



PARTICIPATION GUIDELINES FOR WEST VIRGINIA STATE ASSESSMENTS

2025-2026

Guidance for Accommodations for State Testing

<https://wvde.us/academics/assessment/participation-guidelines>



**West Virginia Board of Education
2025-2026**

L. Paul Hardesty, President
Victor L. Gabriel, Vice President
F. Scott Rotruck, Secretary
Nancy J. White, Financial Officer

Robert W. Dunlevy, Member
Cathy L. Justice, Member
Christopher A. Stansbury, O.D., Member
Debra K. Sullivan, Member
Gregory F. Wooten, Member

Sarah Armstrong Tucker, Ph.D., Ex Officio
Chancellor
West Virginia Higher Education Policy Commission
West Virginia Council for Community and Technical College Education

Michele L. Blatt, Ex Officio
State Superintendent of Schools
West Virginia Department of Education

WVDE Office of Assessment
Accountability and Office of Assessment
West Virginia Department of Education
Building 6, Suite 850
1900 Kanawha Boulevard East
Charleston, West Virginia 25305-0330

August 2025

Michele L. Blatt
State Superintendent of Schools

Jeffrey Kelley
Assistant Superintendent, Division of District and School Accountability

Vaughn Rhudy, Ed.D.
Director
Office of Assessment

© 2025 by the West Virginia Department of Education

Content Contact

Sonja Phillips, M.A. *Coordinator*
Office of Assessment
sonja.phillips@k12.wv.us

Suggested Citation

West Virginia Department of Education (2025). *Participation guidelines for West Virginia state assessments, 2025-2026: Guidance on accommodations for students with disabilities and/or English learners in state and county-wide testing.*
<https://wvde.us/assessment/participation-guidelines/>

Contents

Contents	5
What's New in this Version?	6
Section I. Introduction	17
Section II. Guidelines for Supporting and Accommodating Students with Disabilities	41
Section III. Guide to Accommodations.....	54
Section IV. West Virginia Alternate Summative Assessment (WVASA)	95
Section V. Guidelines for Supporting and Accommodating English Learner (EL) Students.....	109
Section VI. West Virginia General Summative Assessment.....	126
Section VII. SAT School Day	146
Section VIII. Accommodations Guidelines for the National Assessment of Educational Progress (NAEP) ..	159
Section IX. References and Additional Readings	185
Section X. Appendix	191

What’s New in this Version?

Information about these topics has been added or enhanced in this version.

Topic
Updated <i>NAEP</i> information
Updated <i>NOCTI</i> information
Reorganization of Appendices <ul style="list-style-type: none">• Removal of original Appendices A – I and Q• Renaming of newly organized appendices
Removal Familiar Listener Accommodation Guidelines Appendix – no longer need to use the SALAD lab for rating scales. IEP team determines need based on SLP guidance.
P48 – Listening scripts accommodation retired 2025; use P36 Closed Captioning
P32 – removal of “Stacked” translations – toggle only option now available for math and science in Spanish; continues to be available only on the “B” form for the non-summative assessments

Preface

The West Virginia Department of Education (WVDE) has developed a continuous improvement and evaluation process for examining accommodations available during statewide testing to any student with a plan: Individualized Education Program (IEP) plans, Section 504 plans, and English learner (EL) plans. The process has three major components:

- Technical aspects of West Virginia’s assessment are reviewed by national experts who serve on the West Virginia Technical Advisory Committee (WVTAC).
- The information in this document is reviewed for comprehensiveness and clarity by the *Participation Guidelines in West Virginia State Assessments* Stakeholder Group.
- The WVDE Office of Assessment performs an annual evaluation of the implementation of assessment accommodations.

West Virginia Technical Advisory Committee

The WVTAC was established to provide guidance and recommendations to the WVDE in meeting federal requirements for state accountability assessment programs. Members of the WVTAC were selected based on their expertise in assessments, standards, systems alignment, and inclusion of students with disabilities and/or limited English proficiency. The WVTAC has provided crucial input on reporting, sampling, standard setting, accommodations, universal design, ESEA peer review, and designs for assessment research studies. Members of the WVTAC include the following national and state experts:

- Dr. Vaughn Rhudy, Director, WVDE Office of Assessment, Division of District and School Accountability
- Dr. William Auty, Consultant, Education Measurement Consulting
- Dr. Damian Betebenner, Senior Associate, The National Center for the Improvement of Educational Assessment, Inc.
- Dr. Martha Thurlow, Senior Research Associate, NCEO/University of Minnesota
- Dr. Phoebe Winter, Consultant in Assessment Design and Research, formerly VP for Education Policy, Pacific Metrics
- Dr. Paul Williams, Managing Research Scientist (ret.), American Institutes for Research
- Dr. Richard Patz, Executive Director, National Council on Measurement in Education
- Robyn Lopez, Director of Instruction, Berkeley County Schools

Stakeholders Group for Participation Guidelines Document Review

The purpose of the Stakeholders Group is to review the *Participation Guidelines for West Virginia State Assessment* for comprehensiveness and clarity and to recommend revisions as needed. This review and revision cycle is coordinated by the WVDE Office of Assessment.

Members of the Stakeholders Group include representatives from the WVDE’s Office of Assessment, Legal Services, Special Education Services, Federal Compliance, county special education directors, County Title III directors, county test coordinators, school administrators, teachers, and parent advocates/agencies. Members individually review the current document and identify any areas that need clarification, updates, or corrections, and make suggestions for improvement of the document. They submit their individual recommendations for revision to the topical revision leaders.

Listed below are the WVDE staff revision leaders:

1. Vickie Baker — WVDE Office of Assessment, Coordinator, *National Assessment of Educational Progress (NAEP)*
2. Veronica Barron – WVDE Office of Career Technical Education, Coordinator, *NOCTI*
3. Timothy Butcher — WVDE Office of Assessment, Coordinator, *West Virginia General Summative Assessments*, science, investigations
4. Deborah Adams — WVDE Office of Special Education, Coordinator, Low Incidence
5. Heather Waselchalk – WVDE Office of Special Education, Coordinator, Communication Disorders
6. Mami Itamochi — ESEA Programs, Coordinator, English learner (EL) accommodations, English language development, *ELPA21*
7. Dr. Joseph Mastracci — WVDE Office of Assessment, Coordinator, *West Virginia General Summative Assessments*, benchmarks, mathematics
8. Sheila Paitzel — WVDE Office of Special Education, Director, Policy 2419, county-required monitoring, special education issues, policies
9. Jason Perdue — WVDE Office of Assessment, Coordinator, *West Virginia General Summative Assessments*, home-schooled students, data specialist, investigations
10. Sonja Phillips — WVDE Office of Assessment, Coordinator, *West Virginia Alternate Summative Assessment*, accessibility, editor of the *Participation Guidelines for West Virginia State Assessments*
11. Dr. Vaughn Rhudy — WVDE Office of Assessment, Director, Policy 2340, federal assessment requirements and reporting
12. Terry Riley – WVDE Office of Special Education, Coordinators, Section 504
13. Jonathan Shank — WVDE Office of Special Education, Coordinator, Research

Annual Evaluation of Statewide Implementation of Accommodations

For the better part of two decades, the WVDE Office of Assessment and the Special Education have led an ambitious and comprehensive research agenda to address the appropriateness and effect of accommodations identified for students with disabilities and English learners (ELs). Beyond the appropriateness and effectiveness of accommodations, the research agenda also sets a goal of empirically determining the comparability of test scores for students from both accommodated and non-accommodated conditions and the effect of the assessment accommodations upon student performance.

To date, efforts to achieve the goals set in the research agenda have included multiple reports beginning with a 2006 publication conducted by an external research organization which provided a comprehensive overview of accommodations provision during the 2003-2004 school year and examined student performance on the state’s summative assessment disaggregated by each available accommodation.

Three years later, the WVDE Office of Research, Accountability and Data Governance replicated this study internally to re-examine the distribution of accommodations and the academic performance of

those students who were identified to receive accommodations during the first administration of the state’s newly developed summative assessment—The West Virginia Educational Standards Test 2 (WESTEST 2). This report, *Examining Accommodations in West Virginia (2008-2009)* (White et al., 2009), provided a first look at accommodations use with the new assessment.

In 2011, the WVDE Office of Data Analysis and Research, completed a third research report titled, *Examining Accommodations in West Virginia: A Descriptive Analysis of Accommodations Specified for Students in Individualized Education Programs, 504 Plans, and Limited English Proficient Plans in 2009-2010* (Hixson et al., 2011). Beyond examining accommodations for students with disabilities, this report is noteworthy in that it represents the first systematic examination of the distribution of assessment accommodations provided to ELs in West Virginia, a historically small population of students in our state, which at the time of publication included approximately 1,700 students across all grades.

Reporting efforts in 2012–2013 were two pronged. First, West Virginia worked closely with the George Washington University Center for Equity and Excellence in Education (GWU-CEEE) to examine the appropriateness of accommodations for English learners (ELs) via a special technical assistance project. The project has informed West Virginia about the extent to which instructors’ accommodation recommendations for ELs are in line with recommendations from the research literature given students’ English language proficiency levels.

Second, the WVDE Office of Data Management & Information Systems conducted an examination of the WVS.326 accommodations data (described below) for WESTEST 2 (the then-summative state assessment) and produced data tables for each school county in the state. These reports supplied counties with detailed information on accommodation assignments, provision, refusal, and over accommodation for each available accommodation type for all WESTEST 2 content areas (mathematics, reading language arts, social studies, and science). For the first time, counties and county test coordinators (CTCs) had access to their accommodation data, allowing them to:

1. Systematically review their data by individual accommodation type along with comparing their results to state averages;
2. Use accommodation data to inform and drive changes to Individualized Education Programs (e.g., investigating the appropriateness of a refused accommodation on a student’s IEP);
3. Investigate occurrences of over-accommodation and under-accommodation to assess validity of WESTEST 2 results;
4. Provide targeted assistance to schools that experienced technical issues related to accommodations; and
5. Actively self-monitor accommodations provision as they relate to instructional utility.

The State Education Agency (SEA), (or, in the case of a county-wide assessment, Local Education Agencies [LEAs]) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; (b) alternate assessments aligned with the State’s challenging academic content standards and student achievement standards; and (c) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

Traditionally accommodations data were collected and maintained by LEAs in West Virginia; however, in 2011-2012 the WVDE piloted a fillable accommodations form, WVS.326, and began collecting statewide data. The development of the WVS.326 form was a crucial step in creating a statewide

process to monitor, collect, and warehouse identifier-linked accommodations provision data from all schools.

Another tool developed by the WVDE is the ACC.OMS application powered by the WVEIS engine with the capability to retrieve accommodations directly from the WVEIS IEP program as well as the accommodations entered into WVEIS for students with 504 and EL plans. Administrators could access reports to verify accommodation information and provide support throughout the counties.

Since piloting the WVS.326 form in 2018, the WVDE has worked closely with the Stakeholder Group for the document, *Participation Guidelines for West Virginia State Assessments*, to improve the functionality of the WVS.326 form, resulting in notable improvements in the quality of accommodations data collected each school year. Improved data quality will ensure accurate accommodations reporting at the state and local levels, as well as allow the WVDE to further its research agenda which includes Differential Item Functioning (DIF) analysis.

Beyond the prospect of conducting DIF analysis, the WVDE is also working to display WVS.326 Accommodations Reports online. In 2020 the WVDE began the process of digitizing the WVS.326 forms to place on ZoomWV-e, the secure data dashboard accessible to our state's educators. ZoomWV (publicly accessible data dashboard) and its secure counterpart, ZoomWV-e, comprise the state's single source for accurate, high-quality education information pertaining to students in pre-kindergarten through Grade 12. With improved accessibility and timeliness, it is anticipated these reports will continue to guide the decision-making process among county-level staff and CTCs concerning accommodations.

In the fall of 2022, the WVDE launched the Monitoring Accommodations Electronically.4 State Assessments (MAE.4SA). This program is housed within WVEIS and updates student information on a near live basis. A student's assessment accommodations are entered through a finalized IEP, a 504 or EL plan. Following the administration of a state assessment, the test administrator securely enters verification of the student having received their accommodations using the test administrator's confidential log in credentials and then entering the student's unique WVEIS number. The program captures the users log on information and date/time stamps their log entries. Reports are available at the school, district, and state level for completion of the verification process. This process captures data entered directly into the state's student information database and removes the wait time which occurred with the processing of ScanTron forms. The use of ScanTron forms also opened a vector for potential loss of data to occur when the forms were not completed correctly (using writing implements other than #2 pencils) or folding/rolling the forms to the extent the scanners could no longer accurately read them. See [Appendix B: Accommodations Monitoring Process](#) for additional information, directions, and screenshots.

Another project West Virginia participated in is the National Center for Education Outcomes (NCEO) partnership of nine states titled the DIAMOND Project (DIAMOND, 2018) - Data Informed Accessibility – Making Optimal Needs-based Decisions. This project aims to improve the validity of assessment results by developing guidelines for making informed decisions about accessibility tools and accommodations.

West Virginia is also working in conjunction with NCEO and the Office of English Language Acquisition (OELA) at the U.S. Department of Education to develop two professional development modules on accessibility and accommodations decision making for instruction and assessment for English learners. One module is for educators and the other is for parents/guardians and families. The project examined the efficacy of these modules by conducting several pre- and post-module administration analyses.

West Virginia is continuing its partnership with the Council for Chief State School Officers' research programs. One collaborative effort led to the 2019 publication of a white paper titled *English Language Proficiency (ELP) Standards for English Learners with Significant Cognitive Disabilities*. This document

presents standards around which students with the most significant cognitive disabilities, who are also English learners, will receive instruction. These standards present skills the students are expected to practice while learning English in their classrooms with the understanding that students with significant cognitive deficits have unique learner characteristics and needs that may present barriers to overcome so they can demonstrate English fluency.

In 2020, West Virginia along with other participating states of Arizona, Arkansas, Iowa, Louisiana, New York, Ohio, Oregon, and Washington, joined in developing an accessible assessment for English learners who also are students with the most significant cognitive impairments. When completed, this project will be one of the nation's first standards-based alternate assessment of English language proficiency. The standards will include speaking, reading, writing, and listening. The spring of 2023, almost two dozen West Virginia students participated in the pilot study of the Alt-ELP assessment. The 2023-2024 school year was the first operational, state-wide administration of the Alt-ELP assessment. For the fall 2024 semester, a screener option will be available for students potentially needing EL services who also have the most significant cognitive disabilities.

Starting in the Fall of 2022, West Virginia again partnered with NCEO and the states of Arizona and North Carolina for the project *Making Improved Decisions for Students on the Cusp of Alternate Assessment Participation Using Multiple Measures of Academic Achievement from Multiple Sources* (MIDAS). The goals of this project are:

- to increase capacity of State Education Agencies (SEAs) to provide technical assistance (TA) to local education agencies (LEAs) on the use of multiple measures of academic achievement from multiple sources to improve instructional practices for students with disabilities who move from the AA-AAAS to the general assessment, and
- to increase capacity of special education and general education teachers to successfully instruct students with disabilities who move from the AA-AAAS to the general assessment.

