Test Administration Manual \(TAM\)](#).

Recognizing Access Needs in All Students

All students (including but not limited to students with disabilities, English Learners (EL), and ELs with disabilities) are to be held to the same expectations for participation and performance on South Dakota assessments. Specifically, all students enrolled in grades 3-8 are required to participate in the SD math assessment and students enrolled in grades 5 and 8 are required to participate in the SD Science assessments except:

- Students with the most significant cognitive disabilities who meet the criteria for the mathematics alternate assessment based on alternate achievement standards (approximately 1% or fewer of the student population).

All students enrolled in grades 3-8 are required to participate in the SD ELA assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for the English language arts/literacy alternate assessment based on alternate achievement standards (approximately 1% or fewer of the student population).
- ELs who are enrolled for the first year in a U.S. school. These students instead participate in their required English language proficiency assessment.

Federal laws governing student participation in assessments must meet the requirements of the *Every Student Succeeds Act (ESSA) of 2016*, the *Individuals with Disabilities Education Improvement Act of 2004 (IDEA)*, and *Section 504 of the Rehabilitation Act of 1973 (reauthorized in 2008)*.

The conceptual model that serves as the basis for the *TSA* is shown in [Figure 1](#). Tools are available to all students, including those who receive supports and those who receive accommodations. Supports are available to students for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). Accommodations are available only to those students with documentation of the need through a formal IEP or 504 plan. Those students also may use supports and tools.

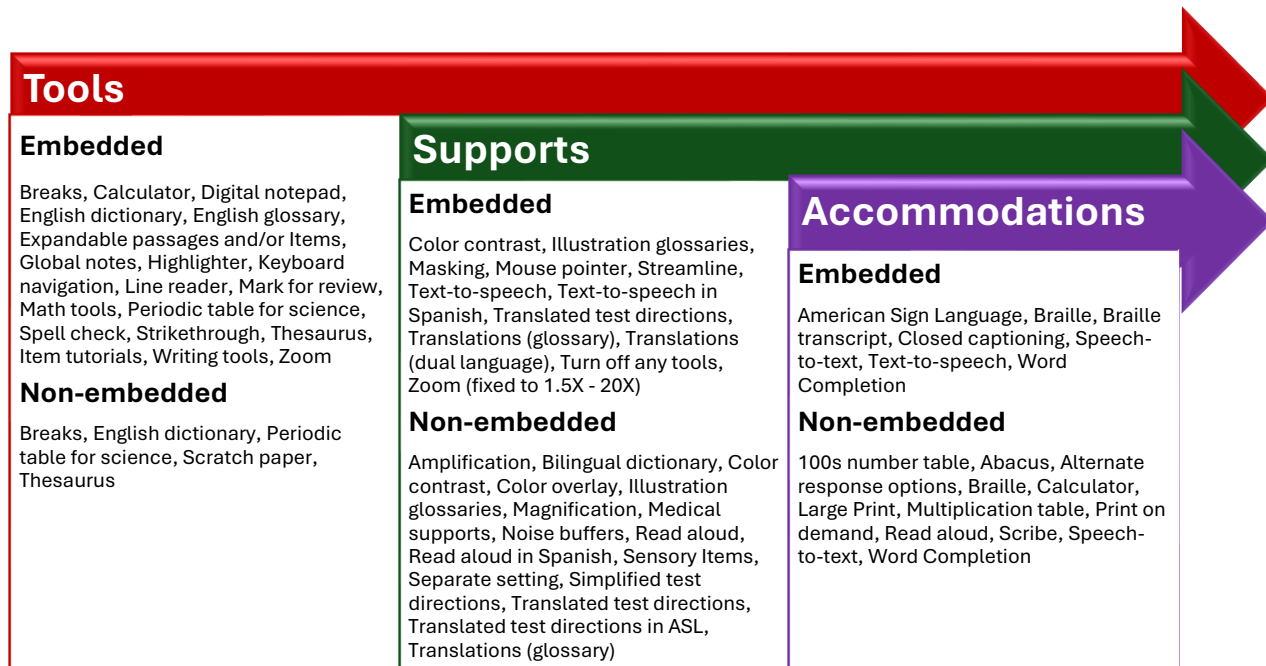
A tool for one content focus may be an accommodation for another content focus (for example, calculator). Similarly, a support may also be an accommodation depending on the content target (refer to, for example, text-to-speech). This approach is consistent with the emphasis placed on the validity of assessment results coupled with access.

Tools, supports, and accommodations all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the *Guidelines*.

Also, as shown in [Figure 1](#) for each category of assessment features – tools, supports, and accommodations – there exist both embedded and non-embedded versions, depending on

whether they are provided as digitally-delivered components of the test administration system or separate from it.

Figure 1 : Conceptual Model Underlying the *Tools, Supports, and Accommodations Guidelines*



Note: Colors noted in the diagram reflect the different sections further discussed in this document. Refer to [Table 1](#), [Table 2](#), [Table 3](#), [Table 4](#), [Table 5](#), [Table 6](#), and [Table 7](#).

The Conceptual Model recognizes that all students should be held to the same expectations for instruction and have available to them universal accessibility features. It is also recognized that some students may have certain characteristics and access needs that require the use of accommodations for instruction and when they participate in the state's summative assessments.

Section I: Tools

What Are Tools?

Tools are accessibility resources of the assessment that are either provided as digitally delivered (embedded) components of the test administration system or separate from the testing platform (non-embedded). Tools are available to all students based on student preference and selection. The tools described in this section are not modifications. Tools all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the *TSA*.

Embedded Tools

The South Dakota digitally delivered assessments include a wide array of embedded tools. These are available to all students as part of the technology platform.

[Table 1](#) lists the embedded tools available to all students based on student preference and selection. It includes a description of each tool. Although these tools are available to all students, educators may determine that one or more might be distracting for a particular student, and thus might indicate that the tool should be turned off for the administration of the assessment to the student (refer to [Section II: Supports](#)).

Table 1. Embedded Tools Available to All Students

Embedded Tool	Description
Breaks	The number of items per session can be flexibly defined based on the student's need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. There is no limit on the number of breaks that a student might be given. The student may need more time to complete the assessment depending on the number of breaks taken.
Calculator (for math and science) (Math - for calculator-allowed items only, grades 6-8) (Non-embedded Accommodations for students who cannot use the embedded calculator)	An embedded on-screen digital calculator can be accessed for calculator-allowed items when students select the calculator button. This tool is available only with the specific items for which it is indicated that it would be appropriate according to item specifications. <i>When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator) (Table 6. Non-embedded Accommodations Available).</i>
Digital Notepad	This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
Dyslexia Friendly Font	This tool is a font that can be toggled on and off in the student interface. These fonts often incorporate features like simplified letter shapes, increased spacing between letters and words for students with Dyslexia.
English Dictionary (for ELA-performance task full writes)	An English dictionary is available for the full write portion of an ELA performance task. A full write (writing portion of the ELA performance task) is the second part of a performance task. The use of this tool may result in the student needing additional overall time to complete the assessment.
English Glossary	Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window. The student can access the embedded glossary by clicking on

Embedded Tool	Description
	any of the pre-selected terms. The use of this tool may result in the student needing additional overall time to complete the assessment.
Expandable Passages and/or Items	Each passage/stimulus and/or associated item can be expanded so that it takes up a larger portion of the screen.
Global Notes (for ELA performance tasks)	Global notes is a notepad that is available for ELA performance tasks in which students complete a full write. A full write is the second part of a performance task. The student clicks on the notepad icon for the notepad to appear. During the ELA performance tasks, the notes are retained from segment to segment so that the student may go back to the notes even though the student is not able to go back to specific items in the previous segment.
Highlighter	A digital tool for marking desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment.
Keyboard Navigation	Navigation throughout text can be accomplished by using a keyboard.
Line Reader	The student uses an onscreen tool to assist in reading by raising and lowering the tool for each line of text on the screen.
Mark for Review	Allows students to flag items for future review during the assessment. Markings are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
Math Tools	These digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to math items. They are available only with the specific items for which the <i>Item Specifications</i> indicate that one or more of these tools would be appropriate.
Periodic table (for science)	Embedded periodic table is available for students to use for the science assessment when needed for an item.
Spell Check	Writing tool for checking the spelling of words in student-generated responses. Spell check only gives an indication that a word is misspelled; it does not provide the correct spelling. This tool is available only with the specific items for which the <i>Item Specifications</i> indicated that it would be appropriate. Spell check is bundled with other embedded writing tools for math and ELA items with open-ended student responses.
Strikethrough	Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.
Thesaurus (for ELA performance task full writes)	A thesaurus is available for the full write portion of an ELA/literacy performance task. A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. It is embedded with the English Dictionary tool. A full write is the second part of a performance task. The use of this tool may result in the student needing additional overall time to complete the assessment.
Tutorial (item)	A short video demonstrating how to respond to a particular question (item) type.

Embedded Tool	Description
Writing Tools (for ELA performance task full writes and math open-ended items)	Selected writing tools (i.e., bold, italic, bullets, undo/redo) are available for the ELA performance task full writes and math open-ended items (Also <i>spell check</i>). Writing tools are not available for ELA open-ended items.
Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger by clicking the <i>Zoom In</i> button. The student can click the <i>Zoom Out</i> button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen. The student may increase from 1.5X, 1.75X, 2.5X, or 3.0X default size. The use of this tool may result in the student needing additional overall time to complete the assessment. To increase the default print size of the entire test, the print size must be set for the student in the Test Information and Distribution Engine (TIDE) or set by the test administrator prior to the start of the test. The student may still decrease the set size if needed.

Non-Embedded Tools

Some tools may need to be provided outside of the computer test administration system and for paper-pencil test takers. These tools, shown in [Table 2](#), are to be provided locally for those students. They can be made available to any student.

Table 2. Non-Embedded Tools Available to All Students

Non-Embedded Tool	Description
Breaks	Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-pencil test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. Use of this tool may result in the student needing additional overall time to complete the assessment.
English Dictionary (for ELA-performance task full writes)	An English dictionary can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task. An English dictionary must be available for all students, but it does not have to be provided to every student. The use of this tool may result in the student needing additional overall time to complete the assessment.
Periodic table (for science)	Paper copies of the reference tools, such as the periodic table, is available for students to use.
Scratch Paper/Graph Paper	Students may use blank scratch paper to make notes, write computations, record responses, or create graphic organizers. Scratch/graph paper must be available for all students, but it does not

Non-Embedded Tool	Description
	have to be provided to every student. Only plain paper or lined paper is appropriate for ELA. Graph paper may be used at all grade levels. A whiteboard with marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper. The assistive technology device needs to be familiar to the student and/or consistent with the child's IEP or 504 plan. Access to internet must be disabled on assistive technology devices. CAT (Computer Adaptive Test) and Science: All scratch paper must be collected and securely destroyed at the end of each CAT assessment session to maintain test security. All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session. Performance Tasks: For mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper, whiteboards, and/or assistive technology devices may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch or graph paper must be collected and securely destroyed, whiteboards should be erased, and notes on assistive technology devices erased to maintain test security.
Thesaurus (for ELA-performance task full writes)	A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. A full write is the second part of a performance task. Test administrators provide to students needing this non-embedded tool. The use of this tool may result in the student needing additional overall time to complete the assessment.

[Appendix A: Summary of Tools, Supports, and Accommodations](#) provides a summary of tools, supports, and accommodations (both embedded and non-embedded) available for the South Dakota state assessments.

Section II: Supports

What Are Supports?

Supports are those features that are available for use by **any student** for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). The supports described in this section are not modifications. Supports yield valid scores that count as participation in assessments that meet the ESSA requirements when used in a manner consistent with the *TSA*. It is recommended that a consistent process be used to determine these supports for individual students.