Additional information about the MIDAS project can be found at <https://nceo.info/About/projects/midas/home>.

The winter of 2024 found West Virginia, NCEO, and multiple state and assessment vendor partners, along with the Common Education Data Standards (CEDS) developing a comprehensive set of assessment accommodation descriptions and definitions. This group's goals include standardizing the language around the description and implementation of many of the commonly used accommodation and accessibility features used in state assessments for use in IEPs, Requests for Proposals (RFPs), and communicating accommodation requests with parents and educators.

List of Abbreviations and Terms

AAAS Alternate Academic Achievement Standards – Including Policies 2520.16, 2520.161, and 2520.162, which define the alternate academic achievement standards in reading/language arts (Policy 2520.161), mathematics (Policy 2520.162), and science (Policy 2520.16) for students with the most significant cognitive disabilities.

Accommodations

Changes in *how* a student learns or is evaluated on the standards

ACC.OMS

Accommodations application developed within WVEIS

ADA Americans with Disabilities Act

AEM Accessible Educational Materials

Alt-ELPA Alternate summative assessment for demonstrating English proficiency for English learners who have the most significant cognitive disabilities.

ASL American Sign Language

ATC Assistive Technology Compatible

Bluebook Student test platform for the *SAT School Day*

CAI Cambium Assessment, Inc.

CAT Computer-adaptive test

CCSSO Council of Chief State School Officers

CSR Confidential Summary Report – Assessment report

CTC County Test Coordinator

County Assessments

Assessment given to students of an entire grade without exclusion (e.g., students who take the alternate assessment or are on an IEP, EL plan, or Section 504 plan)

DLM Dynamic Learning Maps

EL English Learner – Student identified as acquiring English for their education; students who speak a language other than English in their home

ELPA21 *English Language Proficiency Assessment*

ESEA Elementary and Secondary Education Act

ESL English as a second language

ESSA Every Student Succeeds Act

IASA Improving America's Schools Act – Reauthorization of the Elementary and Secondary Education Act (ESEA) in 1994 (predecessor to the No Child Left Behind Act of 2001)

IDEA 2004

Individuals with Disabilities Education Improvement Act of 2004

IEP Individualized Education Program

JAWS Job Access with Speech – screen reader program

Kite Kansas Interactive Testing Evolved – platform used to deliver testlets for students with the most significant cognitive disabilities

LEA Local Education Agency

MAE.4SA Monitoring Accommodations Electronically.4 State Assessments

Modifications Changes *what* a student is taught or expected to learn of state standards

NAEP *National Assessment of Educational Progress* – Sometimes known as the Nation's Report Card, conducted by the National Center for Education Statistics at the U.S. Department of Education

NAGB National Assessment Governing Board

NCEO National Center on Educational Outcomes

NCES National Center for Education Statistics

NCLB No Child Left Behind Act – Elementary and Secondary Education Act reauthorization for 2001.

NOCTI *National Occupational Competency Testing Institute*

OSE Office of Special Education, West Virginia Department of Education

Participation Guidelines (PG)

Participation Guidelines for West Virginia State Assessments, 2025-2026

PLP Personal Learning Profile

PNP Personal Needs Profile

Policy 2340

West Virginia Measures of Academic Progress – West Virginia Board of Education policy establishing rules governing the administration and operation of the West Virginia Measures of Academic Progress (WV-MAP)

Policy 2417

Regulations and English Language Proficiency Standards for English Learners – West Virginia Board of Education legislative rule defining the expectations for programs of study for improving the English language proficiency of students with limited English proficiency

Policy 2419

Regulations for the Education of Students with Exceptionalities – West Virginia policies that apply to preschool, early childhood, middle childhood, adolescent, and adult students whose educational programs require special education and related services

Policy 2510

Assuring the Quality of Education: Regulations for Education Programs – West Virginia Board of Education policy that establishes the regulations for all education programs that are designed to prepare students for the 21st century

SAT School Day

SAT School Day is the annual summative assessment for all 11th grade West Virginia students, except for those students who are eligible to participate in the *West Virginia Alternate Summative Assessment*.

SC School Coordinator

SEA State Education Agency

Section 504 Plan

An amendment to the Rehabilitation Act of 1973 prohibiting exclusion from participation in, denial of benefits to, or discrimination against individuals with disabilities based on their disability, in federally assisted programs or activities.

SEE Signed Exact English

SSD College Board's Services for Students with Disabilities (*SAT School Day*)

Standard Conditions

General testing conditions, described in test administration materials, are followed for all students. An IEP team, Section 504 committee, or EL committee may require specific assessment accommodation(s) for individual students, which augment the standard conditions.

TAM Test Administration Manual

TIDE Test Information Distribution Engine

TIPS Test Information Page

USED United States Department of Education

WVASA *West Virginia Alternate Summative Assessment*

WVBE West Virginia Board of Education

WVCCRS

West Virginia College- and Career-Readiness Standards, defined in Policy 2520

WVDE West Virginia Department of Education

WVEIS West Virginia Education Information System

WVGSA *West Virginia General Summative Assessment*

WVTAC West Virginia Technical Assistance Committee

WV-MAP

West Virginia Measures of Academic Progress—multiple assessments conducted by the WVDE, including the *West Virginia General Summative Assessment Grades 3-8*; *SAT School Day*; *West Virginia Alternate Summative Assessment*; *ELPA 21*; and *NAEP*



Section I.

Introduction



Section I. Introduction

Assessment is an important part of an overall quality educational program and is, in fact, an integral part of improving classroom instruction. The purpose of educational assessments is to provide an academic check-up and to give educators and parents meaningful information on what students know and can do, and how well they are progressing toward college and career readiness. Assessments strive to show how well students perform on clearly defined standards and skills that are being taught in the classroom.

Assessments provide valuable feedback to students, educators, parents, policy makers, and the public about students' academic strengths, as well as areas that need improvement, and about the effectiveness of the state's educational system. Additionally, the state summative assessments ensure West Virginia meets federal accountability requirements.

Furthermore, assessments:

- are leveraged by teachers and administrators to pinpoint areas of weakness and personalize instruction as a student progresses from one year to the next;
- provide student results that are used by many agencies and organizations in awarding scholarships, awards, honors, and special recognition (such as selection to Governor's Schools);
- provide data on how a school is educating all students which is used to keep schools and school systems accountable;
- are objective and immune from scoring interpretation;
- provide gap analysis that allows a teacher to see a student's missing knowledge, skills, and abilities; and
- have undergone extensive content, bias, and sensitivity reviews that ensure validity and reliability for all students, including those with disabilities and limited English abilities.

Standardized testing is a common aspect of modern life. Individuals are often required to take such tests to enter the military or higher education institutions. Likewise, many professionals — including hairdressers, engineers, teachers, and doctors — must pass standardized exams to obtain their licenses. Participating in end-of-year assessments helps students build the skills and resilience needed for future standardized tests associated with technical schools, college admissions, military service, and various professional careers.

West Virginia strives to ensure every student has a positive and productive assessment experience. West Virginia also strives to ensure the assessments are accessible to all students, including English learners and students with disabilities.

The *Participation Guidelines for West Virginia State Assessments* serve several important purposes:

- They offer policy guidance to Individualized Education Program (IEP) teams, Section 504 committees, and English Learner (EL) committees to ensure students receive appropriate accommodations during statewide and county-wide assessments.
- They support educators and schools in aligning their practices with federal laws and state policies.
- They provide essential information for documenting implementation and ensuring compliance with federal requirements under the Every Student Succeeds Act (ESSA) of 2015, which replaced the Elementary and Secondary Education Act (ESEA) of 2002.
- These guidelines also incorporate provisions from the Individuals with Disabilities Education Improvement Act (IDEA) of 2004.

Assessments Covered in These Guidelines

The *Participation Guidelines* document focuses on the West Virginia Board of Education (WVBE) Policy 2340, “West Virginia Measures of Academic Progress” (WV-MAP) as follows:

The West Virginia General Summative Assessment (WVGSA) Grades 3-8 are customized tests used to measure students’ levels of achievement of the West Virginia College- and Career-Readiness Standards (WVCCRS). The general summative assessment assesses English language arts and mathematics in Grades 3–8 and science in Grades 5 and 8. The WVGSA are assessments aligned to the College- and Career-Readiness Standards in English language arts, mathematics, and science (Policies 2520.1A, 2520.2B, and 2520.3C) that are designed to help prepare all students. WVGSA are computer adaptive form tests. The WVGSA is used for accountability purposes.

The *SAT School Day* serves as West Virginia’s general summative assessment for high school students. It is administered each spring during the regular school day to all Grade 11 students, except for those who participate in the West Virginia Alternate Summative Assessment.

This assessment, provided by the College Board, is a nationally recognized measure of college and career readiness. It is accepted by colleges and universities across West Virginia and the United States for both admissions and placement purposes. Additionally, SAT scores may be used to qualify for the *Promise Scholarship*.

To support student success, free SAT practice tests are available through *Khan Academy*, which also offers West Virginia educators and students access to online instructional content and resources. The SAT School Day also plays a key role in the state’s accountability system.

The *West Virginia Alternate Summative Assessment (WVASA)* is the assessment for students with the most significant cognitive disabilities. Dynamic Learning Maps (DLM) (Accessible Teaching, Learning, and Assessment Systems, 2019) is the online system linked to alternate academic achievement content standards that assesses students in the areas of English language arts and mathematics in Grades 3-8 and 11, and science in Grades 5, 8, and 11 (Policies 2520.161, 2520.162, and 2520.16). The WVASA is used for accountability purposes.

The West Virginia English Language Proficiency Assessment for the 21st Century (ELPA21) is an online system that measures the English language proficiency of all public-school English learners in the state. The assessment is aligned to the state’s English language proficiency standards and measures the annual progress students make in the domains of speaking, listening, reading, and writing (Policy 2417).

The Alternate English Language Proficiency Assessment (Alt-ELPA) is an online system that measures the English language proficiency of public-school English learners with the most significant cognitive disabilities in the state. The assessment is aligned to the state’s alternate English language proficiency standards and measures the annual progress students make in the domains of speaking, listening, reading, and writing (Policy 2417).

The *National Assessment of Educational Progress (NAEP)* is a national assessment of a representative sampling of America's students in Grades 4, 8, and 12. NAEP measures what America's students know and can do in various subject areas. NAEP assessments are conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. Although NAEP is not used for accountability, it is part of WV-MAP as defined by Policy 2340 and required by West Virginia Code §18-2e-2. Accommodations allowable for NAEP are determined by the National Center for Educational Statistics (NCES), not the West Virginia Department of Education (WVDE).

The *National Occupational Competency Testing Institute (NOCTI)* provides standardized assessments for Career and Technical Education Centers that are aligned with industry standards and created by industry experts in conjunction with educators across the country.

Legislative and Policy Foundations

The *Participation Guidelines* document integrates and explains what is legally required by various authorities governing education in West Virginia, regarding providing testing accommodations to several classifications of students, as outlined below:

Policy 2340 requires participation in statewide assessments for all students, including general education students, students with IEPs, students with Section 504 plans, and English learners. The *Participation Guidelines* is subject to change based on revisions to the statewide assessment system.

The U.S. Education Department (USED) and the Office for Civil Rights have emphasized exclusion from assessment undermines the value of assessment and violates Section 504 of the Rehabilitation Act of 1973, which prohibits exclusion from participation by, denial of benefits to, or discrimination against, individuals with disabilities based on their disability in federally assisted programs or activities (Heumann & Cantu, 1997). The reauthorization of IDEA in 2004 addresses nondiscrimination in assessment for students with disabilities and ensures that *standards* are measured and not the student's *disability*. To comply with the requirements of IDEA and Section 504, IEP teams and Section 504 committees must determine assessment participation and, if any, necessary accommodations for individual students as specified in this document.

The USED and the Office of Elementary and Secondary Education monitor for ESSA state and county compliance of assessment and accountability for all students. Policy 2340 includes students who are English learners (ELs). Policy 2340 established the rules governing the administration and operation of WV-MAP, requiring the WVDE to (a) provide an operational framework to administer an effective and efficient statewide assessment program, (b) protect the integrity of the test data, and (c) support the use of assessment data to improve instruction. The policy addresses special concerns regarding appropriate professional practices within WV-MAP, as well as appropriate professional conduct. Accordingly, special forms (reprinted from Policy 2340 in [Appendices A through I](#)) are required to be signed and dated by all personnel involved in state assessments and maintained in files at the appropriate office.

The purposes of the state required assessments vary—and the participation of students varies by grade levels. The administration/examiners' manuals for WV-MAP assessments describe the required testing conditions for students participating in each assessment. These *standard conditions* described in the administration materials must be followed unless a student has demonstrated a need for individual supports and accommodations for assessments that are documented on a plan (IEP, 504, or EL plan).

The *Participation Guidelines* addresses other special circumstances for student participation in the WV-MAP. Procedures are included for homebound students, home school students, students in alternative schools, and nonpublic students.

IDEA and WVBE Policy 2419, "Regulations for the Education of Students with Exceptionalities," set high expectations for students with disabilities by requiring they have access to—and the opportunity to make progress in—the general education curriculum and they be included in state and county assessment programs with appropriate accommodations when necessary. Both ESSA and IDEA require assessment on grade-level content standards for all students, including students with the most significant cognitive disabilities who are unable to participate in the general assessment and are eligible for the alternate assessment.

Policy 2340 requires all students who are English learners participate annually in state assessments. West Virginia does not offer an exemption for students attending less than 12 months. One exception is *NAEP*, which allows the use of a Spanish version for some assessments. Counties should carefully consider the potential for distraction before this accommodation is used.

The WVDE is required by Federal Programs Consolidated Monitoring Requirements (EDGAR 34 C.F.R. 76.770) (EDGAR, 2008) and peer review requirements (U.S. Department of Education, 2015) to report the state's procedure for ensuring accommodations specified on all IEPs and Section 504 plans are the ones provided to students during assessments. Under Policy 2340, West Virginia includes monitoring of supports and accommodations to apply to any students having an academic plan, which includes English learners. The monitoring process is described later in this section.

In summary, federal law and/or state policy require provisions of accommodations identified in students' IEPs, Section 504 plans, and EL plans. Therefore, examiners must provide accommodations as identified on the current plan. Any change in accommodations should be reviewed through an IEP team, Section 504 committee, and/or EL committee.

WVBE Policy 2419: Regulations for the Education of Students with Exceptionalities and IDEA describe students who are eligible for special education services as gifted-only students as having an exceptionality, not a disability. Therefore, they are not eligible for assessment accommodations.

Research Base

The WVDE used the nationally recognized research base of acceptable and recommended accommodations for students with disabilities (Thompson et al., 2000; Thompson et al., 2002; Thompson et al., 2005; Thurlow et al., 2001; Thurlow et al., 2011). These documents guide the work of the WVDE and West Virginia Technical Advisory Committee in reviews and approval of the accommodations for use in WV-MAP. Additionally, WV-MAP assessments were developed using principles of universal design and computer-based testing practices (Thurlow et al., 2010).

West Virginia has membership in two consortia for the development of rigorous assessments, Dynamic Learning Maps and *ELPA21*. Both consortia have agreed upon sets of accommodations and/or access tools specifically related to and designed for each specific assessment. The research base of accommodations from these consortia have been reviewed and accepted by the WVDE. The parameters of each assessment are provided within the Participation Guidelines, but in no way does it seek to replace the approved set of tools and accommodations for each consortia requirement.

The WV-MAP assessments have been built on principles of universal design based on a framework of accessibility for all students, including English learners (ELs), students with disabilities, and ELs with disabilities, but not limited to those groups. In the process of developing assessments to measure students' knowledge and skills as they progress toward college and career readiness, the WVDE recognizes the validity of assessment results depends on each student having appropriate universal tools and accommodations when needed based on the constructs being measured by the assessment.

The development of the alternate assessment accessibility tools is based on principles of universal design identified by the Dynamic Learning Maps (DLM) consortium. The assessment was developed to align to the alternate achievement standards for English language arts, mathematics, and science. Refer to the section on *WVASA* for information regarding participation and guidance on accessibility.

The *English Language Proficiency Assessment for the 21st Century (ELPA21)* is an assessment for a consortium of states committed to supporting member states in implementing the *English Language Proficiency (ELP) Standards* and *WV College- and Career-Readiness Standards*. The ELP Standards inform instruction with the goal that all ELs be fully prepared for college and career success. Accommodations appropriate for students who are English learners were developed by the *ELPA21* consortium. Research indicates that students who are English learners who have tools/accommodations assigned to them match their linguistic and cultural needs scored higher than (a) EL students with incomplete accommodations (i.e., accommodations assigned without matching to EL-responsive criteria) and (b) EL students who were not assigned any accommodations at all (Kopriva et al., 2007). Refer to the section on English learners ([Section V](#)) for more information.

Test Administration Options for West Virginia Measures of Academic Progress (WV-MAP)

The WVGSA, WVASA, SAT School Day, ELPA21/Alt-ELPA, NOCTI, and NAEP have been designed to allow a variety of test administration options and accommodations that do not change what is intended to be measured by the assessment or the meaning of the resulting scores. Each assessment has its own guidelines for options and accommodations. See sections listed below for individual assessments:

- [WVASA – Section IV](#)
- [ELPA21 & Alt-ELPA – Section V](#)
- [WVGSA – Section VI](#)
- [SAT School Day – Section VII](#)
- [NAEP – Section VIII](#)
- [NOCTI – Appendix O: Guidelines for NOCTI Career Technical Education Assessments](#)

Modifications

Modifications change what is intended to be measured by the assessment or the meaning of the resulting scores and *are not allowed*. One example of unallowable modifications is off-grade-level testing for assessments. The WVDE distinguishes among assessment options, accommodations, and modifications as shown in Table 1 which may be useful when a special accommodations request is being considered.

Table 1. Characteristics of Options and Accommodations versus Modifications

Options and Accommodations versus Modifications	
Options and Accommodations (allowed)	Modifications (not allowed)
Provide equitable access during assessments by mitigating the effects of a student’s disability or limited English proficiency.	Provide unfair advantage by reducing the difficulty of a test or altering the nature of the test.
Do not reduce learning or achievement expectations for a student.	Reduce the learning or achievement expectations for a student.
Do not change the construct being assessed.	Change the construct being assessed.
Do not compromise the integrity or validity of the test.	Compromise the integrity of the test, resulting in invalid scores that are not meaningful.

5-Step Decision-Making Process for Administering Accessibility



This section describes a five-step process that can be used to make optimal **accessibility** decisions for students who need accessibility supports for instruction and assessment:

- STEP 1:** EXPECT students to achieve grade-level standards.
- STEP 2:** LEARN about accessibility supports for instruction and assessment.
- STEP 3:** SELECT accessibility supports for instruction and assessment.
- STEP 4:** ADMINISTER accessibility supports during instruction and assessment.
- STEP 5:** EVALUATE use of accessibility supports in instruction and assessment.

STEP 1:

EXPECT STUDENTS TO ACHIEVE GRADE-LEVEL STANDARDS

Academic **standards** are educational targets outlining what all students are expected to master at each grade level. The expectation that students will achieve grade-level standards is reiterated in laws, legal cases, and federal guidelines that require states to administer assessments to all students; these measures are intended to hold schools accountable for the academic performance of all their students. To provide equal access to grade-level content, some students are given accessibility supports during instruction and assessment.

Individual educators or teams of educators who are familiar with characteristics and needs of students, along with the students' parents or guardians (and the students themselves, as appropriate), should make instructional and assessment decisions that prioritize access to grade-level content. Educators are responsible for developing, implementing, and improving accessibility practices for students. Educators serving in the following roles may be involved in making accessibility decisions:

- special education teachers, IEP or 504 plan committee representatives, and related service providers;
- English language educators and facilitators;
- assessment officials (test administrators, test coordinators, guidance counselors);
- general education teachers (classroom/content teachers); and
- school administrators (principals, school/district officials).

To accomplish the goal of equal access in education, every educator must:

- know and instruct grade-level standards;
- be familiar with individual student needs and supports to provide access;
- collaborate with other educators, stakeholders, and parents or guardians for successful student access; and
- be familiar with accountability systems at both the state and district levels.

All students work toward mastery of grade-level standards, including English-language proficiency, and should be expected to achieve these standards — provided that the following conditions are met:

1. Collaboration between special education teachers, English language teachers, and general education teachers results in grade-level, differentiated instruction for the diverse/specific populations of students they are serving.
2. Individualized approaches to instruction and assessment are used, and individualized plans are developed and implemented for those students who need them.
3. Appropriate accessibility supports are provided to ensure that all students can access instructional and assessment content.

INCLUDING ALL STUDENTS IN STATE ASSESSMENT SYSTEMS

Federal law and guidance, legal cases, and most state laws require that all students be administered assessments that are intended to hold schools accountable for the academic performance of their students. Educators are expected to actively engage in a planning process that addresses:

- implementation of accessibility supports to facilitate universal student access to grade-level instruction and assessments;
- use of alternate assessments to assess achievement of those students with the most significant cognitive disabilities;
- equitable access to grade-level instruction and English language development services for all EL students; and
- inclusion of ELs in both academic and English language proficiency assessments.

FEDERAL & STATE LAWS, LEGAL CASES, & FEDERAL GUIDANCE REQUIRING STUDENT PARTICIPATION

To effectively support all students in the classroom, educators should be familiar with federal and state laws, current guidelines, and legal cases that regulate student participation in the educational processes. Several important laws require the participation of these students in standards-based instruction and assessment. Some laws solely address students with disabilities (e.g., Individuals with Disabilities Education Act – IDEA); others regulate educational policies and practices for all students (e.g., Elementary and Secondary Education Act – ESEA). Some laws or sections of laws are devoted to ELs (e.g., Title III of ESEA). Both sets of laws affect the instruction and assessment of ELs with disabilities. [Section IX](#) provides references for federal laws, legal cases, and federal guidance regulating student participation in educational processes.

STEP 2:

LEARN ABOUT ACCESSIBILITY SUPPORTS FOR INSTRUCTION & ASSESSMENT

Thanks to advances in technology, computer-based accessibility supports can be used to facilitate individualized educational processes by reducing or eliminating the effects of a students’ disabilities—thereby enabling them to more effectively demonstrate what they know and can do. For example, when the instructional objective is focused on comprehension, appropriate supports for a student with a reading disability might include reading the material aloud or letting the student use a text-to-speech app to access grade-level content. However, read-aloud or text-to-speech supports would not be appropriate when the learning target is decoding text. **Accessibility supports provided in the classroom do not reduce expectations for learning. Accessibility supports empower students with a multitude of choices, enabling them to effectively access instructional and assessment content.**

As noted above, accessibility supports provided during state assessments must also be provided during classroom instruction, classroom assessments, and district assessments. However, some instructional accessibility supports may not be appropriate for use on certain statewide assessments. In other cases, accessibility supports provided on assessments may be slightly different from those provided in the classroom (e.g., digital notetaking on an assessment), since the technology used for the assessment may differ from that used in the classroom. **It is important that educators help students become familiar with the supports provided on the assessment, so students are not using these tools for the first time on test day.**

It is critical for educators to be familiar with state policies about the appropriate use of accessibility supports during assessments. In the age of technology-mediated educational practices, accessibility supports facilitate instruction and assessment of students effectively – but only when they are appropriately selected, used, and evaluated for continued effectiveness.

When determining accessibility supports for state assessments, it is important to remember that **ELP**, **content** area, and **alternate assessments** measure different construct knowledge, skills, and abilities. For example, a math content area assessment may allow for translation into another language, but an **English language proficiency** assessment may not. Therefore, different accessibility supports may be necessary for each assessment.

FOUR KEY QUESTIONS FOR EDUCATORS TO ASK:

1. What are the student’s specific instructional and assessment needs?
2. How does facilitating the student’s access to curriculum, instruction, and assessments support the goal of developing independence?
3. Is there a universal feature the student should **not** have?
4. Does the student need any accommodations?

STEP 3:

SELECT ACCESSIBILITY SUPPORTS FOR INSTRUCTION & ASSESSMENT

Effective decision-making around the provision of appropriate accessibility supports begins with appropriate instructional decisions. In turn, optimal instructional decisions are facilitated by gathering and reviewing reliable information about the student’s access needs, disability, English language proficiency, and present level of performance in relation to state standards.

To promote all students’ meaningful and equitable participation in the general curriculum, educators need to select accessibility supports based on distinct, individual student characteristics. **Making blanket decisions for groups of students at specific language acquisition levels or with specific disabilities is not appropriate.** When individualized accessibility decisions are made thoughtfully, they can advance equitable opportunities for students to participate in the general education curriculum.

While it is important to research all accessibility support options, note that some options may *not* be allowed on certain assessments. For example, use of a glossary may be allowed for a math assessment but prohibited for an ELP assessment, since the support could alter the construct being tested, thereby invalidating the results.

When matching accessibility supports with students' characteristics, educators should consider:

- the student's willingness to learn to use the accessibility support;
- opportunities to learn to use the accessibility support in classroom settings; and
- conditions for use on district and state assessments.

After considering student characteristics, it is important to examine student needs during instruction and testing, as well as the types of tasks students are asked to perform in the classroom and on state or district assessments. When matching accessibility supports with student needs, it is also key to consider how the support interacts with:

- the construct of the material for which the student will use the accessibility support;
- content exposure, with varying cognitive complexities and range of difficulty; and
- the opportunity to show mastery (according to achievement or performance-level descriptors for the assessment).

INVOLVING STUDENTS IN SELECTING, USING, & EVALUATING ACCESSIBILITY SUPPORTS

It is critical that students come to understand their own needs and learn to self-advocate. Informing others of their preferences, particularly in the presence of "authority figures," may be a new task for some students. By providing guidance and feedback in the context of selecting, using, and evaluating accessibility supports and their combinations, educators and parents or guardians play a key role in developing a student's self-advocacy.

Student involvement in the selection process of their accessibility supports provides opportunities to learn self-advocacy skills and independence. Students need these opportunities to learn how to make certain the accessibility supports they need are provided, both in and out of school. Even students with significant cognitive disabilities, many of whom do not have sophisticated expressive communication systems, can show teachers their preferences. For example, when shown two versions of an accommodated graph, students could gesture to the one they like or understand better. It is important to not limit students' options but rather expand their opportunities to provide feedback and self-advocate. This is especially important for those students who cannot communicate their preferences in traditional ways.

PRIOR USE OF ACCESSIBILITY SUPPORTS

Students are most successful with accessibility supports when they have used the supports and are comfortable with them prior to the test. As noted, accessibility supports should not be used for the first time on a state test. Educators are encouraged to implement accessibility supports during instruction and local assessments, so students can become adept at using them before the state assessment is administered.

It is therefore important to plan time for students to investigate and become familiar with new accessibility supports and learn how to use and practice embedded, and non-embedded accessibility supports. (Note that, for embedded supports, there may be tutorials and/or practice or sample exam items students can experience prior to test administration.) It is also valuable to build in time to evaluate the use of accessibility supports and make improvements as needed, both before and after the state assessment.

VALID MEASURE OF WHAT THE STUDENT KNOWS & CAN DO

When selecting accessibility supports for state assessments, it is important to understand the accessibility policies the state has established to maintain the validity of assessment results. It is also important to know the consequences of support-selection and use decisions. For example, if educators determine that a student should use an allowed accessibility support during an assessment but the student refuses to use the support, the student's decision could compromise the validity of the measurement results about what the student knows and can do. Note that the validity implications for such decisions are different for ELP assessments than they might be for content assessments (i.e., providing a translation of the test content, versus providing a translation of test directions). Accessibility supports for ELs should be selected in accordance with whether the test is assessing language proficiency or content-area knowledge.

Consideration of longer-term consequences is important, as well. For example, as students begin to make post-secondary choices, the best accessibility supports may be those that help prepare them for their future as adults. The team (educators, parents or guardians, and students) may want to discuss whether their current accessibility decisions with regard to instruction and assessments might affect the student's prospects for successful self-efficacy in the future. The team (educators, parents or guardians, and students) should plan how and when the student will learn to use each new accessibility support and ensure ample time for practice before an assessment takes place. They also should plan for an ongoing evaluation of the student's use of accessibility features and, if applicable, how and when the student is to become independent of some or all supports.

STEP 4:

ADMINISTER ACCESSIBILITY SUPPORTS DURING INSTRUCTION & ASSESSMENT

ACCESSIBILITY DURING INSTRUCTION

Accessibility supports should not be used solely during assessments. Students who need and benefit from accessibility supports should be provided with them during instruction. Tracking the use and effectiveness of supports during instruction not only facilitates equitable access to academic material but also facilitates the student's transition away from specific accessibility supports as they become no longer necessary (See Tool 6).

Since many assessments and aspects of instruction can now be administered via technology-based platforms, educators must provide ample opportunity for students to familiarize themselves with both the technology itself and the administration process. This includes providing all students with opportunities to use technology while learning and allowing them to take practice tests using the appropriate online testing platform. In addition to student interaction with technology in instruction, teachers must also be aware of the range of accessibility supports available for their students and use these supports appropriately and consistently in instruction and assessment.

ACCESSIBILITY DURING ASSESSMENT

It is critical to map out the logistics of how accessibility supports will be provided during the assessments—keeping in mind that the same accessibility supports may not be allowed on all types of assessment (i.e., content, ELP, and alternate assessments).

Educators will need to make accessibility support decisions in alignment with state policies, and then correctly document those decisions. It is therefore key to understand the state or LEA requirements and consequences for using various accessibility supports during assessments.

Staff members who administer accessibility supports — for example, by reading aloud to a student or scribing the student's responses — must adhere to specific guidelines to ensure that the student's scores are valid. When providing **non-embedded** supports, providers should first review the state's test security policies to ensure the protection of student and assessment confidentiality.

Prior to the day of an assessment, teachers should ensure that test administrators and proctors know which accessibility supports each student will be using and how to administer them properly.