Supports need to be identified prior to assessment administration. Embedded and non-embedded supports must be entered into the Test Information and Distribution Engine (TIDE). Any non-embedded supports must be acquired/gathered prior to testing.

Students should practice using these supports and understand when and how to use them prior to the assessment.

Who Makes Decisions About Supports?

Informed adults make decisions about supports. Ideally, the decisions are made by all educators familiar with the student's characteristics and needs, as well as those supports that the student has been using during instruction and for other assessments. Student input to the decision, particularly for older students, is also recommended.

All educators making these decisions should be trained on the process and should be made aware of the range of supports available. The district may choose whatever decision-making process works best for their district.

Some processes already in place could be (this is not an exhaustive list):

- RTI (Response to Intervention),
- MTSS (Multi-tiered System of Support),
- SAT (Student Assistance Team),
- TAT (Teacher Assistance Team),
- IEP (Individual Education Program),
- 504 planning,
- LAP (Language Acquisition Planning),
- and others.

Practice using the supports may be needed but should also be something the students use regularly in the classroom. **Regardless of the process used, all embedded supports must be activated prior to testing by entering information in TIDE.**

Embedded Supports

[Table 3](#) lists the embedded supports available to all students for whom the need has been indicated. It includes a description of each support along with recommendations for when the support might be needed.

Table 3. Embedded Supports

Embedded Support	Description	Recommendations for Use
Color contrast (Black on Rose, Medium Gray on Light Gray, Reverse Contrast, Yellow on Blue)	Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background.	Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the student's needs. Student should verify color choice by using the practice and/or training tests before the assessment.
Illustration glossaries (for math stimuli and items)	Illustration glossaries are a language support. The illustration glossaries are provided for selected construct-irrelevant terms for math. Illustrations for these terms appear on the computer screen when students select them. Students with the illustration glossary setting enabled can view the illustration glossary. Students can also adjust the size of the illustration and move it around the screen.	Illustration glossaries for specific items are available for students who are: • advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities), • deaf or hard of hearing but who are not proficient in American Sign Language (ASL). The use of this support may result in the student needing additional overall time to complete the assessment.
Masking	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.	Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments. Masking allows students to hide and reveal individual answer options, as well

Embedded Support	Description	Recommendations for Use
		as all navigational buttons and menus.
Mouse Pointer (Size and Color)	This allows the mouse pointer to be set to a larger size and also for the color to be changed. A test administrator sets the size and color of the Mouse Pointer prior to testing. The size and color are set during registration and cannot be changed during the administration of the assessment. The mouse pointer can be used with the zoom tool. If students are using a magnification program (Supports, magnification), the enlarged mouse pointer is built into magnification programs and mouse pointer may not be needed	Students who are visually impaired and need additional enlargement or a mouse pointer in a different color to find their mouse pointer more readily on the screen, will benefit from the mouse pointer support. Students who have visual perception challenges will also find this beneficial. Students should have ample opportunity to practice during daily instruction with the size and color to determine student preference.
Streamline	This provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli. If Streamlined Mode is turned on, it disables the ability to use the split-screen feature.	This support may benefit a small number of students who have specific learning and/or reading disabilities and/or visual impairment in which the text is presented in a vertical or more sequential format. Students should have familiarity interacting with items in streamline format.
Text-to-speech in English (for math & science stimuli and items and ELA items, NOT for ELA reading passages) (refer to Embedded Accommodations)	Text is read aloud to the student via embedded text-to-speech technology. The student can control the speed as well as raise or lower the volume of the voice via a volume control.	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and are advancing toward English braille proficiency. Students would need to use this support regularly during instruction to meaningfully benefit from it on assessments. Students who use

Embedded Support	Description	Recommendations for Use
for ELA reading passages)		text-to-speech will need headphones unless tested individually in a separate setting.
Text-to-speech in Spanish (for math and science stimuli and items)	Text in Spanish is read aloud to the student via embedded text-to-speech technology. The student can control the speed as well as raise or lower the volume of the voice via a volume control.	Students who are struggling readers, whose primary language is Spanish, and who use dual language supports in the classroom may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are advancing toward English braille proficiency. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech in Spanish will need headphones unless tested individually in a separate setting.
Text-to-speech for responses to open-ended items (for ELA and math)	Students enter their responses to open-ended items (short answer or writing extended-response), and the text is read aloud to the student via embedded text-to-speech technology. The student can control the speed and raise or lower the volume of the voice via a volume control.	Students who have text-to-speech assigned as a support of accommodation.
Translated test directions in Spanish (for math stimuli and items)	Translation of test directions is a language support available prior to beginning the actual test items. Students can see test directions in Spanish. As an embedded support, translated test directions are automatically a part of the dual language translations support in English/Spanish.	Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translated directions support. This support should only be used for students who are proficient readers in Spanish and not proficient in English.
Translation (glossaries)	Translated glossaries are a language support. The translated glossaries	Students who are advancing toward English language proficiency

Embedded Support	Description	Recommendations for Use
(for math stimuli and items) Translation Glossary Options: No Glossary, Arabic, Burmese, Cantonese, Filipino/Tagalog, Hmong, Korean, Mandarin, Punjabi, Russian, Somali, Spanish, Ukrainian, and Vietnamese.	are provided for selected construct-irrelevant terms for math. Translations for these terms appear on the computer screen when students click on them. Students with the language glossary setting enabled can view the translated glossary. Students can also select the audio icon next to the glossary term and listen to the audio recording of the glossary, when available.	(including non-ELs, ELs, and ELs with disabilities) can use the translated glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment.
Translations (dual language in English/Spanish) (for math and science stimuli and items)	Dual language translations are a linguistic support that is available for some students; dual language translations provide the full translation of each English math test item and stimulus.	For students whose primary language is Spanish and who use dual language supports in the classroom, use of the dual language translation may be appropriate. Students participate in the assessment regardless of the language. This support will increase reading load and cognitive load. The use of this support may result in the student needing additional overall time to complete the assessment.
Turn off any tools (In TIDE, a teacher or proctor can turn off tools before starting the test. They can't be turned off in the TDS system.)	Disabling any tools that might be distracting or that students do not need to use or are unable to use. <i>Tools that can be turned off in the PR Interface prior to starting the test: Digital Notepad, English Glossary, Global Notes, Highlighter, Line Reader, Strikethrough, Zoom</i>	Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the tools. Knowing which specific tools may be distracting is important for determining which tools to turn off.
Zoom (1.5X – 3X & 5X - 20X)	To increase the default print size of the entire test (example, from 1.5X to 3.0X default size), the print size must be set for the student in the Test Information and Distribution Engine (TIDE) or set by the test administrator prior to the start of	Students preferring enlarged text, graphics, and navigation buttons may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities.

Embedded Support	Description	Recommendations for Use
	the test. It can also be set 5X, 10X, 15X, and 20X the size. Any zoom 5X or above require streamlined mode to be selected in TIDE.	

Non-Embedded Supports

Some supports may need to be provided outside of the digital-delivery system. These supports, shown in [Table 4](#), are to be provided locally for those students unable to use the supports when provided digitally and for paper-pencil test takers.

Table 4. Non-embedded Supports

Non-Embedded Support	Description	Recommendations for Use
Amplification	The student adjusts the volume control beyond the computer's built-in settings using headphones or other non-embedded devices.	Students may use amplification assistive technology (e.g., headphones, FM System) to increase the volume provided on the assessment platform. Use of this resource likely requires a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security.
Bilingual Dictionary (for ELA-performance task full writes)	A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided for the full write portion (second part of the performance task) of an ELA performance task.	For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.

Non-Embedded Support	Description	Recommendations for Use
Color Contrast Contact SD DOE if printed copies are needed.	Test content of online items may be printed with different colors (e.g. Print on Demand or paper-pencil assessment).	Students with attention difficulties may need this support for viewing the test when digitally-provided color contrasts do not meet their needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by evidence of those colors that meet the student's needs.
Color Overlays	Color transparencies are placed over a paper-based assessment.	Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs.
Illustration Glossaries (for math, paper-pencil assessment) Contact SD DOE if printed copies are needed.	Illustration glossaries are a language support. The illustration glossaries are provided for selected construct-irrelevant terms for math. Illustrations for these terms appear in a supplement to the paper-pencil test and are identified by item number.	Illustration glossaries for specific items are available for students who are: • advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities), • deaf or hard of hearing but who are not proficient in American Sign Language (ASL). The use of this support may result in the student needing additional overall time to complete the assessment.
Magnification	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, navigation buttons, and mouse pointer) may be adjusted by the student with an assistive technology device or software.	Students used to viewing enlarged text or graphics, or navigation buttons with or without changes to color contrast, may need magnification to comfortably view content. This support also may

Non-Embedded Support	Description	Recommendations for Use
	Magnification allows increasing the size and changing of the color contrast, including the size and color of the mouse pointer, to a level not provided for by the zoom tool, color contrast support, and/or mouse pointer support. For more information, please view <i>the Assistive Technology Manual</i> .	meet the needs of students with visual impairments and other print disabilities. The use of this support may result in the student needing additional overall time to complete the assessment.
Medical Support	Students may have access to medical supports for medical purposes (e.g., Glucose Monitor, Bluetooth hearing aids). The medical support may include a cell phone and should only support the student during testing for medical reasons.	Educators should follow local policies regarding medical supports and ensure students' health is the highest priority. Electronic medical support settings must restrict access to other applications, or the test administrator must closely monitor the use of the device to maintain test security. Use of electronic devices may require a separate setting to avoid distractions to other test takers and to ensure test security.
Noise Buffers	Ear mufflers, white noise, and/or other equipment used to block external sounds.	For use by students who are distracted by external noises in the testing environment. Student (not groups of students) wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Noise buffers used during testing should not interfere with the testing of other students. Headphones may be needed unless tested individually in a separate setting.
Sensory Items	Sensory items to support students who benefit from tactile, movement, or sensory input to help maintain focus and self-regulation during testing. These may include fidget toys, stress balls, putty,	The use of sensory items must be student-specific and based on documented needs. Sensory items should be non-disruptive and used in a way that does not interfere with the student's testing or that of others.

Non-Embedded Support	Description	Recommendations for Use
	textured items, foot rockers, seat cushions, or other similar objects.	
Printed Test Directions in English	Available as a supplement to the Test Administration Manual (TAM) , a printed copy of the oral test directions script in English may be provided to the student.	Students for whom printed reading supports for verbally-delivered directions enable them to follow along with the verbal directions may benefit from this support. Students who may be multilingual or have hearing or auditory-processing difficulties, with or without reading-related disabilities, may need this support in English. A student should have the option of asking the test administrator to slow down or repeat any verbal directions provided. The use of this support may result in the student needing additional overall time to complete the assessment.
Read Aloud in English (for math & science stimuli and items and ELA items, NOT for reading passages) (Non-embedded Accommodations for ELA reading passages)	Text is read aloud to the student by a trained and qualified human reader (certified staff) who follows the administration guidelines provided in the Test Administration Manual (TAM) and Appendix C: Read Aloud Protocol , and Appendix D: Scribing Protocol . Allowable portions of the content may be read aloud.	Students who are struggling readers may need assistance accessing the assessment by having allowable portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and are advancing toward English braille proficiency. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers should be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.

Non-Embedded Support	Description	Recommendations for Use
Read Aloud in Spanish (for mathematics, all grades)	Spanish text is read aloud to the student by a trained and qualified (certified staff) human reader who follows the administration guidelines provided in the Test Administration Manual (TAM) and the Read Aloud Guidelines. All or portions of the content may be read aloud.	Students receiving the translations (dual language) support and who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.
Separate Setting	Test location is altered so that the student is tested in a setting different from that made available for most students.	Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group. The student may read aloud to self, use a device requiring voicing (e.g., a Whisper Phone), or use Amplification. It may also include a calming device or support as recommended by educators and/or specialists. Or the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances,

Non-Embedded Support	Description	Recommendations for Use
		students may need to interact with test content outside of school, such as in a hospital or their home. A trained (according to the Test Administration Manual (TAM)) certified staff member, can act as test proctor (test administrator) when a student requires this type of setting.
Simplified Test Directions	The test administrator simplifies or paraphrases the test directions found in the Test Administration Manual (TAM) according to the Simplified Test Directions guidelines .	Students who need additional support understanding the test directions may benefit from this resource. This support may require testing in a separate setting to avoid distracting other test takers.
Translated Test Directions	PDF of directions translated in each of the languages currently supported. Bilingual adult can read to student.	Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translated test directions. In addition, a biliterate adult trained in the Test Administration Manual (TAM) can read the test directions to the student. The use of this support may result in the student needing additional overall time to complete the assessment.
Translated Test Directions in American Sign Language (ASL)	Test directions that include test administration scripts are translated into ASL video. The ASL human signer and the signed test content are viewed at the same time. Students may view portions of the ASL video as often as needed	Some students who are deaf or hard of hearing and who typically use ASL may need this support when accessing text-based directions in the assessment. The use of this support may result in the student needing additional overall time to complete the assessment.
Translation (Glossaries) (for math items, paper-pencil assessment)	Translated glossaries are a language support. Translated glossaries are provided for selected construct-irrelevant terms for math. Glossary terms are listed by item and include the English term and its translated equivalent.	Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translation glossary for specific items. The use of this support may result in the student needing

Non-Embedded Support	Description	Recommendations for Use
(for Science contact DOE)		additional overall time to complete the assessment.

[Appendix A: Summary of Tools, Supports, and Accommodations](#) provides a summary of tools, supports, and accommodations (both embedded and non-embedded) available for the South Dakota state assessments.

Section III: Accommodations

What Are Accommodations?

Accommodations are changes in procedures or materials that increase equitable access during the state and district assessments. Accommodations described in this section are not modifications. Accommodations all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the TSA. They allow students to show what they know and can do. Digitally- embedded and non-embedded accommodations have been identified for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 plan. One exception to the IEP or 504 requirement is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text or the scribe accommodations (if they have had sufficient experience with the use of these), as noted in this section.

Determination of which accommodations an individual student will have available for the assessment is necessary because these accommodations must be made available before the assessment, either by entering information into the TIDE for embedded accommodations or by ensuring that the materials or setting are available for the assessment for non-embedded accommodations.

Who Makes Decisions About Accommodations?

IEP teams and educators make decisions about accommodations. These teams (or educators for 504 plans) provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plan.

It is recognized that accommodations could increase cognitive load or create other challenges for students who do not need them or who have not had experience using them. Because of this possibility, a student's parent/guardian should know about the availability of specific supports and accommodations through the IEP or 504 process. This information ensures that

parents/guardians are aware of the conditions under which their child participated in classroom learning as well as testing.

Embedded Accommodations

[Table 5](#) lists the embedded accommodations available for the South Dakota state assessments for those students for whom the accommodations are included on an IEP or 504 plan. The table includes a description of each accommodation along with recommendations for when the accommodation might be needed and how it can be used.

Table 5. Embedded Accommodations

Embedded Accommodation	Description	Recommendations for Use
American Sign Language (ASL) (for ELA listening passages and items and math stimuli and items)	Test content is translated into an ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed.	Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.
Braille (ELA and math) (For use with an embosser for the print-on-demand option.)	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and non-contracted braille is available; Nemeth and UEB Math code(s) are available for math.	Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. Due to limitations with refreshable braille technology and math braille codes, refreshable braille is available only for ELA. For math, braille will be presented via embosser; embosser-created braille

Embedded Accommodation	Description	Recommendations for Use
		can be used for ELA also. Alternative text descriptions are embedded in the assessment for all graphics. The type of braille presented to the student (contracted or non-contracted) is set in TIDE. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
Braille Transcript (for ELA listening passages)	A braille transcript of the closed captioning created for the listening passages. The braille transcripts are available in the following braille codes: ELA • UEB uncontracted • UEB contracted	Students may have difficulty hearing the listening portion of the passages and also do not have enough functional vision to read the closed captioning provided for the passage. These students who are visually impaired or blind and deaf or hard of hearing AND who use braille may have access to Braille transcripts. These students must be registered in TIDE for both braille and closed captioning. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
Closed Captioning (for ELA listening passages)	Printed text that appears on the computer screen as audio materials are presented.	Students who are deaf or hard of hearing and who typically access information presented via audio by reading words that appear in synchrony with the audio presentation may need this support to access audio content. For many students who are deaf or hard of hearing, viewing words (sometimes in combination with reading lips and ASL) is how they access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which

Embedded Accommodation	Description	Recommendations for Use
		extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.
Permissive Mode (does not need to be listed on IEP, 504, or other plans)	Permissive Mode is required for use of assistive technology devices. Use of an assistive technology device may require Permissive Mode to be set in TIDE (i.e., alternate response options, amplification devices, speech-to-text, etc.).	Students should practice using assistive technology devices in the Practice/Training tests administered through the secure test browser to ensure interoperability. The assistive technology device needs to be consistent with the student's plan. Access to internet must be disabled on assistive technology devices. Functionality must be verified with the test platform.
Speech-to-text in English (for ELA and math open-ended items, and ELA performance task full writes)	Embedded voice recognition allows students to use their voices as input devices to the computer to dictate responses. Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices instead of embedded Speech-to-text (Non-Embedded Accommodations).	Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software and have had many opportunities to use it prior to testing. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use

Embedded Accommodation	Description	Recommendations for Use
		speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.
Speech-to-text in Spanish (for math open-ended items)	Embedded voice recognition allow students to use their voices as input devices to the computer to dictate responses. Voice recognition software can recognize speech up to 160 words per minute,	Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software and have had many opportunities to use it prior to testing. Speech-to-text software required that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.
Text-to-speech (for ELA reading passages)	Text is read aloud to the student via embedded text-to-speech technology. The student can control the speed as well as raise or lower	This accommodation is appropriate for a very small number of students. Text-to- speech is available as an accommodation for students whose need is

Embedded Accommodation	Description	Recommendations for Use
(Appendix E: Guidelines for Choosing Text-to-Speech or Read Aloud for Reading Passages (Grades 3-5) for more information on deciding who may need this accommodation.)	the volume of the voice via a volume control.	documented in an IEP or 504 plan. Students who use text-to-speech will need headphones unless tested individually in a separate setting.
Word completion (for ELA and math)	Word completion allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word completion is delivered via an embedded software program. Functionality such as phrase prediction, predict ahead, or next work will be unavailable. If further supports are needed for speech output, see text-to-speech or read aloud policies. Students who use word completion in conjunction with speech output will need headphones unless tested individually in a separate setting.	Students who have documented motor or orthopedic impairments , which severely impair their ability to provide written or typed responses without the use of assistive technology, may use word completion. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word completion. Students will need to be familiar with the software and have had many opportunities to use it in daily instruction. Use of word completion does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word completion also be able to develop planning notes and review their writing with or without text-to-speech.

Non-Embedded Accommodations

[Table 6](#) lists the non-embedded accommodations available for the South Dakota state assessments for those students for whom the accommodations are documented on an IEP or 504 plan. The table includes a description of each accommodation, along with recommendations for when the accommodation might be needed and how it can be used. For

those accommodations that may be considered controversial, a description of considerations about the use of the accommodation is provided.

Table 6. Non-embedded Accommodations Available

Non-Embedded Accommodation	Description	Recommendations for Use
100s Number Table	A paper-pencil table listing numbers from 1–100. A copy is available in the resource section.	Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 plan.
Abacus	This tool may be used in place of scratch paper for students who typically use an abacus.	Some students, including students with visual impairments or with documented processing impairments, who typically use an abacus may use an abacus in place of scratch paper.
Alternate response options (For Augmentative and Alternative Communication Devices (AAC) see <i>Scribe</i> . For more information, you can also view the Assistive Technology Manual .)	Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky Keys, MouseKeys, Filter Keys, adapted mouse, touch screen, head wand, and switches.	Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.
Braille (paper-pencil assessment)	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Codes available on paper-pencil tests: ELA • UEB uncontracted • UEB contracted Math • UEB uncontracted with Nemeth • UEB contracted with Nemeth • UEB uncontracted with UEB math	Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. The type of braille presented to the student (contracted or non-contracted) is set in TIDE. The use of this accommodation may result in the student needing additional overall time to complete the assessment. These graphics will be available as an option for the package of pre-

Non-Embedded Accommodation	Description	Recommendations for Use
Raised-line drawings/tactile graphics (math)	• UEB contracted with UEB math Science • UEB This technology provides graphics created with thicker printed lines in addition to raised dots	embossed materials that accompany the Math Hybrid Adaptive Test (HAT) only for Braille. The student's IEP team will determine which option (raised line graphics or regular embossed graphics) is best for the student.
Calculator – such as Braille or Talking (for calculator allowed items only, Grades 6-8)	A non-embedded, stand-alone calculator for students needing a specialized calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform.	Students who are unable to use the embedded calculator for calculator-allowed items can use the calculator that they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator items and that calculator functions are consistent with those of the embedded calculator for each grade level. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed.
Large Print (paper-pencil assessment)	A large print paper form of the test that is provided to the student with a visual impairment.	This accommodation is appropriate for a very small number of students. Students with visual impairments who may not be able to use zoom or magnifying devices to access the online test may need a large print paper test.
Multiplication Table	A paper-based multiplication table containing numbers 1-12. A copy is available in the resource section of the Gateway .	For students with a documented and persistent calculation disability (i.e., dyscalculia).
Print on demand (must contact SD DOE for approval)	Paper copies of either passages/stimuli and/or items are printed for students. For those students needing a paper copy of a passage or stimulus, permission for the students to request printing must first be set in TIDE. For those students needing a paper copy of one or more items, SD DOE assessment or special education	Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment.