STEP 5:

EVALUATE USE OF ACCESSIBILITY SUPPORTS IN INSTRUCTION & ASSESSMENT

Accessibility supports must be (a) selected based on the individual student’s characteristics and needs; (b) used consistently for instruction and assessment; and (c) phased out at the appropriate time to promote independence. Collecting and analyzing data on the use and effectiveness of accessibility supports will help ensure students’ meaningful participation in district- and state-wide assessments. These data also may indicate problematic patterns regarding the use of some accessibility supports and inform decisions about the continued use of those supports.

POST-SECONDARY IMPLICATIONS

As students plan for their transition to post-secondary settings, it is important for educators, students, and parents or guardians to plan which accessibility supports to phase out and which to continue using and in what capacities. It is also important for educators to document students’ use of accessibility supports, so that, if appropriate, students can continue to use them as needed in their college and career settings. Colleges and universities traditionally allow fewer accessibility supports than are available in K-12 settings, so this documentation will give students the information they need to advocate for themselves. This documentation will also be useful for students who are transitioning into vocational programs and workplaces. Educators can encourage students to research how they can self-advocate for their accessibility needs within the context of each environment they are preparing to enter as young adults – be it an educational setting, workplace, or new community.

Adapted with permission from: Lazarus, S., Goldstone, L., Wheeler, T., Paul, J., Prestridge, S., Sharp, T., Hochstetter, A., and Warren, S. (2021). *CCSSO Accessibility Manual: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students*. The Council of Chief State School Officers (CCSSO).

Ensuring Accommodations

As mentioned earlier, federal and state laws require accommodations specified in a student's IEP, Section 504 plan, or EL plan be provided during testing. Any change(s) to accommodations should be reviewed and based on the decisions of an IEP team, Section 504 committee, or EL committee.

The WVDE has established the MAE.4SA process to ensure all eligible students are provided the assessment accommodations specified on their plans (IEP, Section 504, or EL) during testing, and documentation is available for monitoring and accountability purposes. Accommodation monitoring procedures have met federal review requirements and are required for state and county assessments.

Required state assessments include the *WVGSA*, *WVASA*, *SAT School Day*, *ELPA21* or *Alt-ELPA*, *NOCTI*, and *NAEP*.

County assessments include any assessment given to students of an entire grade without exclusion of students who have an IEP, EL plan, or Section 504 plan or participate in the *WVASA*.

Provision of Accommodations

West Virginia requires documentation and monitoring for the provision of all accommodations documented within an individual student plan (IEP, Section 504, or EL).

For the *WVGSA Grades 3-8*, *SAT School Day*, and *ELPA21* assessments, embedded accommodations are electronically uploaded to the testing platforms (TIDE and Bluebook) from finalized IEPs and hand-entered accommodations from EL and 504 plans. West Virginia public schools are required to use the IEP program housed inside WVEIS to indicate accommodation supports for students with disabilities and to hand-enter accommodation supports for students with 504 or EL plans. Additional information regarding these processes can be obtained from your county Special Education office.

Prior to assessment

1. Six weeks prior to any state assessment window, the principal/SC should use the WVEIS *Accommodations Application (ACC.OMS)* (see [Appendix A: Assessment Accommodations Verification - ACC.OMS](#)) to identify students who receive accommodations. The *ACC.OMS report* displays data from current plans. Any changes must be addressed through the plan (IEP, 504, or EL) process. The *ACC.OMS report* should be used by principals/SCs to periodically review accommodations provided both instructionally and with assessments.

Please note:

- For *ELPA21*, the Title III director or the EL specialist designee will fulfill the role of the principal/SC throughout the process.
- For *SAT School Day*, the Test Supervisor will coordinate with IEP/504/EL case managers and the principal/SC throughout the process to verify accommodations are correctly entered into WVEIS.

NOTE: The accommodations displayed in this application come from the following sources:

- Special Education - the most recent, finalized online IEP
- 504 - the accommodations maintained in the 504 accommodations menu in WVEIS
- EL - the accommodations maintained in the EL tab of STU.301
- SAS - the accommodations maintained in the SAS.ACCM menu in WVEIS

District	School	Student ID	Student Name	Grade	Standard Type	Accommodations
1.				C04	C	P01 P02 P13 P14 P18 R20 T09
2.				C07	C	P13 R11 T03
3.				C07	C	P01 P02 P13 P14 P18 R20 T09
4.				C04	C	
5.				C06	C	P01 P02 P13 P14 P18 R20 T09

Screenshot of ACC.OMS app student accommodation information.

Note: The principal/SC should work with the student’s case manager to ensure all IEP plans are finalized in the WVEIS IEP program at the end of each IEP meeting. This process is to ensure the most recent IEP’s accommodations are automatically uploaded into testing platforms and general education teachers have access to updated IEPs.

This provision requiring the finalization of IEPs in no way limits the fact IEPs/504s/EL plans can continue to be reviewed and updated throughout the testing window. However, adjusting assessment accommodations while the student is testing could put them at a disadvantage of unfamiliarity with the new tools thus increasing frustration and potentially decreasing the student’s ability to demonstrate mastery of what they have learned during the school year.

2. A few weeks prior the assessment window:

- SAT School Day - the SSD coordinator, Building Level Supervisor, case manager, and test administrator(s) review the Student Roster and plan for accommodated testing of students.
 - If the Student Roster is missing students or has inaccurate accommodation information, the accommodation information for students with IEPs is changed by entering and **finalizing** data in the WVEIS IEP program.
 - If the accommodations are from a 504 or EL plan, those supports are hand-entered directly into WVEIS and must be updated via the county-determined process.
 - If difficulty arises, reach out to the county’s Special Education director or CTC for assistance.
- ELPA21, Alt-ELPA, and WVGSA – the Building Level Supervisor, case manager, and test administrator(s) should review the ACC.OMS report and compare the reported accommodations to what has been uploaded into the TIDE platform for each student with a qualifying plan.
 - If TIDE is missing students or has inaccurate accommodation information, the accommodation information for students with IEPs is changed by entering and **finalizing** data in the WVEIS IEP program.
 - If difficulty arises, reach out to the county’s Special Education director or CTC for assistance.
- DLM – the Building Level Supervisor, case manager, and test administrator(s) should review the ACC.OMS report and compare the reported accommodations to the First Contact Survey and Personal Needs Profile extracts found in Educator Portal.
 - If the ACC.OMS report does not match the extracts, the team should meet to determine which document needs to be updated and who will be responsible for completing these changes in a timely manner.

3. Verify student data in ACC.OMS.
 - The accommodation information for students with IEPs is changed by entering and **finalizing** data in the WVEIS IEP program.
 - The accommodation information for students with a 504 plan is entered directly into WVEIS.
 - The accommodation information for students with an EL plan is entered directly into WVEIS.

It is the test examiner's responsibility to ensure all embedded and non-embedded accommodations are provided and functional prior to the student being given access to the test materials.

If the assigned examiner has any questions on the provision of an accommodation, the principal/examiner will clarify any concerns. If the principal/SC is not sure, they will contact the CTC. The provision of accommodations is a requirement under Policy 2340.

During the administration of the assessment

Before admitting any student into the testing platform (TDS, Bluebook, or Kite Student Portal), or access to any printed testing materials, the examiner must ensure all accommodations are in place and functional.

Throughout the assessment, the examiner will ensure the student correctly utilizes the embedded and non-embedded supports and tools. The examiner will maintain a log of the students they are testing and what accommodations each student is receiving during the specific assessment section they are completing in that session. The ACC.OMS report print-out from the building administration would provide the information necessary.

The principal/SC will monitor the test administration to ensure the examiner is providing the accommodations as specified by the student's educational plan.

The principal/SC monitors the provision of accommodations. This process includes following up immediately on accommodation administration errors (see next section).

After the assessment

Immediately following the day's testing session, the examiner will verify that all appropriate accommodations were available for the student's use during the entirety of the assessment session by using the MAE.4SA program in WVEIS (see [Appendix B: Accommodations Monitoring Process](#)).

Upon conclusion of the assessment, the principal/SC should review the accommodations provided through the report builder in MAE.4SA. The administrator should follow up immediately upon determining if a student did not receive an accommodation. If appropriate, the administrator must contact the CTC notifying them about a potential misadministration of the assessment.

Reviewing an accommodations administration error

If an accommodation was not provided for any reason other than those represented by Codes 1 or 2, or if an accommodation was given that was not indicated in MAE.4SA follow these procedures:

- The principal/SC immediately informs the CTC of an accommodation administration error, including incidents of students being over-accommodated or under-accommodated. These incidents represent a breach in the integrity and accuracy of test results and require written documentation. County test coordinators have the process for filing the written documentation.

- The principal/SC informs the parent or guardian of the accommodation administration error and offers the following options:
 - **Option 1.** Reset the test and, if the testing window is still open, retest the student using a *different form*.
 - **Option 2.** Accept the test as administered. This option is available *only* if a student is under-accommodated.
 - **Option 3.** Invalidate the test. This option is available but not recommended for an under-accommodated student. Parents of students who are over-accommodated can only choose Option 1 or 3.
- For all cases where the parent chooses Option 2 or 3, there must be a signed written agreement between the parent or guardian and principal/SC. A copy of the agreement must be kept on file at the school and with the CTC or county special education director, Section 504 coordinator, or Title III director. A copy must also be included in the affected student's record.
- Upon the parents' decision, an appeal must be filed with WVDE Office of Assessment with documentation – signed, hand-written statements explaining the incident from each person involved. Upon reviewing the statements from each individual and documentation of the parent's decision, WVDE will approve the appeal.
- Utilizing MAE.4SA report builder, the CTC will review missing accommodation verifications and any accommodation administration errors with principals/SCs and report any findings to the county superintendent and to the county special education, Title III director and/or Section 504 coordinator. The CTC will also contact the WVDE Office of Assessment for further instruction.
- The CTC and the WVDE Office of Assessment may further investigate and document this event. The county must follow up with a written report of any corrective action taken because of the investigation, within 30 days, and submit it to the following address:

WVDE Office of Assessment
 West Virginia Department of Education
 1900 Kanawha Blvd., East
 Building 6, Suite 850
 Charleston, WV 25305
- Copies of investigation reports must be maintained for 3 years by the county for review by Federal Program Services and Special Education Services.

Notice

In accordance with both special education monitoring and state special education compliance procedures, county noncompliance with federal statutory requirements results in corrective actions and technical assistance, if appropriate. Continued and/or persistent noncompliance at the county or school can result in state-imposed enforcement which may include a variety of sanctions, including the withholding or redirection of federal and/or state funds.

Special Assessment Circumstances

Catastrophic Medical Emergency/Medically Fragile Exemptions

Policy 2340 requires all students to participate in state assessments. Similarly, federal law requires all students, including students with disabilities and English learners, be assessed through each state's assessment system.

However, if a student has an acute medical emergency (e.g., coma, chemotherapy, etc.) that precludes them from participating in the statewide assessments, an exception can be granted. A request for participation rate exemption can be submitted to the WVDE for review. Each request will be reviewed by the WVDE Office of Assessment to determine whether the request and the circumstances warrant an exemption from participation. Additional information may be requested to better understand the situation to decide for accountability purposes. Any request applies only to the accountability year of the request.

Information that will need to be submitted for review should include:

- Brief description of the emergency
- Date(s) of the emergency
- Date(s) the assessment is scheduled to be administered at the school
- Student attendance with attendance codes for the year
- Confirmation a doctor's note is on file

Hospitalization and/or severe, debilitating illness are two examples of "approved" medical emergencies, whereas non-limiting illnesses and typical pregnancies are examples of situations that would not be approved. Students receiving homebound instruction are to be provided the opportunity to participate in their assessment(s) if their health allows. *Homebound instructors can be trained to administer most assessments.*

Please contact the WVDE Office of Assessment with any questions by phone at 1-304-558-2546.

The application form to request an exemption can be found in [Appendix J: Request for Exclusion from Participation Rate due to Catastrophic Medical Emergency](#). The reviewing committee will meet following the close of the state testing window to review all provided documentation.

Virtual learning students

Students who are enrolled in a county virtual learning option are public school students who receive instruction outside the school facility. They are enrolled and rostered in WVEIS to their school of record. Virtual learning students are expected to participate in all appropriate aspects of the WV-MAP.

Homebound students

Homebound students are students enrolled in public school who, due to injury or for any other health-related issue, (a) are temporarily confined to home or a hospital for a period that has lasted or will last more than three (3) consecutive weeks during the assessment window; (b) are certified in writing by a licensed physician or other licensed health care provider; and (c) meet the eligibility criteria for home/hospital instruction in WVBE Policy 2510, Assuring Quality Education: Regulations for Education Programs.

All homebound public-school students are to be assessed at the schools in which they are enrolled or at alternate testing sites approved by the county test coordinator. (This includes all state required WV-MAP – WVGSA, SAT School Day, WVASA, and ELPA21 and Alt-ELPA.) All participating educators and students shall be required to follow all testing guidelines and security procedures set forth in WV-MAP WVBE Policy 2340, §4.8. The examiner must meet the definition of an examiner as defined in Policy 2340. Further,

- all signed agreements must be on file at the student’s home school;
- no family member may be present in the testing area during the test administration;
- no family member may read any of the test materials; and
- all test security procedures and schedules must be followed.

If it is possible for the homebound student to come to the school for testing, they should follow the school’s testing schedule. If it is impossible for the homebound student to go to the school, the county will determine how the administration of the assessment will occur.

Note: If the student has a Section 504/IEP/EL plan with assessment accommodations, these accommodations should be followed and documented in the same manner as if the student was participating in the typically administered assessment(s) at their school of enrollment.

Alternative schools

An alternative education program is a temporary, authorized departure from the regular school program, designed to provide educational and social development for students whose behavior places them at risk of not succeeding in the traditional school structure and in adult life without positive interventions (WVBE Policy 4373). Students in public alternative education programs are tested at the school site where they receive instruction. All test security procedures and schedules must be followed exactly as prescribed in this guide (referenced as WVBE Policy 4373; WVBE Policy 2340).

Note: If the student has a Section 504/IEP/EL plan with assessment accommodations, these accommodations should be followed and documented in the same manner as if the student was participating in the typically administered assessment(s) at their home school.

Charter schools

These guidelines apply to West Virginia public charter schools as described in West Virginia Board of Education (WVBE) Policy 3300: Public Charter Schools, pursuant to compliance with (WVBE) Policy 2340: West Virginia Measures of Academic Progress.

Homeschooled students

CTCs are responsible for requesting student numbers for homeschooled students participating in a WV-MAP. Instructions for requesting these numbers are provided in the months prior to the scheduled assessment.

Homeschooled students may participate in the WV-MAP administered in the public schools of the county in which they reside. Each academic year, the home instructor must notify the county test coordinator of the intent to participate in the WV-MAP. Students may participate in the *WVGSA Grades 3-8* or the *SAT School Day* provided the home instructor notifies the county test coordinator of the intention to participate prior to the testing window in accordance with the county's communicated deadlines.

Homeschooled students will be assigned: 1) a location for testing with an approved educator who has completed the required training as an examiner/scribe and signed the *WVBE Examiner's/Scribe's Secure Materials and Test Procedures Agreement* (found in policy 2340) and 2) test dates by the county test coordinator during the testing window.