Non-Embedded Accommodation	Description	Recommendations for Use
	office must be notified to have the accommodation set for the student.	
Read Aloud (for ELA reading passages) (Supports for ELA items and math) (Refer to Appendix E: Guidelines for Choosing Text-to-Speech or Read Aloud for Reading Passages (Grades 3-5) for more information on deciding who may need this accommodation.)	Text is read aloud to the student via an external screen reader or by a trained and qualified human reader who follows the administration guidelines provided in the Test Administration Manual (TAM) and Appendix C: Read Aloud Protocol . All or portions of the content may be read aloud. Teams can refer to the Appendix E: Guidelines for Choosing Text-to-Speech or Read Aloud for Reading Passages (Grades 3-5) when deciding if this accommodation is appropriate for a student.	This accommodation is appropriate for a very small number of students. Read aloud is available as an accommodation for students whose need is documented in an IEP or 504 plan. A student should have the option of asking a reader to slow down or repeat text. The use of this accommodation may result in the student needing additional time to complete the assessment and/or the use of a separate setting.
Scribe	Students dictate their responses in a variety of ways (e.g., speech, American Sign Language (ASL), braille, Augmentative and Alternative Communication (AAC) devices) to a human who records verbatim what they dictate. The scribe must be trained and qualified (certified staff) and must follow the administration guidelines provided in the Test Administration Manual (TAM) .	Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses in their accustomed method of communication to a human, who then records the students' responses verbatim. The use of this accommodation may result in the student needing overall additional time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.
Speech-to-text in English	Voice recognition allows students to use their voices as input devices to	Students who have motor or processing disabilities (such as dyslexia) or who

Non-Embedded Accommodation	Description	Recommendations for Use
(Districts must have a voice recognition program. The permissive mode within TIDE must be enabled for the voice recognition program to work.) Contact DOE to enable permissive mode. (for ELA and math open-ended items, and ELA performance task full write)	the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software can recognize speech up to 160 words per minute. Students may use their own assistive technology devices. For more information, please view the Assistive Technology Manual for help setting up non-embedded speech-to-text devices.	have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software and have had many opportunities to use it prior to testing. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.
Speech-to-text in Spanish (Districts must have a voice recognition program. The permissive mode within TIDE must be enabled for the voice recognition program to work.)	Voice recognition allows students to use their voices as input devices to the computer to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software can recognize speech up to 169 words per minute. Students may use their own assistive technology devices. For more information, please view the Assistive Technology Manual.	Students who have motor or processing disabilities (such as dyslexia) or show have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys, may need alternative ways to work with computers. Students will need to be familiar with the software and have had many opportunities to use it prior to testing. Speech-to-text software required that the student go back through all generated text to correct

Non-Embedded Accommodation	Description	Recommendations for Use
Contact DOE to enable permissive mode. (for math open-ended items)		errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.
Word Completion Permissive Mode must be enabled. Contact DOE to enable permissive mode. (for ELA and math)	Word completion allows students to begin writing a word and choose from a list of single words that have been predicted from word frequency and syntax rules. Word completion is delivered via a non-embedded software program. The program must use only single word completion. Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program which reads back the information the student has written. If further supports are needed for speech output, see Text-to-Speech or Read Aloud policies. Students who use word completion in	Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of assistive technology, may use word completion. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word completion. Students will need to be familiar with the software and have had many opportunities to use it in daily instruction. Use of word completion does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word completion also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be

Non-Embedded Accommodation	Description	Recommendations for Use
	conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own assistive technology devices. For more information, please view the Assistive Technology Manual.	deleted from these devices after the test for security purposes.

[Appendix A: Summary of Tools, Supports, and Accommodations](#) provides a summary of tools, supports, and accommodations (both embedded and non-embedded) available for the South Dakota state assessments.

Appendix A: Summary of Tools, Supports, and Accommodations

Table 7. Summary of Tools, Supports, and Accommodations

	Tools	Supports	Accommodations
Embedded	Breaks Calculator ¹ Digital Notepad English Dictionary ² English Glossary Expandable Passages and/or Items Global Notes ³ Highlighter Keyboard Navigation Line Reader Mark for Review Math Tools ⁴ Periodic Table Spell Check Strikethrough Tutorials (item types) Thesaurus ² Writing Tools ⁵ Zoom	Color Contrast Illustration Glossaries ⁶ Masking Mouse Pointer Streamline Text-to-Speech ⁷ Text-to-Speech in Spanish Translated Test Directions ⁷ Translations (Glossaries) ⁶ Translations (Dual Language) ⁶ Turn off Any Tools Zoom (1.5X – 20X)	American Sign Language ⁸ Braille Braille Transcript Closed Captioning ⁹ Speech-to-Text Text-to-Speech ¹⁰ Word Completion
Non-Embedded	Breaks English Dictionary ² Periodic Table Scratch Paper Thesaurus ²	Amplification Bilingual Dictionary ² Color Contrast Color Overlay Illustration Glossaries ¹¹ Magnification Medical Supports Noise Buffers Printed test directions in English Read Aloud ⁷ Read Aloud in Spanish ¹¹ Separate Setting Sensory Items Simplified Test Directions Translated Test Directions (also ASL) Translations (Glossaries) ¹¹	100s Number Table Abacus Alternate Response Options ¹³ Braille ¹⁴ Calculator ¹⁵ Large Print Multiplication Table Print on Demand (also with color contrast) Read Aloud ¹⁶ Scribe ¹⁷ Speech-to-Text Word Completion

For calculator-allowed items only in grades 6 – 8; Science – available for all

² For ELA performance task full writes

³ For ELA performance tasks

⁴ Includes embedded ruler, embedded protractor

⁵ Includes bold, italic, underline, indent, cut, paste, spell check, bullets, undo/redo.

⁶ For math stimuli and items

⁷ For math & science stimuli and items and ELA items (not for reading passages)

⁸ For ELA listening items and math items

⁹ For ELA listening passages

¹⁰ Available for ELA reading passages, all grades

¹¹ For paper-pencil **math** items

¹² For math, all grades

¹³ Includes adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, Filter Keys, adapted mouse, touch screen, head wand, and switches.

¹⁴ Paper-pencil assessment

¹⁵ For calculator-allowed items only in grades 6–8 (Braille/talking calculators)

¹⁶ For ELA reading passages

¹⁷ For ELA performance task full write, ELA CAT, Math, and Science

Appendix B: Frequently Asked Questions

FAQs may be used to assist districts and schools to understand the tools, supports, and accommodations available for the state assessments.

1. What are the differences among the three categories of tools, supports, and accommodations?

Tools are access features that are available to all students based on student preference and selection. **Supports** are those features that are available for use by any student (including English learners, students with disabilities, and English learners with disabilities) for whom the need has been indicated by an educator or team of educators (with parent/guardian and student input as appropriate). **Accommodations** are changes in procedures or materials that increase equitable access during the state assessments by generating valid assessment results for students who need them and allowing these students the opportunity to show what they know and can do. The *South Dakota Tools, Supports, and Accommodations Guidelines (TSA)* identify accommodations for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 plan.

Tools, supports, and accommodations may be either embedded in the test administration system or provided locally (non-embedded).

2. Which students should use each category of tools, supports, and accommodations?

- **Tools** are available to all students, including those receiving supports and those receiving accommodations.
- **Supports** are available only to students for whom an adult or team (consistent with member-designated practices) has indicated the need for these supports (as well as those students for whom the need is documented).
- **Accommodations** are available only to those students with documentation of the need through either an Individualized Education Program (IEP) or a 504 plan. Students who have IEPs or 504 accommodation plans also may use supports and tools.

Table 8. What Tools Are Available for My Student?

	All Students	English Learners (ELs)	Students with Disabilities	ELs with Disabilities
Tools	✓	✓	✓	✓
Supports	✓ *	✓ *	✓	✓
Accommodations			✓	✓

*Only for instances that an adult (or team) has deemed the supports appropriate for a specific student's testing needs.

3. What is the difference between embedded and non-embedded approaches? How might educators decide what is most appropriate?

Embedded versions of the tools, supports, and accommodations are provided digitally through the test delivery system while non-embedded versions are provided at the local level through means other than the test delivery system. The choice between embedded and non-embedded tools and supports should be based on the individual student's needs. The decision should reflect the student's prior use of, and experience with, both embedded and non-embedded tools, supports, and accommodations. It is important to note that although print on demand is a non-embedded accommodation, permission for students to request printing must first be set in the Test Information and Distribution Engine (TIDE).

4. Who determines how non-embedded accommodations (such as read aloud) are provided?

IEP teams and educators make decisions about non-embedded accommodations. These teams (or educators for 504 plans) provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plan. Districts and schools must follow the guidance on the implementation of these accommodations.

5. Are any students eligible to use text-to-speech or read aloud for ELA reading passages on the state ELA assessment?

For students in all grades, text-to-speech or read-aloud is available on ELA reading passages for students whose need is documented on an IEP or 504 plan, if the student has a print disability. Text-to-speech and read aloud are available on reading passages in all grades. **Text-to-speech and read-aloud for ELA reading passages is not available for ELs (unless the student has an IEP or 504 plan).** This accommodation is appropriate for a **very small number** of students. Whenever text-to-speech is used, appropriate headphones must be available to the student, unless the student is tested individually in a separate setting. Similarly, if the student receives a read aloud accommodation, the student may need to be tested in an individual setting ([FAQ 43](#)).

6. Are additional tools, supports, or accommodations allowed to individual students on a case by case basis?

Yes, only in certain restricted and emergent circumstances. To address emergent issues that arise at the local level, authorized state staff members will have the authority to provide temporary approvals for individual students. Authorized state staff members include only those individuals who are familiar with the constructs the state assessments are measuring, so that students are not inadvertently provided with tools, supports, or accommodations that violate the constructs being measured.

7. What is to be done for special cases of “sudden” physical disability?

One exception to the IEP or 504 requirement is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. For these situations, students may use the speech-to-text or scribe accommodations (if deemed appropriate based on the student having had sufficient experience with the use of the accommodations).

8. Where can a person go to get more information about making decisions on the use of the supports and accommodations?

Practice and training tests provide students with experiences that are critical for success in navigating the platform easily. The practice and training tests may be particularly important for those students who will be using supports or accommodations because the practice tests can provide data that may be useful in determining whether a student might benefit from the use of a particular support or accommodation. It is important that students have ample opportunities to use selected supports and accommodations in daily instruction. Practice and training tests are available at [Student Practice Site](#).

9. What security measures need to be taken before, during, and after the assessment for students who use tools, supports, or accommodations?

Test security involves maintaining the confidentiality of test questions and answers and is critical in ensuring the integrity of a test and validity of test results. Ensuring that only authorized personnel have access to the test and that test materials are kept confidential is critical in technology-based assessments. In addition, it is important to guarantee that (a) students are seated in such a manner that they cannot see each other’s terminals, (b) students are not able to access any unauthorized programs or the Internet while they are taking the assessment, and (c) students are not able to access any externally-saved data or computer shortcuts while taking the test. Prior to testing, the IEP team should check the compatibility of assistive technology devices and make appropriate adjustments if necessary. When a non-embedded support or accommodation is used that involves a human having access to items (e.g., reader, scribe), procedures must be in place to ensure that the individual understands and has agreed to security and confidentiality requirements. Test administrators need to (a) keep testing materials in a secure place to prevent unauthorized access, and (b) keep all test content confidential and refrain from sharing information or revealing test content.

Printed test items/stimuli, including embossed Braille printouts, must be collected and inventoried at the end of each test session and securely shredded immediately. DO NOT keep printed test items/stimuli for future test sessions.

The following test materials must be securely shredded immediately after each testing session and may not be retained from one testing session to the next:

- Scratch paper and all other paper handouts written on by students during testing;

- Please note, for mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed to maintain test security. If the student is using an assistive technology device, the test administrator must ensure that all test materials are deleted from the device.
- Any reports or other documents that contain personally identifiable student information;
- Printed test items or stimuli.

Additional information on this topic is provided in the [Test Administration Manual \(TAM\)](#).

10. Who is supposed to input information about supports and accommodations into the Test Information and Distribution Engine (TIDE)? How is the information verified?

Generally, a school or district will designate a person to enter information into the TIDE. Often this person is a test coordinator. For those students for whom an IEP team (or educator developing the 504 plan) is identifying supports as well as accommodations, that team or educator is responsible for ensuring that information from the IEP (or 504 plan) is entered appropriately so that all embedded accommodations can be activated prior to testing.

Entry of information for IEP and 504 students can be accomplished by identifying one person from the team to enter information or by providing information to the person designated by the school or district to enter data into the TIDE. For students who are ELs, an educator who knows the student well and is familiar with the instructional supports used in the classroom should provide information to the person designated to enter information into the TIDE.

11. Are there any supplies that schools need to provide so that tools, supports, and accommodations can be appropriately implemented?

Schools should determine the number of headphones they will provide (for text-to-speech, as well as for the listening test) and other non-embedded tools (e.g., thesaurus), supports (e.g., bilingual dictionary), and accommodations (e.g., multiplication table, hundreds chart) for students. An alternative is to identify these as items that students will provide on their own.