All educators and homeschool students participating in the assessments of the WV-MAP shall be required to follow all testing guidelines and procedures set forth in this policy.

Violations of this policy shall result in the loss of testing privileges.

No family member may be present in the testing area during the administration of the test. All test security procedures and schedules must be followed.

Homeschooled students will not receive accommodations on the *WVGSA Grades 3-8*, nor participate in the *West Virginia Alternate Summative Assessment*.

Note: If a homeschooled student wishes to receive accommodations for the *SAT School Day* assessment, they must provide appropriate documentation to the county test coordinator who will upload the requests to WVDE. College Board has the final determination over homeschool accommodations.

Nonpublic schools – Private Schools

All nonpublic school students may participate in WV-MAP. Each academic year, the nonpublic school administrator must submit a Participation Form and a Verification of Certification Form to the Office of Assessment and to the county test coordinator in the county where the nonpublic school is located by a date to be determined by the WVDE Office of Assessment. The county test coordinator, not the nonpublic school, will receive all testing material and release the testing materials to the nonpublic principal/assigned school coordinator upon completion of the required training and receipt of signed *WVBE Principal and/or School Coordinator Secure Materials and Test Procedures Agreement* (required annually).

All educators and nonpublic school students participating in the assessments of the WV-MAP shall be required to follow all testing guidelines and procedures set forth in this policy. All educators who have access to secure test materials must be trained annually. The county test coordinator, in conjunction with the principal/school level coordinator at the participating nonpublic school, will determine training dates. Violations of this policy shall result in the loss of testing privileges.

Note: If a nonpublic school student participating in the *WVGSA* has a public school created plan (Section 504/IEP/EL) that calls for assessment accommodations, and the plan is less than one year old without having been accepted and updated by the nonpublic school in which the student is enrolled, these accommodations shall also be provided once the parent/guardian provides the county with a

copy of the plan. The plans may be subject to verification. The WVDE Office of Assessment is responsible for entering any required accommodations into the testing platform (e.g., TIDE).

Note: If a nonpublic school student wishes to receive accommodations for the *SAT School Day* assessment, they must provide appropriate documentation to the county test coordinator who will upload the requests to WVDE. College Board has the final determination over homeschool accommodations.

Non-Standard Accommodation(s) Requests

IEP teams, Section 504 committees, and EL committees may request permission to use accommodations other than those included in this manual.

The request must come from the county test coordinator, county special education director, Section 504 coordinator or Title III coordinator. The following information must be included in the request:

- Student's name, West Virginia Education Information System (WVEIS) number, school, and county
- Specific requested accommodation(s) – please include as much information as possible including descriptions of any devices (make and model numbers, names and version of apps required, etc.)
- Rationale for the request provided by the IEP team, Section 504 committee, or EL committee
- Verification the student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment, and is familiar with the accommodation(s)
- Impact on student's assessment results if the student is not permitted to use the requested accommodation(s)
- Send written requests to:

WVDE Office of Assessment
West Virginia Department of Education
Building 6, Suite 850
1900 Kanawha Boulevard East
Charleston, WV 25305-0330

Please see [Appendix Q: Non-Standard Accommodation\(s\) Requests](#) for the appropriate form and signatures to submit.

These requests also can be emailed to Sonja Phillips at Sonja.Phillips@k12.wv.us and your county test coordinator.

Upon completion of the review of the request, the county test coordinator, county special education director, Section 504 coordinator, or Title III coordinator (EL students only) will be notified of the review committee's decision.

WV-MAP Online Resources

- The WVDE Office of Assessment: <https://wvde.us/assessment/>
- WVGSA Portal: <https://wv.portal.cambiumast.com/>
- SAT School Day: <https://satsuite.collegeboard.org/sat/sat-school-day>
- Official SAT Practice on Khan Academy: <https://www.khanacademy.org/digital-sat>
- WVASA: <http://dynamiclearningmaps.org/westvirginia>
- West Virginia State Board Policies: <http://wvde.state.wv.us/policies/>
- MetaMetrics, Inc. (Lexile & Quantile resources and research): <https://metametricsinc.com/>

References

IDEA <https://sites.ed.gov/idea/regs/b/b/300.160/c>



Section II.

*Guidelines for Supporting and Accommodating
Students with Disabilities*



Section II. Guidelines for Supporting and Accommodating Students with Disabilities

Federal requirements for student participation in assessments are governed by the Every Student Succeeds Act (ESSA) of 2015, the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, and Section 504 of the Rehabilitation Act of 1973, as reauthorized in 2008. To appropriately assess all students, the West Virginia Department of Education (WVDE) must ensure assessments are valid, reliable, and consistent with national assessment standards. When using assessments to identify students and schools needing improvement over a period of time, assessment administration and content must be consistent, and scores must be comparable. The challenge is to maintain a fair assessment that meets the technical quality requirements of statewide assessment and accountability, while avoiding discrimination against students with disabilities or English learners. To this end, these guidelines are provided to aid schools and counties in their decision-making and assessment responsibilities.

This section offers guidance on the assessment of students with disabilities, which includes:

- students with disabilities as defined by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), and more specifically, those meeting the eligibility criteria in West Virginia Board of Education (WVBE) Policy 2419, whose Individualized Education Programs (IEPs) must address assessment participation;
- the criteria for participation in an alternate assessment for students with disabilities as defined by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), and more specifically, those meeting the eligibility criteria in West Virginia Board of Education (WVBE) Policy 2419;
- students who are not eligible under WVBE Policy 2419 and do not have an IEP, but who meet the definition of disability under Section 504 of the Rehabilitation Act of 1973, and whose Section 504 plans call for instructional and assessment accommodations; and
- students who are ELs with disabilities, who are eligible for both IEP or Section 504 Plan and EL plans and are eligible for supports and accommodations. For guidance in addressing accommodations for students who are ELs without disabilities (refer to [Section V](#) of this document). For guidance in addressing EL students with disabilities refer to [Sections VI](#) and [VII](#).

Students with disabilities are those eligible under IDEA 2004 and WVBE Policy 2419 (i.e., students with IEPs) or Section 504 of the Rehabilitation Act of 1973. The students with disabilities subgroup includes students with either an IEP or 504 plan for reporting and accountability. Any student with a disability may receive appropriate accommodations identified on the student's current plan by their respective IEP team or Section 504 committee. During the decision-making process for provision of accessibility supports the team/committee should consider student characteristics, classroom instruction and assessment tasks and accessibility policies (Shyyan, V. et al., 2016).

CCSSO accessibility manual: *How to select, administer, and evaluate use of accessibility supports for instruction and assessment of all students*. Washington, DC: CCSSO - this resource contains information on the decision-making process. More information on accessibility is available at <https://753a0706.flowpaper.com/CCSSOAccessibilityManual/>

Guidelines in this document for IEP teams and Section 504 committees serve the following purposes:

- to define appropriate and nationally researched and accepted accommodations and how they are to be implemented for all West Virginia Measures of Academic Progress (WV-MAP) assessments except the *National Assessment of Educational Progress (NAEP)* (see *NAEP* section for available accommodations);
- to prohibit modifications that change what the test measures;
- ensure modifications are not written into IEPs or Section 504 plans for students participating in the *WVGSA, SAT School Day, DLM, or ELPA21 and Alt-ELPA*;
- to define criteria for participation in statewide assessments; and
- to describe how decisions are documented in IEPs or Section 504 plans.

Role of Academic Teams

IEP teams

Special education law and policy require an IEP be developed and implemented to meet the individual needs of each eligible student with a disability as defined under IDEA 2004. An IEP is a written plan, developed by a team as defined in WVBE Policy 2419, Regulations for the Education of Students with Exceptionalities. The IEP describes the specially designed instruction and appropriate accommodations, if any, needed for an eligible student to access the content standards and objectives as outlined in policy, and to prepare for postsecondary education and the workplace. The IEP also identifies the assessment supports and accommodations a student needs to receive. *Both general and special education federal laws and state policies require the provision of these assessment accommodations for eligible students with disabilities.*

IDEA 2004 also requires state guidelines for provision of appropriate accommodations to students with disabilities in statewide assessments and for participation in alternate assessment, when necessary, as determined by students' IEP teams. According to the January 12, 2001, joint memorandum issued by the U.S. Department of Education (USED), Office of Elementary and Secondary Education (which governs the administration of ESEA)¹, and the USED Special Education Services and Rehabilitative Services (which ensures the provisions of IDEA 2004), decisions regarding accommodations must be based on a full understanding of the consequences for reporting and accountability. The IEP will document the student's participation in general assessments, with or without accommodations or if the student is eligible for an alternate assessment. If the student needs accommodations, they are documented in the student's current IEP. Tools for teams are available in [Appendix H: Accessibility Tools](#).

¹ Specifically, these requirements include ESEA requirements as amended by the No Child Left Behind Act of 2001 (PL 107-110); WVBE Policy 2510, Assuring the Quality of Education; Regulations for Educational Programs; WVBE Policy 2340, WV-MAP; the Individuals with Disabilities Education Act of 2004 (IDEA-PL108-446); and WVBE Policy 2419, Regulations for the Education of Students with Exceptionalities.

Section 504 committees

For students with disabilities as defined under Section 504, the Section 504 committee determines any needed accommodations for WV-MAP assessments.² The Section 504 plan is developed by a group of stakeholders qualified to evaluate and determine whether the student meets the definition of a student with a disability under Section 504, and plan for the educational needs of the student. LEAs are required to have written procedures for developing Section 504 plans. For any student who needs accommodations the procedures for assigning the current supports and accommodations are contained in WVEIS.

English Learners with Disabilities

For appropriate selection of accommodations for students who are English learners (ELs) with disabilities, the IEP or Section 504 team must include a member to specifically address the individual language needs of the student. The EL team member appropriately identifies any language supports and accommodations for the student's plan for instruction and assessment. Educators on the teams should fully account for the complexity of both language and disability implications during the instruction and assessment of ELs with disabilities (Shyyan et al., 2013). Both the IEP or Section 504 plan and EL plan are maintained, and each committee should contain members to address the specific individual needs of the student.

Guidelines for Instructional Practice

Students with disabilities can have both supports and or accommodations. English learners with disabilities should have access to language supports they regularly use during classroom instruction. Language supports and strategies may be made available to any student based on the student's individual needs and are not limited to particular impairments or to students who have Individualized Education Programs (IEPs) or Section 504 plans. *Accommodations* are made only for students with disabilities and documentation of need.

The chart below assists teams in recognizing student need for accessibility for instruction. The supports and accommodations a student received routinely may indicate the selection of the language supports and accommodations needed for state assessments. The comparison of the resources and practices is included in the section on assessment codes.

Guidance for Needs-Specific Accessibility Options

Accessibility in learning environments is addressed when barriers are removed so regardless of abilities, all students can access instructional and assessment materials. Incorporating the characteristics of universal design into lesson plans and assessment tools ensures all students can access their environment throughout their educational journey.

Table A provides some suggestions for addressing common accessibility needs. This table should not be considered inclusive, but rather a resource to encourage decision-making committees to consider potential solutions to student needs.

² The Americans with Disabilities Act Amendments Act of 2008 (Amendments Act), effective January 1, 2009, amended the Americans with Disabilities Act of 1990 (ADA) and included a conforming amendment to the Rehabilitation Act of 1973 (Rehabilitation Act) that affects the meaning of disability in Section 504.

Table A: Guidance for Needs-Specific Accessibility Options	
Area of Support	Guidance for Accessibility
Visual Impairments	<ul style="list-style-type: none"> • Reading Materials: All materials that are required to be read by a student may be read aloud to the student. • Pictures, Figures, Drawings, and Photographs: Descriptions may be read to students. In addition, teachers can provide students with further explanation of the descriptions. These explanations may clarify the description without adding additional content. • Graphs: Further descriptions or repetition of descriptions may be necessary for a student. These explanations may clarify the description without adding additional content. • Venn Diagrams: Venn diagrams may be described to the student. In addition, a teacher may use a different chart, diagram format, or graphic organizer.
Reading Impairments	<ul style="list-style-type: none"> • Reading Materials: All materials that are required to be read by students may be read aloud to the student. • Writing Activities: All activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.
Physical Impairments	<ul style="list-style-type: none"> • Kinesthetic Activities: If a student cannot participate in a kinesthetic activity, the student may be asked to describe the activity orally. • Activities Requiring Movement: Tasks such as moving around the room or coming up to the board can be modified to allow the teacher or other students to interact with the student or allow for the student to respond orally. • Writing Activities: If helpful to a student, all activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.
Hearing Loss	<ul style="list-style-type: none"> • Activities Requiring Listening: Listening activities may be presented in American Sign Language (ASL) or Signed Exact English (SEE). For activities that require students to describe sounds, such as those from a thunderstorm, a sound may be described by the student as how it feels and looks. • Activities Requiring Oral Responses: Oral responses may be provided via sign language or in writing. • Word-to-Sign glossaries are permitted on <i>SAT School Day</i> (see approved list) and <i>WVGSA</i>.
Expressive Language Impairments	<ul style="list-style-type: none"> • Activities Requiring Oral Responses: Oral responses may be provided in writing, using a communication device, or any other means the student uses to communicate.

Table A: Guidance for Needs-Specific Accessibility Options	
Area of Support	Guidance for Accessibility
English Learners	<ul style="list-style-type: none"> • Reading Materials: All materials that are required to be read by students may be read aloud to the student. <ul style="list-style-type: none"> ○ For an EL student without disabilities, ELA reading passages for <i>WVGSA Grades 3-8</i> assessment cannot be read aloud. • Writing Activities: All activities that require the student to write may allow for an oral response. • Visual Supports: If helpful to a student, vocabulary and key contextual topics may be supplemented with visual supports. • Flexible Grouping: Teachers may administer the Classroom Activity in flexible groups based on English language proficiency. • Activities Requiring Oral Responses: Oral responses may be provided in writing. • Students may use an English, non-English, and bilingual dictionary and thesaurus as needed.
Separate Setting	<ul style="list-style-type: none"> • Group activities may be tailored to occur between a single student and their educator where the educator and student share discussion and work. • Activities between student(s) and an educator may be conducted online or via a telephone connection. • All student-facing information included in a classroom activity should be presented to students working in a separate setting.

Selecting WVGSA and SAT School Day Accommodations: Three Steps

When participation in the *WVGSA* or *SAT School Day* is determined to be the appropriate assessment choice, the student will participate in all appropriate components of WV-MAP (except for students on WVASA). IEP teams, Section 504 and EL committees must actively engage in a planning process that addresses the provision of accommodations if needed, to facilitate student access to grade-level instruction and state assessments. That is, IEP teams, Section 504 committees and EL committees must determine if the student will participate under (a) standard conditions for all students, (b) standard conditions with options available to all students (see Options to Standard Conditions and/or universal tools), or (c) standard conditions with accommodations. If the latter is chosen, the following three-step process should be followed for deciding which accommodations are needed, for which tests and subtests.

EL students without disabilities may be eligible to receive language supports (see subsequent sections for more information). Students with disabilities, including students with IEPs or Section 504 plans, maybe eligible for further accommodations based on demonstrated and documented need. Many accommodations for the *WVGSA* and other tests in the WV-MAP are considered *options* to standard conditions for the *WVASA*; therefore, they are not considered accommodations but universal tools.

Step One — Select appropriate accommodations

Decisions about appropriate assessment accommodations must be reviewed annually. The parent(s) and student, if appropriate, must be involved in and informed of decisions regarding assessment participation. The implications of the decisions must be carefully explained to the parent(s) and student.

When making decisions about which assessment accommodations to allow, IEP teams, EL, and Section 504 committees should consider the following:

- What classroom and assessment supports are needed for a student with an educational plan (e.g., Section 504, IEP, or EL plan)?
- Would using this accommodation in the various assessments in the WV-MAP result in getting the best measure of what the student knows and can do on the skill being tested?
 - Not every accommodation used in instruction is appropriate or helpful in assessment. Consider whether accommodations used to assist a student in learning are also needed to show what they have learned. Accommodations should address the barriers to accessing the test resulting from the student’s disability; therefore, ensuring the skill, rather than the disability, is being measured.
 - Other factors to consider in making accessibility decisions may include the effectiveness of the support/accommodation according to available research and difficulties encountered when using the accommodation.
- Will the student use the accommodation when testing occurs? When possible, the student should be involved in the decision. An accommodation is more likely to be effective if the student understands how to use it and is willing to do so.
- Which specific assessment accommodations, if any, should be required when assessing for the *WVGSA* and other components of the WV-MAP—and to which tests and subtests do these accommodations apply?

The CCSSO Accessibility Manual is a reference for teams to use in decision-making processes for administering accessibility supports. This manual is available in a pdf document on the following link: <http://ccsso.org/resource-library/how-select-administer-and-evaluate-use-accessibility-supports-instruction-and>.

Step Two — Document the reasons for accommodations selected

All accommodations must be specified on the IEP, EL plan, or Section 504 plan. In the documentation, the committee must articulate the reasons for differentiating supports/accommodations for the student.

1. What does this individual student need to show us what they really know?
2. If provided, will the accommodation change what the test is trying to measure?
3. If supports/accommodations are deemed appropriate has the student had prior experience using them?

Step Three — Verification of information in WVEIS

Testing conditions and accommodations identified, if any, must also be documented in the student's IEP, Section 504 plan, and/or EL plan. The same information should be verified in the WVEIS student information, as applicable. The *Accommodations 14 Application* should reflect any codes that are currently on a plan.

Universal Tools (available for all students)

Universal tools are accessibility tools that allow any student access to the assessment and are available under standard conditions. They are access features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection. Embedded universal tools are available to all students as part of the technology platform. Some universal tools are non-embedded, may need to be provided outside of the computer test administration system and must be provided locally for students. Although these tools are generally available to all students, educators may determine one or more might be distracting for a student, and thus might indicate the tool should be turned off for the administration of the assessment to the student. It is recommended all students practice with the tools prior to the assessment.

Tables [B](#) (embedded Universal Tools) and [D](#) (non-embedded Universal Tools) specifically list universal tools for the *WVGSA* that may support any student and will not need to be identified on the assessment page of an IEP or Section 504 plan. Consider using these tools if these are provided to students instructionally.

Table [C](#) (embedded Universal Tools) and [E](#) (non-embedded Universal Tools) lists universal tools for *SAT School Day* assessment. These are supports available to any student. Consider using these tools if these are provided to students instructionally.

Additional details for each tool can be found in the appropriate section.

Tools will be referred to as either “embedded” or “non-embedded.” An embedded tool is one that is provided by the test vendor within the testing system. A non-embedded tool is one that is provided to the student locally – by the county or school.

Table B: Embedded Universal Tools available for the <i>WVGSA Grades 3-8</i>	
Universal Tool <i>WVGSA Grades 3-8</i>	Description
Breaks	The number of items per session can be flexibly defined based on the student’s need. Breaks of more than 20 minutes (on Reading, math, and science sections) will prevent the student from returning to items already attempted by the student. There is no limit on the number of breaks a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Calculator (For calculator-allowed items only, Grades 6-8) (See 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 click on the calculator button. This tool is available only for the specific items for which it would be appropriate. When the embedded calculator, as presented for all students, is not appropriate for a student (e.g., for a student with visual impairments), the student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).
Global Notes and Digital Notepad	These tools are used for making notes, computations, or responses about an assessment item. These strategies allow students to create notes or work on computations. Students may create notes to record main ideas and to make connections with previous knowledge or ask questions. Students can organize ideas by listing all ideas for each topic and then prioritize. <u>Global Notes:</u> Notes will continue to be saved and moved from item to item across the assessment segment or if the test is paused. <u>Digital Notepad:</u> This tool is item-specific and is available through the end of the test segment. However, when the student moves to the next item, the notes created do not follow to the next item. Notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes. To enter notes for a question, select Notepad from the context menu. After entering a note, a pencil icon appears next to the question number on the test page.
English Dictionary (for ELA)	An online English dictionary is available for the ELA assessment. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Expandable Passages	Each passage or stimulus can be expanded so it takes up a larger portion of the screen. Typically, the screen is split between the passage on the left and the questions on the right. This tool is accessed via a small arrow at the top left of the passage half of the screen the student may select to have the passage be expanded for it to be viewed on the whole screen.

Table B: Embedded Universal Tools available for the <i>WVGSA Grades 3-8</i>	
Universal Tool <i>WVGSA Grades 3-8</i>	Description
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.
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 mathematics items. They are available only with the specific items for which they would be appropriate.
Spell Check (for ELA Writing)	Writing tool for checking the spelling of words in student-generated responses. Spell check gives an indication a word is misspelled and offers a correct spelling. Spell check is bundled with other embedded writing tools for all full writes (planning, drafting, revising, and editing).
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)	A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Writing Tools	Students use publishing software to format text when completing the ELA Writing session. Examples include bold, italic, bullets, and undo/redo.
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 tool, the student only changes the size of text and graphics on the current screen. To increase the default print size of the entire test (from 1.5X to 3.0X default size), the print size must be set for the student in the Test Information Distribution Engine (TIDE) or set by the test administrator in the TA Interface prior to the start of the test. This is the only tool test administrators can set. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Embedded Universal Tools SAT School Day	Description
Annotator	After clicking and dragging the cursor over a section of text, click the “Annotate” icon for a notepad pop up.
Answer eliminator	Answer options can be eliminated as a test taking strategy. Eliminated responses can be toggled to being available for selection again.
Color contrast	The device’s color settings are available for students to select their required displays. Students can also use colored plastic overlays on the device’s screen.
Calculator	A calculator is built into the platform and is available to all students. Bluebook uses the Desmos calculator. There isn’t a “math with no calculator” section of the assessment.
Clock display	A countdown of remaining time left for each section and gives a 5-minute warning is provided at the top of the screen. This clock display can be toggled on/off. If toggled off, when the timer reaches 5 minutes left in the test sessions – it will reappear and not be able to be hidden.
Expand passage or item	Depending on the screen size and resolution settings, the test taker may have the option to expand the right and left sides of a passage or item for improved readability.
Math reference sheet	A reference sheet displaying common math formulas is displayed for each math question.
Mark for review	Questions can be flagged by clicking the icon in the upper right corner for later review.
Question navigator	Specific questions can be quickly reviewed and navigated to.
Zoom	Use the device’s native controls (Control +/- on a PC; Command +/- on a Mac; pinch and zoom on an iPad) to zoom in and out for all items. The default font size is 12 points.

Non-embedded Universal Tools for WVGSA Grades 3-8

Some universal tools may need to be provided outside of the computer test administration system. These tools, shown in Table C, are to be provided locally for those students. They can be made available to any student.

Non-embedded Universal Tools WVGSA Grades 3-8	Description
Breaks	Breaks may be given as predetermined intervals or after completion of sections of the for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Table D: Non-Embedded Universal Tools for <i>WVGSA Grades 3-8</i>	
Non-embedded Universal Tools <i>WVGSA Grades 3-8</i>	Description
English Dictionary (for ELA)	An English dictionary can be provided for the ELA assessment. The use of this universal tool may result in the student needing additional overall time to complete the assessment. The student may use only specific test approved dictionaries.
Scratch (lined or unlined paper) Paper	<p>Scratch (lined or unlined paper) paper to make notes, write computations, or record responses should be made available (refer to the assessments' specific Test Administration Manuals for a description of what constitutes scratch (lined or unlined paper) paper).</p> <p>Graph paper is required beginning in sixth grade and can be used on all mathematics assessments.</p> <p>All scratch (lined or unlined paper) paper must be collected and securely destroyed at the end of each assessment session to maintain test security. All notes on assistive technology devices must be erased at the end of each session.</p>

Non-embedded Universal Tools for SAT School Day

Table E: Non-Embedded Universal Tools for <i>SAT School Day</i>	
Non-Embedded Universal Tools <i>SAT School Day</i>	Description
Breaks	All students are provided with breaks between modules which do not count against the "testing clock".
Scratch (lined or unlined paper) Paper	Scratch (lined or unlined paper) paper to make notes, write computations, or record responses should be made available (refer to the assessments' specific Test Administration Manuals for a description of what constitutes scratch (lined or unlined paper) paper).



Section III.

Guide to Accommodations



Section III. Guide to Accommodations

Acceptable accommodations for summative assessments with specific guidance on each of the WV-MAP components in subsequent sections (*WVGSA, SAT School Day, WVASA, ELPA21 and Alt-ELPA*) are detailed below. Allowable *NAEP* accommodations are determined at the federal level and are described in the *NAEP* section ([Section VIII](#)) of this document.

Standard accommodations fall into three categories:

- *Presentation*—affecting how test items are presented to students;
- *Response*—affecting how students can convey their responses to items; and
- *Setting and Time*—affecting where, when, and on what schedule testing takes place.

All allowable accommodations for students with disabilities fall into these categories and are described in detail by category of presentation, response, and timing. The codes to the left of each accommodation/option heading are the WVEIS codes associated with the allowed accommodation.

SAT School Day's digital testing platform has increased the options available for supporting student's accessibility needs. Some accommodations have been expanded for teams to select such as "P19 – Large Print Paper Test" has been expanded into "P19a – 14-point font, P19b – 20-point font, and P19c – Other _____."

For 11th graders, if a student utilizes an accommodation with expanded options but the IEP/504 plan does not indicate which of the expanded options is required, the accommodation may not function correctly in Bluebook, the testing platform.

Presentation

Presentation accommodations allow students to access instruction and assessments through alternate modes. These alternate modes of access include auditory, tactile, visual, and a combination of auditory and visual accommodations. Students who benefit most from presentation accommodations are those with print disabilities, defined as difficulty or inability to read standard print visually because of a physical, sensory, or cognitive disability.

The following is a list of all WVEIS presentation codes for accommodations for state assessments listed in WV-MAP.

P01 Text-to-speech (TTS), excluding ELA reading passages

Allowed for: *WVGSA*

Description: 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 volume control. **Blue tooth connected headphones are not permitted on any state assessment. Cochlear implants and blue tooth hearing aids are exempt from this policy.**

Instructional practices: Text is read aloud to the student via embedded text-to-speech technology.

When to select: For students who are struggling readers and who may need assistance accessing the assessment by having the assessment read aloud, excluding ELA reading passages. This accommodation may be needed by students with reading-related or visual impairment disabilities. This option may also be appropriate for EL students.

...See more next page

Notes for implementation:

- **Educational teams are instructed to not select both P01 with P13.** The team should select the accommodation with which the student is most familiar, and documentation supports the use of during an assessment. If not used regularly during instruction, this accommodation is likely to be confusing and may impede the performance on assessments.
- Students who use text-to-speech will need headphones unless tested individually in a separate setting.

P02 Human read aloud, excluding ELA reading passages

Allowed for: WVGSA, ELPA21, and Alt-ELPA

Required Accommodation Pairing: This accommodation must be paired with:

T10 Separate setting (one to one)

Description: Text is read aloud to the student by a trained and qualified human reader. The trained examiner reads aloud the directions, stimulus material, questions, and answer choices. This accommodation excludes passages.

Instructional practices: Text is read aloud to the student via a human. A teacher or assistant reads aloud instructions.

When to select: For students who are struggling readers and may need assistance accessing the assessment by having the assessment read aloud, excluding ELA reading passages. This accommodation may be needed by students with reading-related disabilities. This option may also be appropriate for EL students.

Notes for implementation:

- **Educational teams are instructed to not select both P02 with P14.** The team should select the accommodation with which the student is most familiar and include documentation on the academic plan supporting the use of it during an assessment.
- If not used regularly during instruction, this accommodation is likely to be confusing and may impede the performance on assessments.
- As the WVGSA is a computer-adaptive test, human read aloud should be provided to students on an individual basis (see T10) – not to a group of students. A student should also have the option of asking a reader to slow down or repeat text.
- Test readers must be familiar with the terminology and symbols specific to the content (see [Appendix C: Read Aloud Guidelines, Test Reader](#)).
 - Readers ensure all students understand what is expected of them when reading test directions.
 - Readers must allow students an opportunity to ask questions about how to mark their answers before they begin taking the test.
 - Readers must be prepared to answer questions about item format and timing.
 - Readers must NOT clarify, elaborate, or answer questions about test items; or give clues while reading items that indicate the correct answer or help eliminate answer choices.

P03 Paper Braille test booklet

Allowed for: WVGSA, SAT School Day, WVASA, and ELPA21

Required Accommodation Pairing: This accommodation must be paired with:

R04 Scribe

Description: Braille is a raised-dot code individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper, thermoform or refreshable braille display when available). The student uses contracted braille (a system that reduces the number of cells by abbreviating words or parts of words), and Nemeth code braille (a system used to convey technical expressions that occur in mathematics and science).

Instructional practices: Instructional materials and assignments are completed in braille.

....See more next page

When to select: For students who are blind or have low vision and read braille fluently or choose braille as their primary mode of reading. 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 use of this accommodation may result in the student needing additional overall time to complete the assessment.

Notes for implementation:

- **WVASA notes**
 - Uncontracted braille – All testlets are delivered as .brf files and will need to be embossed by the test administrator.
- **WVGSA notes:**
 - Paper braille test editions are ordered prior to the assessment by the county. **This must be ordered in TIDE by the county test coordinator for the WVGSA.**
 - This is a contracted braille paper form of the test. Uncontracted braille is not provided unless the WVDE Assessment Office receives a special accommodations request.
 - This accommodation **cannot** be paired with P17 – Braille computer test – computer adaptive test format.
 - This accommodation **cannot** be paired with P35 - Braille computer-based, fixed form, with paper booklet for tactile graphics.
 - See [Appendix R: Braille Accommodations Selections and WVGSA](#) for additional guidance on selecting braille-based accommodations.
- **SAT School Day notes:**
 - Students needing extended time should utilize one of the following codes: T17 through T22.
 - Braille test editions are ordered through the accommodation file upload from WVDE to College Board and will arrive prior to the assessment window.
 - Student will receive UEB with Nemeth Math test book.
 - Student will receive a Braille Figure Supplement with raised line drawings.
 - Typically approved with another accommodation such as scribe (R04) or braille writer (R03) to record answers.