12. What happens when accommodations listed in the TSA do not match any accommodations presented in the student's IEP or 504 plan?

If it is decided that a specific accommodation is needed that is not included in the TSA, the team should submit a request for a temporary approval to the state. The state contact will decide whether the proposed accommodation poses a threat to the constructs measured by the assessments and will either issue a temporary approval or will deny the request.

Tools and Supports FAQs (Available to All Students)

13. Is the digital notepad tool fully available for ELA and math? Will a student's notes be saved if the student takes a 20-minute break?

The digital notepad is available on all items across both content areas. As long as a student or test administrator activates the test within the 20-minute break window, the notes will still be there. There is no limit on the number of pauses that a student can take in one test sitting.

14. For the global notes tool, if a student takes a 20-minute break, do the notes disappear?

Global notes, which are used for ELA performance tasks only, will always be available until the student submits the test, regardless of how long a break lasts or how many breaks are taken.

15. For the highlighter tool, if a student pauses a test for 20-minutes, do the highlighter marks disappear?

If a student is working on a passage or stimulus on a screen and pauses the test for 20 minutes to take a break, the student will still have access to the information visible on that particular screen. However, students do lose access to any information highlighted on a previous screen.

16. How are students made aware that the spell check tool is available when moving from item to item?

When appropriate, items include tools available for students to use. For the spell check tool, a line will appear under misspelled words.

17. For the zoom tool, is the default size specific to certain devices? Will the test administrator's manual provide directions on how to do this adjustment?

The default size is available to all students and is not specific to certain devices. Information on how to use the zoom tool is included in the directions at the beginning of each test. Please note that in addition to zoom, students may have access to magnification and an enlarged mouse pointer, which are a non-embedded supports.

18. For the English glossary tool, how are terms with grade- and context-appropriate definitions made evident to the student?

Selected terms have a light rectangle around them. A student can click on the terms and a pop-up window will appear. In addition, a student can click on the audio button next to each term to hear it.

19. For the mark-for-review tool, will selections remain visible after a 20-minute break?

If a student takes a break for longer than 20 minutes, the student will not be able to access items from previous screens.

20. Can tools be turned off if it is determined that they will interfere with the student's performance on the assessment?

Yes. If an adult (or team) determines that a tool might be distracting or that students do not need to or are unable to use them, that tool can be turned off. This information must be noted in the test registration tool prior to test administration.

FAQs Pertaining to English Language Learners (ELs)

21. How are the language access needs of ELs addressed in the Tools, Supports, and Accommodations Guidelines?

The language access needs of ELs are addressed through the provision of numerous tools and supports. These include tools such as English dictionaries and thesauri for full writes and English glossaries, and supports such as translated test directions and glossaries. These are not considered accommodations.

22. Why are resources to support English language proficiency needs classified as tools and supports?

- Resources that support students' needs regarding English language proficiency are different from resources that support students' needs associated with disabilities. Historically, assessment systems have confounded these two types of student needs.
- Students who are not formally classified as English learners may benefit from access to language supports on assessments. Therefore, associating language supports exclusively with formal English learner classification is unnecessarily limiting and potentially harmful.
- Resources are made available to support English language proficiency needs as embedded tools and supports to ensure that the greatest number of students has access to these resources.
- English learners who also have disabilities can be provided access to accommodations as identified in their IEPs/504 plans.

23. Is text-to-speech available for ELs to use?

Text-to-speech is available as a support to all students (including ELs) for whom an adult or team has indicated it is needed for math, science, and for ELA items (**but not ELA reading passages**). Text-to-speech for ELA reading passages is available for an EL in all grades only if the student has an IEP or 504 plan. For text-to-speech to be available for an EL, it must be entered into the TIDE.

24. What languages are available to ELs in text-to-speech?

Text-to-speech is currently available in English and in Spanish. However, the translated glossaries include an audio component automatically available to any student with the translated glossaries embedded support.

25. For which content areas will translation supports be provided for students whose primary language is not English?

For mathematics, the testing platform will provide full translations in American Sign Language and in Spanish. The English/Spanish dual language feature offers the ability to toggle among English, Spanish, or both languages with the Spanish translation presented directly above the English Item. Primary language pop-up glossaries in various languages and dialects including Arabic, Burmese, Cantonese, Filipino, Hmong, Korean, Mandarin, Punjabi, Russian, Somali, Spanish, Ukrainian, and Vietnamese. For the listening portion of the English Language Arts assessment, Smarter Balanced will provide full translations in American Sign Language delivered digitally through the test delivery system.

Only translations that have gone through the translation process outlined in the *Smarter Balanced Translation Accommodations Framework for Testing English Language Learners* in Mathematics would be an accepted support.

26. Does a student need to be identified as an English learner to receive translation and language supports? What about foreign language exchange students?

Translations and language supports are provided as tools and supports. Tools are available to all students. Supports are available to those students for whom an adult (or team) has determined a need for the support. Thus, these are available to all students, regardless of their status as an EL. Foreign language exchange students would have access to all tools and those supports that have been indicated by an adult (or team).

27. For the translated test directions support, what options are available for students who are advancing toward English language proficiency and need support with understanding test directions? Can a human reader of directions in the native language be provided?

If a student would benefit from a read aloud support in another language, then the test directions should be provided in that other language. Available as supplements to the [Test Administration Manual \(TAM\)](#), the directions include translated test administration scripts. The reader should be able to provide the directions in the student's language without difficulty due to accent or register. To ensure quality and standardized directions, the reader should only use directions that have undergone professional translation prior to testing. A PDF of the translated test directions are provided in: Arabic, Burmese, Cantonese, Dakota, French, Haitian-Creole, Hmong, Ilokano, Japanese, Korean, Lakota, Mandarin, Punjabi, Russian, Somali, Spanish, Tagalog, Ukrainian, Vietnamese, and Yup'ik.

28. How is the translations glossary non-embedded support different from the bilingual dictionary?

The translations glossary non-embedded support includes the customized translation of pre-determined construct-irrelevant terms that are most challenging to English learners. The translation of the terms is context-specific and grade-appropriate. Bilingual dictionaries often do not provide context-specific information nor are they customized. In addition, the translated glossary includes an audio support.

29. Will translations be available in language dialects/variants?

Translated glossaries will be available in different languages and dialects including Arabic, Burmese, Cantonese, Filipino, Hmong, Korean, Mandarin, Punjabi, Russian, Somali, Spanish, Ukrainian, and Vietnamese.

FAQs Pertaining to Students with Disabilities

30. What accommodations are available for students with disabilities (including ELs with disabilities)?

Students with disabilities (including those who are ELs) can use embedded accommodations (e.g., American Sign Language, braille) and non-embedded accommodations (e.g., abacus, alternate response options, speech-to-text, word completion) that have been documented on an IEP or 504 accommodations plan. These students also may use tools and supports. A full list of accommodations can be found in the TSA documents, [Table 6](#) and [Table 7](#).

31. Is an embedded ASL accommodation available on ELA items that are not part of the Listening test?

The embedded ASL accommodation is not currently available on any ELA items that are not part of the Listening claim. For the Listening test, a deaf or hard of hearing student who has a documented need in an IEP or 504 plan may use the embedded ASL.

32. Will sign languages other than ASL (including signing in other languages) be available?

Currently, only ASL is available.

33. Can interpreters be used for students who are deaf or hard of hearing who do not use ASL?

External experts have unanimously advised against this practice. Research indicates severe challenges with standardization and quality.

34. What options do districts have for administering state assessments to students who are blind?

Students who are blind and who prefer to use braille should have access to either screen reader support with refreshable braille (only for ELA) or screen reader support with on-site embosser-created braille (for ELA or math). Students who are blind may also take a paper-pencil form of the assessment in braille. Various braille codes are offered for both online and paper-pencil braille.

For those students who are blind and prefer to use text-to-speech, access to text-to-speech should be provided for the math test, and for ELA items only (text-to-speech is not available on ELA reading passages without a specific documented need in the student's IEP or 504 plan).

Non-embedded read aloud accommodation in all grades is available for students who have an indicated need on ELA reading passages in their IEP or 504 plan. Students should participate in the decision about the accommodation they prefer to use, and should be allowed to change during the assessment if they ask to do so. Students can have access to both Braille and text-to-speech that is embedded in the state assessment system.

35. Why is the non-embedded abacus an accommodation for the non-calculator items? Doesn't an abacus serve the same function as a calculator?

An abacus is similar to the sighted student using paper and pencil to write a problem and do calculations. The student using the abacus must have an understanding of number sense and must know how to do calculations with an abacus.

36. Can students without documented disabilities who have had a sudden injury use any of the accommodations?

Students without documented disabilities who have experienced a physical injury that impairs their ability to use a computer may use some accommodations, provided they have had sufficient experience with them. Both speech-to-text and scribe are accommodations that are available to students who have experienced a physical injury such as a broken hand or arm, or students who have become blind through an injury and have not had sufficient time to learn braille. Prior to testing a student with a sudden physical injury, regardless of whether a 504 plan is started, test administrators should contact their district test coordinator or other authorized individuals to ensure the test registration system accurately describes the student's status and any accommodations that the student requires.

37. How will the test administrator know prior to testing that the print on demand accommodation may be needed?

The test administrator will know this information prior to testing because accommodations need to be documented beforehand and print on demand is an accommodation. Any accommodations – including both embedded and non-embedded accommodations – need to be entered into TIDE. The print on demand accommodation applies to either passages/stimuli or items, or both.

38. For the print on demand accommodation, how are student responses recorded – by a scribe or some other method?

The method of recording student responses depends on documentation in the IEP or 504 plan (e.g., after first recording responses on the paper version, the student could enter responses

into the computer or the scribe could enter responses into the computer.) All individuals acting as a scribe must have read, agreed to, and signed a test security agreement.

39. For students taking the paper-pencil test, can read aloud be provided in small groups?

For a **paper-pencil test**, read aloud can be administered to a small group of students as long as the students are taking the same test (e.g., grade, content area) and students have experience testing under this condition. The number of students in the small group should allow a student to ask the reader to slow down or to repeat text without the request distracting others. For online assessments, readers should be provided to students on an individual basis.

40. If students are using their own devices that incorporate word completion, will this impact their score?

Word completion is an allowable non-embedded accommodation. The students' score will not be affected under these circumstances. Students using these devices must still use their knowledge and skills to review and edit their answers.

41. How are assistive technology (AT) devices certified for use for the state assessments?

Assistive technology device manufacturers may use the practice test through a secure browser as a method of determining whether a device works with the assessment. In addition, schools and districts can use the practice test through a secure browser to evaluate devices to ensure their functions are consistent with those allowed in the *TSA*.

42. What kind of medical supports may be used by students? What monitoring is needed?

Medical supports would encompass any supports that have been prescribed or recommended by a medical professional who supports the student's health. The student's health and well-being are the highest priority. Medical supports may require the use of an app on a cell phone or tablet. These supports are not exhaustive but may include: glucose monitors, durable medical equipment, hearing aids, FM systems, service animals, etc. The use of medical supports may require a separate setting or additional monitoring by the test administrator to ensure the student is not accessing the internet for any other purpose.

43. For text-to-speech support and text-to-speech accommodation, can the student have their responses read back to them?

Text-to-speech is available as a support to all students for whom an adult or team has indicated it is needed for math items, and for ELA items (but not ELA reading passages). Text-to-speech for ELA reading passages is available for students in all grades only if the student has an IEP or 504 plan. Both policies allow text to be read to the student, including student responses. For text-to-speech (support or accommodation) and text-to-speech student responses to be available for a student, they must be entered into the test registration tool.

Appendix C: Read Aloud Protocol

Guidelines for Read Aloud, Test Reader

When a student cannot access text-to-speech, an embedded resource available on the state assessment, the student may be eligible to work with a test reader. A test reader is a certified adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow the *Guidelines for Read Aloud, Test Reader* presented here. The guiding principle in reading aloud is to ensure that the student has access to test content.

On the state assessment, test readers are allowable across all grades as a **support** for mathematics, science, and ELA items as appropriate (not ELA reading passages). Test readers are allowable for ELA reading passages as a **documented accommodation** in all grades (in addition to science, mathematics and ELA items). Note that this accommodation is appropriate for a very small number of students (**estimated to be approximately 1-2% of students with disabilities participating in a general assessment**).

Qualifications for Test Readers

- The test reader should be an adult (certified staff) who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments.
- Test readers must be trained on the administration of the assessment and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must be certified staff, trained on the administration of the assessment, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.

Preparation

- Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test.

- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on the state assessments.
- Test readers should be aware of and familiar with all additional supports and/or accommodations provided to a student in accordance with the student's Individualized Education Program (IEP) or 504 plan. This will ensure that there are plans in place for providing all needed supports and accommodations.
- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the TSA. Test readers should be familiar with any assistive technology or approved supports the student requires.
- Test readers should have extensive practice in providing read aloud support and must be familiar and comfortable with the process before working directly with a student.
- The reader should be knowledgeable of procedures for reading aloud text by content area ([Table 9](#) below).
- The test reader should meet with the student in advance and inform the student of the parameters of the support. Refer to the [Suggested Test Reader Script](#).
- Unless otherwise specified by a student's IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. Test readers should be ready with an appropriate script that reinforces the parameters during the test session.

General Guidelines

- The test reader's support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Read each question exactly as written as clearly as possible.
Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.

- Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student's questions by repeating the item, words or instructions verbatim as needed.
- Do not paraphrase, interpret, define, or translate any items, words, or instructions as this would be a violation of test security.
- Spell any words requested by the student.
- Adjust your reading speed and volume if requested by the student.

Post-Administration

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator.
- The test reader must not discuss any portion of the test with others.

English Usage/Conventions

- **Punctuation:** Read all text as punctuated, unless reading the text compromises the construct being measured..
- **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as 'dot, dot, dot.'
- **Quotations:** Quotation marks should be verbalized as "quote" and "end quote" at the beginning and end of quoted material, respectively.
- **Emphasis:** When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- **Misspellings:** In some cases, a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances, the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.

Images/Graphics

- Before describing an image or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image or graphic will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item. Typically, diagrams are imperative to student understanding and should be read in a logical order.
- Describe the image/graphic/diagram as concisely as possible following a logical progression. Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic/graphic.
- Read the title or caption, if available.
- Any text that appears in the body of an image/graphic/diagram may be read to a student. Read text in images/graphic/diagram in the order most suited for the student's needs. Often the reader moves top to bottom, left to right, in a clockwise direction, or general to specific in accordance with teaching practices.

Passages

- Read the passage in its entirety as punctuated (e.g., pauses at periods and commas; raised intonation for questions). Do not verbalize punctuation marks other than ellipsis and quotation marks as noted above.
- If the student requires or asks for a specific section of the passage to be re-read with the punctuation indicated, the test reader should re-read those specific lines within the passage and indicate all punctuation found within those lines as many times as requested by the student.
- When test questions refer to particular lines of a passage, read the lines referenced as though they are part of the item.

Mathematical Expressions

- The test reader must read mathematical expressions precisely and with care to avoid misrepresentation by a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical

notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.

- Test readers must read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common English usage for the student's grade level.
- Additional examples may be found in the table below.
- Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as "ten centimeters." Some abbreviations may be read differently by different readers. For example, cm^3 may be read as "cubic centimeters" or "centimeters cubed".

Table 9. Test Reader Guidance for Mathematics

Numbers		
Description	Example(s)	Read as:
Large whole numbers	632, 407, 981	"six hundred thirty-two million, four hundred seven thousand, nine hundred eighty-one"
	45,000,689,112	"forty-five billion, six hundred eighty-nine"
Decimal numbers	0.056	"zero point zero five six"
	4.37	"four point three seven"
Fractions - common	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{4}{5}$	"one half, one fourth, two thirds, four fifths"
		<i>Other common fractions include "sixths, eighths, tenths"</i>
	$\frac{14}{25}$	"fourteen over twenty-five"
Fractions – not common - read as "numerator over denominator"	$\frac{487}{6972}$	"four hundred eighty-seven over six thousand nine hundred seventy-two"
Mixed numbers - read with "and" between whole number and fraction	$3\frac{1}{2}$	"three and one-half"
	$57\frac{3}{4}$	"fifty-seven and three fourths"

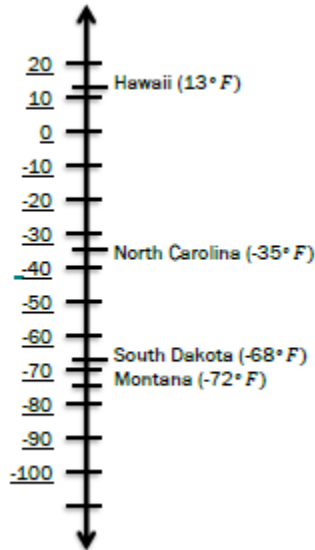
Percents	62% 7.5% 0.23%	"sixty-two percent" "seven point five percent" "zero-point two three percent"
Money - if contains a decimal point, read as "dollars AND cents"	\$4.98 \$0.33 \$5368.00	"four dollars and ninety eight cents" "thirty three cents" "five thousand three hundred sixty-eight dollars"
Negative numbers – do NOT read negative sign as "minus"	-3 $-\frac{5}{8}$ -7.56	"negative three" "negative five eighths" "negative seven point fifty-six"
Dates (years)	1987 2005	"nineteen eighty-seven" "two thousand five"
Roman Numerals	I II III IV	"Roman Numeral one" "Roman Numeral two" "Roman Numeral three" "Roman Numeral four"
Ratios	x: y	"x to y"
Square roots and cube roots	$\sqrt{6}$ $\sqrt[3]{16}$	"the square root of six" "the cube root of sixteen"
Operations		
Description	Example(s)	Read as:
Addition	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array}$ $13 + 27 =$ $13 + 27 = ?$	"thirteen plus twenty-seven equals" "thirteen plus twenty-seven equals question mark"
Subtraction	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array}$ $487 - 159 =$ $487 - 159 = ?$	"four hundred eighty seven minus one hundred fifty nine equals" "four hundred eighty seven minus one hundred fifty nine equals question mark"

Multiplication	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array}$ $63 \times 49 =$ $63 \times 49 = ?$	"sixty three times forty nine equals" "sixty three times forty nine equals question mark"
Division – Vertical or Horizontal	$120 \div 15 = 8$ $\frac{120}{15} = 8$	"one hundred twenty divided by fifteen equals eight"
Operations with boxes	$3 + \square = 8$	"three plus box equals eight"
Expressions		
Description	Example(s)	Read as:
Expressions containing variables (any letter may be used as a variable)	$N + 4$ $8x - 3$ $4(y - 2) + 5 = 7$ $V = \frac{4}{3}\pi r^3$ $\frac{ t - 2}{6} \leq 15$ $x^2 y^3 = -36$ $156x \geq 4$	"'N' plus four" "eight 'x' minus three" "four open parenthesis 'y' minus two close parenthesis plus five equals seven" "'V' equals four thirds pi 'r' cubed" "the absolute value of 't' (pause) minus two (pause) over six is less than or equal to fifteen" "'x' squared 'y' cubed equals negative thirty six" or "'x' to the second power times 'y' to the third power equals negative thirty six" "one hundred fifty-six 'x' is greater than or equal to four"
Functions and inverse functions (Read "of" instead of parentheses)	$f(x)$ $f(x + 2)$ $f(g(x))$	"F of x" "F of x plus 2" F of g of x"

Coordinate pairs Answer choices with no other text	the point $(-1, 2)$ the point A is at $(6, 3)$. A. $(-3, -4)$	"the point (pause) negative one comma two" "The point 'A' is at (pause) six comma three." "'A' (pause) negative three comma negative four"
Comparing Lines, Shapes, and Angles		
Description	Example(s)	Read as:
Parallels	$\overline{AB} \parallel \overline{CD}$	"line segment AB is parallel to line segment CD"
Perpendiculars	$\overline{AB} \perp \overline{CD}$	"line segment AB is perpendicular to line segment CD"
Similar and Congruent	$\triangle ABC \sim \triangle DEF$ $\angle ABC \cong \angle DEF$	"triangle A B C is similar to triangle D E F" "angle A B C is congruent to angle D E F"
Line, line segments, rays, arcs	$\leftrightarrow$ BC — CD $\rightarrow$ BC $\cap$ BC	"line B C" "line segment C D" "ray B C" "arc B C"
Trigonometry		
Description	Example(s)	Read as:
Sine	$\sin 25^\circ$	"sine twenty-five degrees"
Cosine	$\cos 35^\circ$	"cosine thirty-five degrees"
Tangent	$\tan 10^\circ$	"tangent ten degrees"

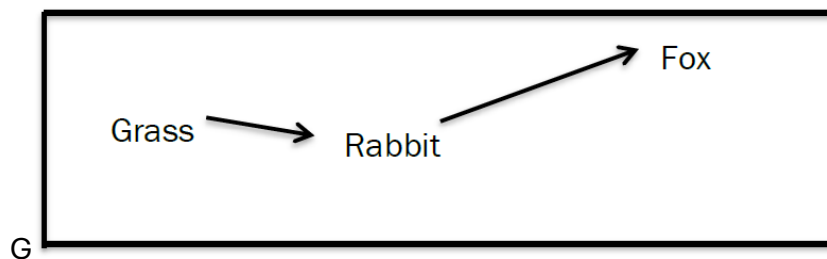
Images/Graphics/Diagrams/Tables

Figure 2. **From Top to Bottom**



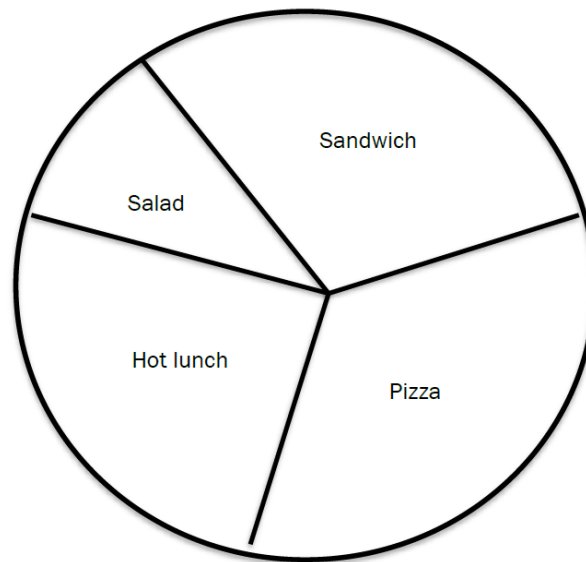
“From top to bottom the figure is labeled: Hawaii thirteen degrees Fahrenheit, North Carolina negative thirty-five degrees Fahrenheit, South Dakota negative sixty-eight degrees Fahrenheit, Montana negative seventy-two degrees Fahrenheit”

Figure 3. **From Left to Right**



“From left to right, the figure reads: Grass, Rabbit, Fox”

Figure 4. **Clockwise (Start Wherever Makes Sense)**



“Clockwise from the top, the figure reads: Sandwich, Pizza, Hot lunch, Salad”

Tables

1. Read title.
2. Total up the columns and rows.
3. Read column/row headings
4. Read Cell values (only as directional language for the first one)

Figure 5. Results from School Walk-a-Thon

Number of Students	Number of Miles Walked
30	112
46	214
37	98
41	189

“The title of the table is Results from School Walk-a-Thon. The table has 2 columns and 4 rows. From left to right, the column headings read Number of Students, Number of Miles Walked. From left to right the first row reads thirty, one hundred twelve. The second row reads forty six, two hundred fourteen. The third row reads thirty seven, ninety eight. The fourth row reads forty one, one hundred eighty nine.