P06 Test presented through sign language, locally provided, excluding ELA passages

Allowed for: WVGSA, WVASA, and ELPA21

Required Accommodation Pairing: This accommodation must be paired with:

T10 Separate setting (one-to-one)

Description: A trained examiner may present directions in ASL or Signed Exact English (SEE).

Instructional practices: For students who have a hearing loss and use sign language as the primary mode of communication.

When to select: For students who have a hearing loss and use sign language as the primary mode of communication.

Notes for implementation:

- Locally provided interpreters, certified (in accordance with Policy 5202), are allowed – in lieu of the ASL videos when IEP documentation indicates ASL is not the student’s primary language or for EL students.
- Educational sign language interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items.
- A student’s teacher should not serve as the interpreter/translator in a testing situation unless a second person is present to monitor for quality and fairness.
- Student must be in a one-to-one setting with an adult (T10).

P13 Text-to-speech (TTS), including ELA reading passages

Allowed for: WVGSA, SAT School Day, and WVASA

Required Accommodation Pairing: This accommodation must be paired with:

T03 Extra breaks for the *SAT School Day* and, either:

T17 Extended time +50% Whole Test for the *SAT School Day* or

T20 Extended time +100% Whole Test for the *SAT School Day*

Description: Text is read aloud to the student via embedded text-to-speech technology or using assistive technology. The student can control the speed as well as raise or lower the volume of the voice via volume control. **Blue tooth connected headphones are not permitted on any state assessment. Cochlear implants and blue tooth hearing aids are exempt from this policy.**

Instructional practices:

- Nearly all text is read aloud to the student via embedded text-to-speech technology or a human on a daily basis.
- Teacher or assistant reads aloud instructions.
- Listening skills are taught using read-aloud material, and then students are checked for understanding.
- The student receives accessible educational materials (AEM) for instructional purposes.

When to select:

- The student is blind or has low vision.
- The student is a beginning braille reader who has not yet developed braille fluency.
- The student whose disability severely affects their ability to read passages independently and who utilize classroom accommodations such as text-to-speech, audio recordings, and/or a human reader during classroom instruction and during classroom assessments.

Notes for implementation:

- **Educational teams are instructed to not select both P01 and P13.** The team should select the accommodation with which the student is most familiar, and documentation supports the use of during an assessment.
- Students who use text-to-speech will need headphones unless tested individually in a separate setting.
- NAEP computer-based assessments have text-to-speech capability built into the universal design, excluding passages.
- For information on students who use screen readers, such as JAWS, Win-eyes or voiceover, see code P21 (Use screen-reading software to access computer).
- For WVASA information concerning this accommodation, see [Alternate Summative Assessment Section IV](#).

WVGSA notes:

- The student whose disability severely affects their ability to read passages independently and who utilizes classroom accommodations such as text-to-speech, audio recordings, and/or a human reader during classroom instruction and during classroom assessments on a near daily basis. This accommodation is not appropriate for those students who merely read at a slower rate.

SAT School Day notes:

- This accommodation is **not** appropriate for those students who merely read at a slower rate – for those students, consider the Extended Time codes T17-T22.
- Students who use text-to-speech will need headphones unless tested individually in a separate setting.
- Extended time Codes:
 - **T17 Extended Time +50% Whole Test** – when this accommodation is selected, extended time is automatically provided for **all sections (reading, writing and language, and math)** of the *SAT School Day*.
 - **T20 Extended Time +100% Whole Test** – when this accommodation is selected, extended time is automatically provided for **all sections (reading, writing and language, and math)** of the *SAT School Day*.

....See more next page

- Students will be provided the entire amount of standard time for the both mathematics and the ELA sections plus 50% extended time or 100% extended time (dependent on which was selected). Once the standard time has elapsed for each section and the timer has entered the extended time, the student may end that test session at any point and proceed to the next section or break.

P14 Human read aloud, including ELA reading passages

Allowed for: WVGSA, WVASA, SAT School Day

Required Accommodation Pairing: This accommodation must be paired with:

- **T03 Extra breaks** for the SAT School Day **and,**
- **T10 Separate setting (one-to-one)** for the SAT School Day and WVGSA **and, either:**
- **T17 Extended time +50% Whole Test** for the SAT School Day **or**
- **T20 Extended time +100% Whole Test** for the SAT School Day

Description: Text is read aloud to the student by a trained and qualified human reader. The trained examiner must follow administration guidelines. All or portions of the test may be read aloud including ELA reading passages, for any grade.

Instructional practices:

- Teacher or assistant reads aloud classroom materials, activities, passages, and instructions on a near daily basis.
- Listening skills are taught using read-aloud material, and then students are checked for understanding.
- Students listen to human recorded audio files (book-on-tape) of text or a book.
- The student receives accessible educational materials (AEM) for instructional purposes.

When to select:

- The student is blind or has low vision.
- The student is a beginning braille reader who has not yet developed braille fluency.
- The student whose disability severely affects their ability to read passages independently and who utilizes classroom accommodations such as text-to-speech, audio recordings, and/or a human reader during classroom instruction and during classroom assessments.

Notes for implementation:

- **Educational teams are instructed to not select both P02 and P14.** The team should select the accommodation with which the student is most familiar, and documentation supports the use of during an assessment.
- NAEP computer-based assessments have text-to-speech capability built into the universal design, excluding passages.
- For information on students who use screen readers, such as JAWS, Win-eyes or voiceover, see code P21 (Use screen-reading software to access computer).
- Readers are 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 accommodation may result in the student needing additional overall time to complete the assessment.

SAT School Day notes:

- Student will be read the SAT School Day aloud by an adult.
- Student must be in a one-to-one setting with an adult (pair this accommodation with T10).
- Readers must meet testing staff requirements.
- This accommodation is **not** appropriate for those students who merely read at a slower rate – for those students, consider the Extended Time codes T17-T22.
- Extended time Codes:
 - **T17 Extended Time +50% Whole Test** – when this accommodation is selected, extended time is automatically provided for **all sections (reading, writing and language, and math)** of the SAT School Day.

....See more next page

- **T20 Extended Time +100% Whole Test** – when this accommodation is selected, extended time is automatically provided for **all sections (reading, writing and language, and math)** of the *SAT School Day*.
- Students will be provided the entire amount of standard time for the both mathematics and the ELA sections plus 50% extended time or 100% extended time (dependent on which was selected). **Once the standard time has elapsed for each section and the timer has entered the extended time, the student may end that test session at any point and proceed to the next section or break.**

P15 Item specific directions read aloud by human reader

Allowed for: WVGSA

Required Accommodation Pairing: This accommodation must be paired with:

T10 Separate setting (one-to-one)

Description: A trained examiner reads aloud, verbatim, the item directions contained within the test.

Instructional practices: Teacher or assistant reads aloud directions for classroom materials, activities, passages, and instructions on a near daily basis.

When to select: Students who are struggling readers may need assistance accessing the assessment. Having a human reader for item specific test directions may assist students in accessing the assessment.

Notes for implementation:

- This accommodation does not apply to general test directions read to all students prior to the test.
- This specific accommodation applies to items within the test with directions specific to the item.

P16 Directions presented through sign language, locally provided

Allowed for: WVGSA, *SAT School Day*, and *ELPA21*

Description: A qualified examiner presents test directions in sign language. Certified (in accordance with Policy 5202) locally provided interpreters are allowed in lieu of the American Sign Language videos when IEP documentation indicates ASL is not the student’s primary language.

Instructional practices: Students who have a hearing loss and use an interpreter for instructional presentation of materials and directions.

When to select: For students who have hearing loss who receive this accommodation from an interpreter.

Notes for implementation:

- Educational sign language interpreters must not clarify, elaborate, paraphrase, or help with the meaning of words, intent of test questions, or responses to test items.
- A student’s teacher should not serve as the interpreter/translator in a testing situation unless a second person is present to monitor for quality and fairness. This accommodation can be provided in the regular session in the back of the room (or wherever it is typically provided to the student for classes).

SAT School Day notes:

- Student will receive test directions (only listening portion of the *SAT School Day*) in ASL or SEE by a trained examiner.
- Test examiners must meet testing staff requirements.
- Educational sign language interpreters must not clarify, elaborate, paraphrase, or help with the meaning of words, intent of test questions, or responses to test items.
- A student’s teacher should not serve as the interpreter/translator in a testing situation unless a second person is present to monitor for quality and fairness. This accommodation can be provided in the regular session wherever it is typically provided to the student for classes.

P17 Braille computer test – computer adaptive test format

Allowed for: WVGSA and SAT School Day

Description: Use braille for computer-presented testing. This is for students who will use the computer for braille testing including options for refreshable braille displays for ELA and/or use of embossers to print the test items.

Instructional practices: Students whose instructional materials and assignments are provided using refreshable braille or an embosser.

When to select: For students who are blind or have low vision and when it is the typical learning medium is braille.

Notes for implementation:

WVGSA notes:

- This accommodation **cannot** be paired with P03 – Paper Braille Test Booklet.
- The default setting is contracted braille. Uncontracted braille is available and can be locally set.
- For ELA and science, braille will be presented via embosser or refreshable braille display.
- For mathematics, this accommodation requires an embosser which provides access to the tactile graphics.
- The use of this accommodation may result in the student needing additional overall time to complete the assessment.
- The files for the embosser will need to be downloaded and may take additional time to print.
- **Only if** the student needs to access math problems via a pre-printed-embossed paper booklet for mathematics, additionally select P35 - **Braille computer-based fixed form with paper booklet for tactile graphics** (available for Math only).
- See [Appendix R: Braille Accommodations Selections and WVGSA](#) for additional guidance on selecting braille-based accommodations.

SAT School Day notes:

- **Required expansion code** (IEP team must select which code matches the device the student will complete the SAT School Day with. If the device is not listed, select “other” and enter the name of the device.):
 - P17a – Brailiant 40 cell
 - P17b – Qbraille XL
 - P17c – Active Braille
 - P17d – Braille note touch 32 cell
 - P17e – Other _____

For students taking the SAT School Day with this accommodation, the IEP/504 **must** indicate the appropriate expansion code.

All other tests should use only P17.

P18 Simplified test directions

Allowed for: WVGSA

Required Accommodation Pairing: This accommodation must be paired with:

T10 Separate setting (one-to-one)

Description: The test administrator simplifies or paraphrases the test directions found in the test administration manual according to the Guidelines for Simplified Test Directions (see [Appendix F: Guidelines for Simplified Test Directions](#)).

Instructional practices: For students who need directions broken into steps and/or into more simple language. Simplifying test directions should be consistent with classroom instruction and includes repeating or rephrasing.

When to select: Students who need additional support understanding the test directions may benefit from this resource. Students with difficulties in auditory processing, short-term memory, attention, or decoding may benefit from having test directions simplified for them. EL students may also find this process beneficial.

Notes for implementation:

- This accommodation may include breaking the Test Administration Manual (TAM) directions into parts or segments or using similar words or phrases, but it should exclude defining words or concepts.
- Test administrators must be familiar with the vocabulary used in the TAM directions and be able to speak clearly and at a normal pace with clear pronunciation.
- Test administrators must be patient and willing to repeat test directions.
- It is recommended the same test administrator be assigned to students for each day of testing.
- **May not be used for the SAT School Day.**

P19 Large print paper test

Allowed for: WVGSA, SAT School Day, and ELPA21

Required Accommodation Pairing: This accommodation must be paired with:

R04 Scribe

Description: The student uses a large print paper version of the assessment.

Instructional practices: Students who need a large print paper version for access.

When to select: For a student who needs a large print paper version of the assessment due to a vision impairment.

Notes for implementation:

- **For the WVGSA, any paper-based books must be ordered by the CTC.**

WVGSA notes:

- All text and graphic materials, including labels and captions on pictures, diagrams, maps, charts, exponential numbers, notes, and footnotes, are presented in at least 18-point type for students who need large print.
- The large print version does not contain contrast and is useful for students who have vision impairment or have difficulty in discriminating shades of contrast in graphs and charts.
- Student responses must be transcribed into the Response Entry system by the trained scribe upon completion of testing session.
- If this accommodation is selected, the student must complete the entire test as a paper-tester. There are no “hybrid” options available such as completing the ELA online and the Math via paper testing.

....See more next page

SAT School Day notes:

- **Required expansion codes:** For students whom the zoom universal tool is insufficient to provide an appropriate size for test items, committees must choose from the following expanded codes for P19:
 - **P19a** – 14-point font
 - **P19b** – 20-point font
 - **P19c** – other _____ (if the student requires larger print size than 20-point font, please use 19c for the IEP and enter the font size needed.)

For students taking the *SAT School Day* with this accommodation, the IEP/504 **must** indicate the appropriate expansion code.

All other tests should use only P19.

P21 Screen-reading software used with computer

Allowed for: *WVGSA* and *SAT School Day*

Required Accommodation Pairing: This accommodation must be paired with:

P21 Permissive mode for secure browser

Description: Screen-reading software provides text-to-speech translation for students who are blind or have low vision. Job Access with Speech (JAWS) is a screen reader program that allows blind and visually impaired users to read the screen either with text to speech output or by a refreshable braille display. JAWS provides speech and braille output for most computer applications.

Instructional practices: For students who routinely use JAWS or other screen reader for navigation and access to screen information.

When to select: For students with visual impairments and for whom the use of screen-reading software is the typical mode of navigation of computer and accessing written material.

Notes for implementation:

- Screen readers are allowed only when they are typically accessed during instruction.
- On **NAEP** the text-to-speech function is a built-in universal design element. This is not the same accommodation as a text-to-speech (see P01 or P13).
- See test administration manuals for more information and select other accommodations that could provide access when the student uses older versions of JAWS, or another screen-reading software is used to provide access.

SAT School Day notes:

- For use with screen readers
- When this accommodation is selected for *SAT School Day*, on the College Board’s platform the student is not automatically provided with additional time. If additional time is required, the appropriate accommodation codes should be reviewed and added to the students’ supports (see Extended time codes T17-T22).

P22 Enlarge text on computer screen

Allowed for: *WVGSA*, *WVASA*, and *ELPA21/AIt-ELPA*

Required Accommodation Pairing: This accommodation must be paired with:

P43 Streamline mode for computer-based assessments for the *WVGSA*

Description: The size of font and or specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student. Screen-enlarging software may involve the use of enlarged computer monitors or computers with screen-enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.

Instructional practices: Students receive large-print texts or use of magnifying devices during instruction large-print versions of state textbooks, or other text, to enable access to curriculum. Students have access to enlarged mathematics problems to make sure all steps are completed.

When to select: For students with vision impairment and for whom computer screen adjustment is the typical mode of navigating and accessing onscreen written material.

...See more next page

Notes for implementation:

- The WVGSA platform has a default of 14-point font size. The universal tool allows for the screen to be increased from 1.5X to 3.0X default size. This can be set in TIDE locally by the test coordinator prior to the test. If the universal tool option is utilized instead of the accommodation code of P22, P43 is not needed and will not be automatically activated in TIDE.
- **NAEP** Writing has the universal design element of text enlargement up to a 48-point font for prompts, stimuli, and responses, not tool icons, menus, etc.
- Use the text size typically used by the student to gain access to materials.