Suggested Test Reader Script

(to be used with student in advance of the day of testing)

Hi _____,

I'm the person who will be reading your test to you when you take your state assessment next week in [math/ELA/science]. I wanted to let you know how we'll work together. When I'm reading a test to you, it's very different from when I'm reading to you during class time. I must follow certain rules.

- I cannot help you with any answers
- I cannot click on anything in the screen¹
- I will not be using different character voices or changes in my tone when I read. I will be using a very direct voice that does not change very much, no matter how exciting the story or test item gets.
- If there is a picture that has words in it, I will read those words. If you ask, I will re-read the words as well.
- Sometimes there may be something about a word or phrase that might give you a hint if I read it out loud. In those cases, I will skip the word, point to it on the screen [**or on your booklet if braille or print on demand], and continue to read.
- I can still help you with your [**list any assistive technology that the student may require that would need adult support – if that support is provided by you].
- You can ask me to re-read parts of the test if you didn't hear me or you need more time to think.
- You can ask me to pause my reading if you need to take a break.
- You can ask me to slow down or speed up my reading, or read louder or softer, if you are having trouble understanding what I read.
- I will only read certain types of punctuation, but if you need me to re-read a sentence and tell you how it was punctuated, I can do that.
- If you ask me a question about the test all I will say is: "Do your best work. I cannot help you with that."
- Do you have any questions for me about how we'll work together during the test?

¹A reader may click on something on the screen only if this is an identified need in the student's IEP or 504 plan and the reader has received appropriate training on when and how to do so.

Appendix D: Scribing Protocol

A scribe is an adult (certified staff) who writes down what a student dictates in a variety of ways (e.g., speech, American Sign Language (ASL), braille, an assistive communication device, etc.). The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content.

Scribes are allowable as a **documented accommodation** for ELA, math, and science.

Qualifications for Scribes

- The scribe should be an adult who is familiar with the student, the certified teacher who is typically responsible for educational instruction and assessments.
- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.
- Scribes should have extensive practice and training in accordance with the state administration and security policies and procedures as articulated in [Test Administration Manual \(TAM\)](#), guidelines, and related documentation.

Preparation

- Scribes should read and sign a test security/confidentiality agreement prior to test administration.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers. Scribes may wish to review the practice test to become familiar with the assessment.
- Scribes should be familiar with the Individualized Education Program (IEP) or 504 plan if the student for whom they are scribing has a disability, so that there are plans in place for providing all needed supports and accommodations.
- Scribes should also have a strong working knowledge of the embedded and non-embedded tools, supports, and accommodations available on the state assessments.
- Scribes should review the *Scribing Protocol* with the student at least one to two days prior to the test event.
- Scribes should practice the scribing process with the student at least once prior to the scribing session.

General Guidelines

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test-takers or inadvertently reveal the student's answers.
- If not in a separate setting, the scribe should be situated near enough (adhering to local health and safety protocol) to the student to prevent their conversations from reaching other students in the room.
- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the embedded and non-embedded tools available for a given item and student.
- Scribes are expected to comply with student requests regarding use of all available features within the test environment.
- Scribes may respond to procedural questions asked by the student (e.g., test directions, and navigation within the test environment, etc.).
- Scribes may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
- Scribes may ask the student to restate words or parts as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.
- Scribes may not question or correct student choices, alert students to errors or mistakes, prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way and must record exactly what the student has dictated.
- Students must be allowed to review and edit what the scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.

Table 10. Content-Area Specific Guidelines

Content Area	Guidelines
English Language Arts	Selected Response Items (Single and Multiple Answer) • The student must point to or otherwise indicate his/her selection(s) from the options provided

	- Scribes are expected to comply with student directions regarding screen and test navigation and use of test platform features available for a given item - The student will confirm the selected answer and indicate to the scribe when he/she is ready to move to the next item Constructed Response Items (Short-Text) - The scribe will write verbatim student responses on paper or on screen in an area occluded from other students' view. - The scribe will correctly spell all words as dictated. - The scribe will not capitalize words or punctuate text. - The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., <i>than</i> and <i>then</i>; <i>to</i>, <i>two</i>, and <i>too</i>; <i>there</i>, <i>their</i>, and <i>they're</i>. - The student will proofread to add punctuation, capitalization, spacing, and make other edits. - The scribe will make student requested changes, even if incorrect. - The student will confirm the fidelity of the response. - The student will indicate to the scribe when he/she is ready to move to the next item. Long Essay (Full-Write) - The scribe will write verbatim student responses on paper or on screen in an area where the student's answers will not be accessible to other students. - The scribe will correctly spell all words as dictated. - The scribe will not capitalize words or punctuate text. - The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., <i>than</i> and <i>then</i>; <i>to</i>, <i>two</i>, and <i>too</i>; <i>there</i>, <i>their</i>, and <i>they're</i>. - The student will proofread to add punctuation, capitalization, spacing, and other edits. - The scribe will make student requested changes, even if incorrect. - The student will confirm the fidelity of the response. - The student will indicate to the scribe when he/she is ready to move to the next item. - Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.
Mathematics/ Science	Selected Response Items (Single and Multiple Answer) - The student must point to or otherwise indicate his/her selection from the options provided. - The scribe will comply with student directions, including requests regarding screen and test navigation and use of test platform features available for the question. - The student will confirm his/her selections and indicate to the scribe when he/she is ready to move to the next item. Constructed/Equation Response Items - The student must point or otherwise direct the scribe in developing his/her response. - The scribe will input student work directly onscreen and in view of the student.

	• For responses requiring equations, the student must specify where to place figures and operands. • For responses requiring text, the scribe will correctly spell all words as dictated and conform to standard writing conventions. • For responses requiring text, the student will proofread to add punctuation, capitalization, spacing, and other edits. • The scribe will make student requested changes, even if incorrect. • The student will confirm the fidelity of the response. • The student will indicate to the scribe when he/she is ready to move to the next item.
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Considerations for students also using ASL or other Sign System

- The scribe should be proficient in the sign system utilized (e.g., ASL) or the scribe should be working with an interpreter proficient in the sign system.
- When a constructed response is required, the interpreter/scribe should convey the meaning behind the student's indicated response.
- The interpreter/scribe should show the student the written response, but NOT sign the response to the student.
- Probing or clarifying is allowed in the case of classifiers for students using ASL or other sign systems.
- Students may review the written or typed response on paper or on the computer screen and indicate any changes or revisions to the scribe.

Considerations for Students Using Braille

- The scribe should be proficient in reading (visually or tactually) braille in all braille codes used by the student.
- The scribe should enter the responses on paper or online exactly as the student has brailled. In addition to following the content specific guidelines above, errors in braille code should not be corrected.
- The scribe may ask for the student to read back brailled responses for clarification if the brailled response is difficult to read due to student corrections.
- Students may review the written or typed response on paper or on the computer screen by either using the scribe to read back the entered response or using assistive technology. Students may indicate any changes or revisions to the scribe.

Post-Administration

The scribe will submit online or paper-based student responses and collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with state policies and procedures.

Appendix E: Guidelines for Choosing Text-to-Speech or Read Aloud for Reading Passages (Grades 3-5)

Guidelines for Choosing Text-to-Speech or Read Aloud for ELA Summative and Interim Assessment Reading Passages for Students with Disabilities in Grades 3-5

The decision to provide a student in grades 3-5 with text-to-speech or human read-aloud accommodations as identified in the student's Individualized Educational Program (IEP) or 504 Plan for the English language arts (ELA) reading assessment passages is a significant decision, one that has possible long-term implications for the child. These accommodations are defined as follows:

- **Text-to-speech:** Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.
- **Read aloud:** Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Test Administration Manual (TAM) and Read Aloud Protocol in the Manual's appendix. All or portions of the content may be read aloud.

The decision about providing either of these accommodations should be guided by a set of questions to determine whether it is appropriate to provide the ELA reading passages via the embedded text-to-speech accommodation or the non-embedded human reader accommodation.

Background

In designing the assessments, it was agreed on that the claims the assessments were to address. The reading claim, Claim #1, is:

- Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

For students in grades 3-5, the ELA reading claim integrates the ability to read and the ability to understand what was read. Providing ELA reading passages via text-to-speech or a human reader to students who do not meet specific criteria means that these combined skills are not being assessed, and no conclusions can be reached about the student's skills in these areas.

There is minimal research on the numbers of students with disabilities in grades 3-5 who might need text-to-speech or read aloud assistance because of a disability that interferes with their ability to learn to decode and comprehend text. It has been suggested that from 1% to 1.5% of their total student population may have a disability that severely limits or prevents them from decoding written text. These students may be those who are blind or have significant visual impairments but have not learned to read braille, and those students who have disabilities that have significant decoding or fluency challenges.

Because grades 3-5 are a critical time for students to learn to read and grow in their comprehension skills, it is important to obtain a good measure of these skills. Providing the text-to-speech and read aloud accommodations to students who do not need them because of their identified reading disability can have negative consequences for instruction and for their growing decoding and comprehension skills. For example, some educators might assume that students who receive the text-to-speech or read aloud accommodation no longer need to be instructed on decoding and fluency skills, which is a clearly inappropriate assumption.

Only those students for whom it is appropriate to provide the ELA reading assessment passages through text-to-speech or read aloud accommodations should receive them. Further, for those students receiving the read aloud accommodation, it is critical that the reader adhere to the Read Aloud Guidelines (included in this document).

The questions provided here are ones that can assist Individualized Education Program (IEP)/504 decision-making teams in determining whether it is appropriate to indicate that students in grades 3-5 should be provided the reading passages for an ELA reading assessment via a text-to-speech or human read aloud accommodation. The questions should be answered by the student's teachers, and by the student himself or herself. Then, the IEP/504de team can consider both the provided answers, along with other diagnostic information to make a decision about the provision of text-to-speech or read aloud accommodations for the ELA reading assessment. **A tool for documenting the responses to questions is provided in Table 1.**

Questions for Teachers

- 1. Is this student blind or does this student have a significant visual impairment? If so, is the student learning to read braille?**

A student who is learning to read braille should be assessed in grades 3-5 with the braille form of the assessment, so that an accurate measure of his or her reading and comprehension skills is obtained. If the student has not learned to read braille, providing the ELA reading assessment passages through text to speech or read aloud is appropriate.

2. Does the student have a reading-based disability? Does the disability affect the student's decoding skills, fluency skills, or comprehension skills?

A reading-based disability may affect a student's ability to decode, read with fluency, understand text that is decoded, or a combination of these. Determining the nature of the student's reading challenges can help determine the appropriate intervention approaches, as well as needed accommodations during classroom instruction and during assessments. Having a reading-based disability means that there is strong evidence of the persistence of the disability despite intensive, targeted instruction. There should be documentation of the interventions used and formative assessment data on the effect of each intervention. Evidence of a reading-based disability should have been documented in grades K-2, and reflected in such difficulties as difficulty learning letters or letter sounds, difficulty in learning sight words, and difficulty in phoneme blending. These and other data (for example, student work) should be reviewed by the IEP/504 team to consider the access effects of the use of the accommodation. **The text-to-speech or read aloud accommodation is meant to provide access to the text, not to make up for being a slow reader.** Being a slow reader does not mean that the student should receive the text-to-speech or read aloud accommodation for the ELA reading assessment in grades 3-5.

3. Is the student an English learner (EL)?

An English language learner is a student who is learning how to read at the same time that he or she is learning English. It is important to obtain an accurate measure of his or her decoding and skills in English as the student learns the language, which may take several years. Thus, being an EL is not a sole reason to receive text-to-speech or a read aloud accommodation for the ELA reading passages. If the EL also has a reading-based disability (as defined in Question 2) or is blind, then the considerations for those disabilities would apply. Only students with an IEP or 504 accommodation plan are eligible to receive the text-to-speech or read aloud accommodation.

4. Does the student have other needs that might be accommodated by the provision of the text-to-speech or read aloud accommodation?

In the past, some educators attempted to monitor the pace at which a student went through an assessment by providing the read aloud accommodation. Pacing involved adjusting how fast the administrator read an item, the punctuation used as he or she read, and how much time was provided between each item to allow the student to respond. This is not an appropriate reason to provide the text to speech or read aloud accommodation because it masks what the assessment is assessing. Sometimes a student who is not blind or does not have a significant visual impairment, or does not have a reading-based disability, has a disability that may have produced a situation where the child ended up lagging in his or her reading skills. This should be addressed through instruction rather than the assessment. It is important that students with other learning needs not be provided the text-to-speech or read aloud accommodations for the ELA reading passages. IEP/504 teams should recognize that beginning readers struggle for a

variety of reasons. Thus, the team must use student data on the effect of the accommodation during instruction to decide whether the child's struggles are due to the disability. By only offering the text-to-speech and read aloud accommodations to those students with true reading-based disabilities or blindness (for those who have not learned braille) and not providing to students with other learning needs, the system has documentation of the need to address the student's missing skills.

**5. Have interventions been used to improve the student's decoding, fluency, or comprehension skills?
If so, what approaches have been used to strengthen the student's decoding, fluency, or
comprehension skills?**

Documentation of the approaches that have been taken to strengthen the student's decoding, fluency, or comprehension skills is an important step in determining whether a text-to-speech or read aloud accommodation is needed. This documentation should include specific dates with progress monitoring data and interventions implemented. It should demonstrate that continuous, intensive interventions have not been successful in improving student decoding, fluency, or comprehension performance. Only if this can be demonstrated should the text-to-speech or read aloud accommodation be considered for the student.

6. Does the student use text-to-speech or receive a read aloud accommodation during instruction?

Students with significant disability-related barriers to accessing text usually have demonstrated these barriers over an extended period of time. As a result, for instructional purposes, they have used the text-to-speech or read aloud accommodation during instruction to gain access to text. They also may have membership in an organization such as Bookshare, or regularly use assistive technology software to provide them access to text. If the student has not been provided these types of accommodations during instruction, they should not be provided during the assessment.

7. Does the student use text-to-speech or receive a read aloud accommodation during formative assessments or during other summative assessments?

Another indicator of the need for text-to-speech or read aloud for the ELA reading passages is that the student regularly receives the accommodation during formative assessments or other summative assessments. If a student receives text-to-speech or read aloud for instruction but not for formative assessments or for other summative assessments, it is likely that the student does not need text-to-speech or read aloud for the ELA reading passages.

8. Does someone (e.g., teacher, paraprofessional, another student, parent) regularly read aloud to the student in school?

A possible supporting indicator of the need for text-to-speech or the read aloud accommodation is that the student typically is read to instead of the student reading for himself or herself. This indicator should be used with caution. It should not just be because

students with disabilities are typically provided text-to-speech or a read aloud accommodation. Instead, the fact that someone else reads aloud to the student, rather than the student reading for himself or herself, is because it has been determined that the student will lack access to important information due to significant barriers to decoding, fluency, or comprehension. Even when this is the case, it does not necessarily mean that the student should receive the text-to-speech or read aloud accommodation for grade 3-5 ELA reading passages. There is a risk that some students who are regularly read aloud to in school may not have had appropriate access to high-quality reading instruction; this needs to be ruled out when using read aloud in school as a supporting indicator. Further, instruction should always strive to increase the student's independent reading.

Questions for Students in Grades 3-5

The student's teacher should set aside time to talk to the student about his or her reading skills and the need for text-to-speech or human read aloud during the ELA reading assessment. During this discussion, it may be appropriate to use other terms to ensure that the student understands the questions. For example, if the student does not know the term "text-to-speech," perhaps refer to "screen readers" or "audio functions." In addition, none of these questions on their own indicates that it is appropriate to provide text-to-speech or read aloud to the student. Even when all of the student's answers to the questions indicate that the student prefers text-to-speech or read aloud, that information must be balanced by evidence that the student has received intensive, targeted reading instruction.

The following questions can be used during this discussion.

1. Do you read to yourself when you are at home? If not, is it because you have trouble reading?

Students who are struggling readers generally do not want to read to themselves at school or at home and avoid doing so. Students in grades 3-5 usually will say that they "can't read" if they have trouble reading. This in itself is not an indication that text-to-speech or read aloud is an appropriate accommodation for the child. It is important to pair this information with evidence that the student has received intensive, targeted reading instruction. If that is the case, then with evidence that the intensive targeted reading instruction has not produced increased decoding or fluency skills, a student response indicating that he or she does not read to himself or herself can contribute to a decision to provide text-to-speech or read aloud for grade 3-5 ELA reading passages.

2. Is it harder or easier for you to understand a book if you read it yourself or if it is read to you through text-to-speech or by another person?

Text-to-speech and read aloud accommodations require listening skills that students may not have gained if they do not regularly use the accommodation. Asking whether it is easier to read for themselves or to listen to someone read may provide an indication that text-to-speech or read aloud may be appropriate. Caution needs to be exercised here, however, because

struggling readers may indicate a preference for text-to-speech or read aloud even though they do not understand better when the accommodation is provided in the section [Diagnostic Information to Collect](#). A student response to this question indicating that the student thinks that it is easier to understand a book if it is read to him or her should be verified through the collection of diagnostic information.

3. If you could choose, would you like to have tests read to you or would you prefer to read them yourself?

This simple question provides another indication of the student's preference. Like the other questions in this section, opting for having someone read to him or her does not necessarily mean it is appropriate to select text-to-speech or read aloud for the student. It is important to pair this information with evidence that the student has received intensive, targeted reading instruction, and that it has been unsuccessful in improving the decoding or fluency skills of the student.

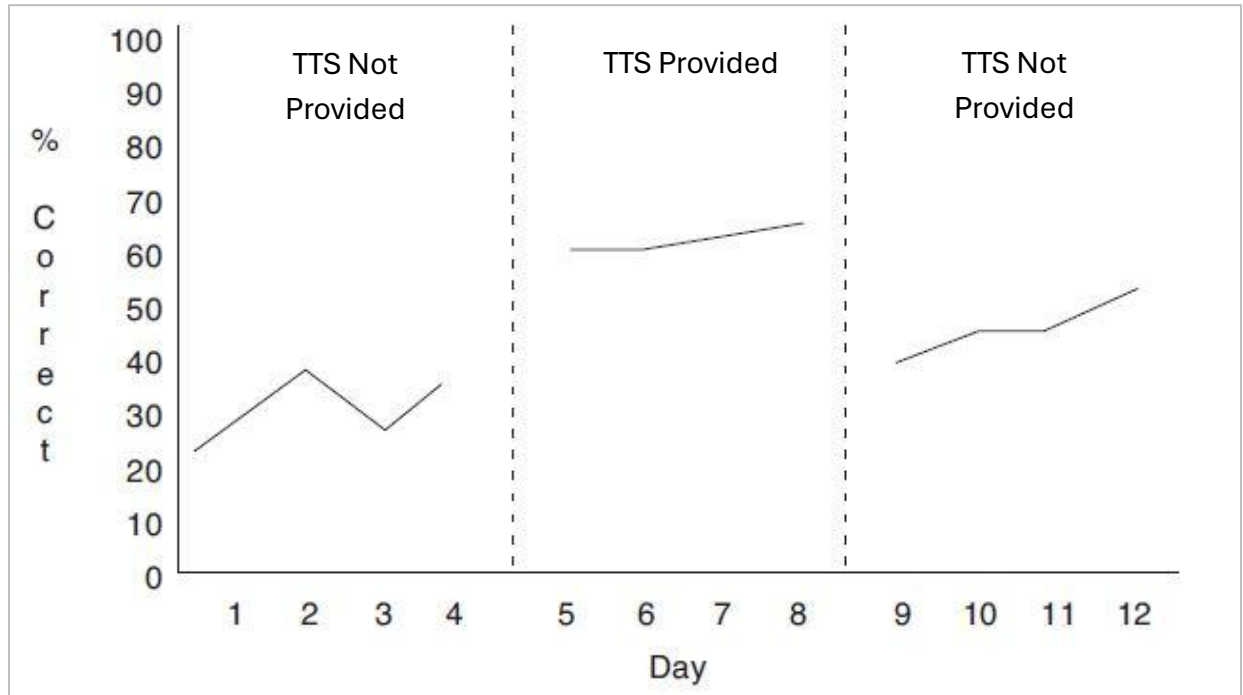
Diagnostic Information to Collect

The questions indicate several types of data that should be collected and documented about the student in grades 3-5 who is being considered for the text-to-speech or read aloud accommodation. This information should be documented so that it can contribute to the decision about whether the student in grades 3-5 should receive one of these accommodations. Document the following:

- Nature and duration of targeted interventions provided to the student to improve decoding, fluency, or comprehension skills
- Evidence of improvement or non-improvement following each targeted intervention
- Student performance with and without either text-to-speech or read aloud

One way to document student performance with and without the accommodation being considered is to have the student respond to a simple reading achievement test or to SD ELA practice items with and without the accommodation. Graphing performance will help identify patterns (as in the figure below). The testing dates and student performance under each condition should be documented.

Figure 6. Improving test performance of students with disabilities on district and state assessments



Note: This figure was adapted with permission from one in J.L. Elliott and M.L. Thurlow (2006), *Improving test performance of students with disabilities on district and state assessments* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Even with performance data that indicate improved performance with the text-to-speech or read aloud accommodation, it is important to differentiate whether the improvement is due to the effect of the student's disability or simply to poor reading skills not related to a disability. This differentiation can be informed by the responses to the other items included here.

Conclusions

Because the decision to provide a student in grades 3-5 with text-to-speech or a human read-aloud accommodation for the English language arts (ELA) reading assessment passages is a significant decision, with possible long-term implications for the child, the decision must be made with extreme care. The questions included here should be used to help inform that decision. Only when a preponderance of the information obtained from responses to the questions reflect a need for either text-to-speech or read aloud, should the accommodation be provided.

Appendix F: State-Specific Contacts

Contact Information
Questions about State Policies
SD DOE Administrator of the Office of Assessment and Accountability Matt Gill (605) 773-3246 Matthew.Gill@state.sd.us
SD DOE Accommodations Lead Beth Schiltz (605) 773-4257 Beth.Schiltz@state.sd.us
SD DOE Office Of Assessment Bonnie Weisz (605) 773-6156 Bonnie.Weisz@state.sd.us
Questions about technology and overall administration procedures
South Dakota Assessment Help Desk 1-855-838-8378 6am-6pm CT (Mon-Fri) SDHelpDesk@cambiumassessment.com

Change Log

This change log summarizes revisions made between the previous and current versions of this document and is intended to help users quickly identify new, modified, or removed content.

Section	Description of Change	Date of Change
Document-Wide	- Format Updates - Updated references from “Universal Tools” to “Tools”, and “Designated Supports” to “Supports” to align with current program terminology.	Date of Publication
Figure 1 Table 4 Table 6	Reclassified Sensory Items as a non-embedded support.	Date of Publication