SAT School Day notes:

- This accommodation is supported via the Universal Tool of “Zoom” and is not necessary as a separate accommodation code.

P23 Magnifying device to enlarge assessment material

Allowed for: WVGSA, SAT School Day, WVASA, and ELPA21/Alt-ELPA

Description: Magnification devices include eyeglass-mounted magnifiers, free-standing or hand-held magnifiers, or a lens placed over the paper test or computer monitor and may include the use of video magnifiers. The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device.

Instructional practices: Students receive large-print texts or use of magnifying devices during instruction to enable access to curriculum. Some students with specific learning disabilities may use this tool to enlarge mathematics problems to make sure all steps are completed.

When to select: This is for students with visual impairments and for whom the use of magnifying equipment is the typical mode of accessing written material. Students accustomed to viewing enlarged text or graphics, or navigation buttons may need magnification to comfortably view content. This accommodation also may meet the needs of students with visual impairments and other print disabilities.

Notes for implementation:

- Use whatever magnifier the student uses during instruction.
- Use visual magnifying equipment (standard option).
- The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device.
- Magnification allows increasing the size to a level not provided for by the Zoom universal tool.

SAT School Day notes:

- Use the magnifier the student uses during instruction. Use visual magnifying equipment (standard option). The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device.
- The magnifying device must not be connected to the internet or can record images.
- The use of this accommodation may result in the student needing additional overall time to complete the assessment.
- Use of visual aids (e.g., closed circuit television, magnification devices)
- Magnifiers and magnifying machines are referred to as “non-electronic magnifying devices” and “electronic magnifying devices”.
- **Required Expanded Codes:**
 - P23a – Other _____ (Indicate device being used to magnify assessment material.)

For students taking the SAT School Day with this accommodation, the IEP/504 **must** indicate the appropriate expansion code.

All other tests should use only P23.

P24 Translator (Human)

Allowed for: WVASA only

Description: Test administrators may translate the text for the students who are English learners. Language translations are not provided via the computer. This accommodation also includes using translators or bilingual word-to-word dictionaries. Translations may be used to present directions, stimulus material, questions, and answer choices. Translators are limited to word-to-word.

Instructional Practices: For students who are English learners (ELs) or respond best to a language other than English and who are using a human translator or electronic language translator as a language support.

When to select: For students who are ELs, when it is typically accessed, refer to [Section V](#) for English learners for further support.

P27 Approved bilingual/dual language word-to-word dictionary for directions only

Allowed for: WVGSA (For SAT School Day, a word-to-word/word-to-sign dictionary is allowed for the complete test including directions; see accommodation code P41)

Description: A bilingual/dual-language/sign language paper word-to-word/word-to-sign dictionary is a language accommodation.

Instructional practices: For students who are ELs who are using approved bilingual word to word dictionary as a language support. Students use electronic or paper bilingual/dual language/sign language dictionaries to look up word meanings during instruction.

When to select: For students who are ELs or who have hearing loss who use this instructionally as a language support. 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. Refer to English Learners Section ([Section V](#)) of this document.

Notes for implementation:

- For the **WVGSA** bilingual/dual-language word-to-word dictionaries are allowed for directions only on all sections.
- Review accommodation R15 Bilingual Word-to-Word Glossary if the student requires a glossary for the entire assessment.
- For the **WVGSA** students may use the glossary they are accustomed to using in their classroom.
- The use of this accommodation may result in the student needing additional overall time to complete the assessment.
- For more information, refer to the English Learners Section ([Section V](#)) of this document.
- This accommodation is not permitted for *ELPA21*.

P28 High contrast for computer-based assessments

Allowed for: WVGSA, WVASA, and ELPA21/AIt-ELPA

Description: 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. Reverse contrast turns the screen from white to black and creates text in white.

The selection of color is locally set.

Instructional practices: Students have instructional materials that have different font or background paper color(s). Students use one color for a main idea and another color for details when outlining or taking notes. Students need varying contrast to see visually presented material.

When to select: For students who have visual impairments or perception difficulties and use this accommodation for instructional purposes. Students with attention difficulties may need this accommodation for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities).

....See more next page

Notes for implementation:

- Choice of colors should be informed by evidence that color selection meets the student’s needs. See test administration manual for color options.

SAT School Day notes:

- This support can be controlled with Universal Tool settings in the test platform – Bluebook and is not necessary as an accommodation.

P30 Translated test directions

Allowed for: WVGSA, SAT School Day, ELPA21/Alt-ELPA

Required Accommodation Pairing: If using a human translator or if the student has a device read the translation out loud, this accommodation must be paired with:

T10 Separate setting (one-to-one)

Description: Translation of test directions is a language accommodation. If sign language support is needed, see accommodations P06 and P50.

Instructional practices: Written translated test directions are provided on the page, on the board, or on a classroom visual media device. Students are provided both English and native-language directions to build skill and understanding in classroom directions. Students have their assignment directions translated into their native language.

When to select: Students who have limited English language skills can use the translated directions accommodation. This accommodation should only be used for students who are proficient readers in the other language and not proficient in English. Refer to English Learners [Section V](#) of this document.

Notes for implementation:

WVGSA notes:

- An approved and trained bilingual human translator may read the test directions and translate “on the fly.”
- If a human translator is not available, a translator app is permitted if used by a trained examiner.

SAT School Day notes:

- Printed test directions in Albanian, Arabic, Bengali, Chinese/Mandarin, Gujarti, Haitian-Creole, Hindi, Polish, Portuguese, Russian, Spanish, Urdu, and Vietnamese. (PDF available for download)
- Translated test directions may be offered via a biliterate adult trained in the test administration manual.

P32 Embedded Spanish Translations for computer-based assessments

Allowed for: WVGSA – for mathematics and science items only, Spanish Only

Description: Translations are a language accommodation. Toggle translations are available in **Spanish only**.

Instructional practices: Students utilize bilingual glossaries in the rear of textbooks to find unknown word meanings. Students use bilingual word list(s) appropriate to the subject area and language acquisition. Students use bilingual translations during their instruction (homework, worksheets, etc.).

When to select:

- For students whose primary language is not English 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 accommodation will increase reading load and cognitive load.
- The use of this accommodation may result in the student needing additional overall time to complete the assessment.
- Refer to English Learners [Section V](#) of this document.
- Embedded Spanish translations are available only on the “B” forms of the non-summative modules.

P34 Embedded American Sign Language

Allowed for: WVGSA – excluding writing

Description: Listening test content is interpreted into American Sign Language (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.

Instructional practices: An ASL interpreter or ASL-certified instructor signs during instruction.

When to select: Some students who have hearing loss 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 have hearing loss, viewing signs is the only way to access information presented orally. It is important to note, however, some students who have hearing loss 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.

Notes for implementation:

- This accommodation must be carefully monitored to ensure signing is working for the items which is allowed.
- Closed captioning is available for use by those who are not fluent in ASL – see accommodation code P36 Closed Captioning.

P35 Braille computer-based, fixed form, with paper booklet for tactile graphics

Allowed for: WVGSA (mathematics section only) and SAT School Day

Description: Students who use braille. The mathematics braille booklet provides the tactile graphics necessary for the mathematics portion of the assessment. This will allow the student the opportunity to interact with the assessment via the computer and may decrease the amount of time required for online braille testing. Embossing of the tactile graphics is not required.

The braille math section is an online fixed-form. It is expected that this is a very time efficient way to access information. The tactile graphics are provided (e.g., maps, charts, graphs, diagrams, and illustrations) in the braille paper booklet. This eliminates the need for embossing numerous mathematics items that are displayed in Nemeth code. Nemeth code is a familiar braille code for mathematics. The use of tactile graphics makes visual content available to a student who is blind or has low vision.

Instructional practices: Students whose instructional materials and assignments are provided in braille and tactile graphics.

When to select: Students with visual impairments who read braille and use tactile graphics. For mathematics, tactile graphics typically presented via embosser will be provided prior to the test. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

Notes for implementation:

- This accommodation is for students using braille.
- No changes may be made to the provided tactile graphics.
- This option may decrease the time lost printing embossed graphics associated with mathematics test.

WVGSA notes: This must be ordered in TIDE by the county test coordinator.

- See [Appendix R: Braille Accommodations Selections and WVGSA](#) for additional guidance on selecting braille-based accommodations.

SAT School Day notes:

- This accommodation is for students taking the SAT School Day assessment via a refreshable braille device but needs graphic figures in an embossed format.

P36 Closed captioning

Allowed for: WVGSA

Description: Printed text that appears on the computer screen as audio materials are presented.

Instructional Practices: Students who have hearing loss and who typically access information presented via audio by reading words that appear in synchrony with the audio presentation may need this accommodation to access audio content. For many students who have hearing loss, viewing words (sometimes in combination with reading lips and ASL) is how they access information presented orally. It is important to note, however, some students who have hearing loss 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.

When to select: Students with hearing difficulties who need to access material presented in audio/video formats.

P37 Masking

Allowed for: WVGSA, SAT School Day, and ELPA21/Alt-ELPA

Description: Masking involves blocking off content that is distracting to the student. Students can focus their attention on a specific part of a test item by masking.

Instructional practices: During instruction, students use a masking device that covers up sections of text before/after they read it, to maintain visual attention. Teachers create a clean document for students to work on that is not too busy or crowded with distracting information. Students use paper to block test questions to decrease distractions. Teachers block off text on classroom boards or overhead projectors to focus students on topics during whole-group discussions. The embedded version typically has the student click-and-dragging the mouse in a square or rectangular shape which then blocks the parts of the screen the student wishes to temporarily cover.

When to select: Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This accommodation 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 as all navigational buttons and menus.

Notes for implementation:

- This accommodation is not available for the WVASA/DLM.

P38 Color contrast

Allowed for: *WVGSA* and *ELPA21/Alt-ELPA*

Optional Accommodation Pairing: If the embedded Color Contrast options are not sufficient for the student's needs, this accommodation must be paired with:

P40 Print on Demand for the *WVGSA* and *ELPA21/Alt-ELPA*

Description: Test content of online items may be printed with different colors.

Instructional practices: Students have instructional materials that have different font or background paper color(s). Color coding using a variety of print colors on paper is used for students. Students can use one color for a main idea and another color for details when outlining or taking notes.

When to select: Students with attention difficulties may need this accommodation 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 accommodation. Choice of colors should be informed by evidence of those colors that meet the student's needs.

Notes for implementation:

- For the *WVGSA* if this accommodation is paired with Print on demand (P40), a color printer must be available. *Any printed items must follow security procedures.* Any printed items must be treated as a secure material and shredded after testing. Steps to follow security procedures should be monitored at all testing sites.
- The student may need additional test time.

P39 Color overlays

Allowed for: *WVGSA*, *SAT School Day*, and *ELPA21/Alt-ELPA*

Description: Color transparencies (acetate sheets) are placed over assessment items.

Instructional practices: Color transparencies are placed over instructional materials and computer screen(s).

When to select: Students with attention difficulties may need this accommodation to view test content. This accommodation 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.

Notes for implementation:

- The student may need additional time for testing.

P40 Print-on-demand

Allowed for: *WVGSA* and *ELPA/Alt-ELPA*

Description: 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 the WVEIS data system.

Instructional practices: Teacher-provided print materials are used to facilitate learning activities. Photocopies of passages are used instead of textbooks so students can write and/or highlight. Student does not access materials solely using the computer.

When to select: 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.

Notes for implementation:

- Any printed items must be treated as secure material and shredded after testing.
- Steps to follow security procedures should be monitored at all testing sites.
- This may add to the time needed for testing.

P41 Provide translation glossary

Allowed for: SAT School Day

Description: Translated glossaries are a language support. Translation glossaries must be word-to-word/word-to-sign translations. See *SAT School Day* ([Section VII](#)) of this document and the “notes” section below for approved list.

Instructional practices: Students use a translation glossary at the rear of their text to facilitate transferring knowledge/skills from their primary language to English. Students use bilingual/sign language glossaries to find the meanings of content-specific words (e.g., mathematics, science, history). Glossaries may be in the appendices of their textbooks or instructional materials.

When to select: Students who have limited English language skills can use the translation glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment. Refer to English Learners ([Section V](#)) of this document.

Notes for implementation:

SAT School Day notes:

- See the list of approved glossaries on the College Board website:
<https://collegereadiness.collegeboard.org/pdf/sat-sd-college-board-approved-glossaries.pdf>.

P42 Noise buffers

Allowed for: WVGSA, SAT School Day, WVASA, and ELPA21/Alt-ELPA

Description: Ear mufflers, white noise, and/or other equipment used to block external sounds.

Instructional practices: Student wears devices to block out auditory stimuli.

When to select: Student (not groups of students) wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.

Notes for implementation:

SAT School Day notes:

- **Required Expanded Codes:**
 - P42a – Other _____ (Indicate device being used as a noise buffer.)

For students taking the *SAT School Day* with this accommodation, the IEP/504 **must** indicate the appropriate expansion code.

All other tests should use only P42.

P43 Streamlined mode for computer-based assessments

Allowed for: WVGSA and Alt-ELPA

Description: Provides a streamlined interface of the test in an alternate, simplified format. The items are presented below the stimuli/passage (rather than side-by-side on the screen); this may entail the student having to scroll up and down the screen to refer to the stimuli/passage.

Instructional practices: Students use altered text that is structured in a more sequential format.

When to select: This accommodation may benefit a small number of students who have specific learning and/or reading disabilities need in which the text must be presented in a more sequential format.

Notes for implementation:

- This accommodation increases scrolling which may be detrimental for students with fine motor difficulties and students struggling with short term mental memory deficits.

P44 Line tracker

Allowed for: WVGSA and ELPA21/Alt-ELPA

Description: Provides a line tracker for students who need assistance in visual tracking and reading.

Instructional practices: Students receive support services for reading support.

When to select: This accommodation may benefit English learners or students with disabilities who have specific learning or reading difficulties.

P46 Human read aloud in a language other than English or ASL

Allowed for: WVGSA (mathematics and science sections only)

Required Accommodation Pairing: This accommodation must be paired with:

T10 Separate setting (one-to-one)

Description: 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 and the read aloud guidelines. All or portions of the content may be read aloud.

Instructional practices: Students routinely need access to translated materials.

When to select: Students receiving the translations (i.e., embedded translations for Spanish) accommodation and who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This accommodation also may be needed by students with reading-related disabilities.

Notes for implementation:

- If not used regularly during instruction, this accommodation 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 accommodation may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.

P47 Alternate form – visual impairment

Allowed for: WVASA only

Description: This option is used for some specific items and alternate forms are not provided at every essential element and linkage level.

Notes for implementation:

- This is **not** the accommodation to order a paper-form of the DLM.
- This accommodation allows for some flexibility on the teacher’s part when having to “Say” or “Show” something to a student who has hearing loss and/or blind/low vision.
- The DLM Test Administration Manual provides the questions and options for the students’ First Contact Survey under the vision tab.
- The Test Administration Manual also mentions how to address sensory modality modes and accessing the testlets.

P48 Scripts (retired 2025 – Cambium uses closed captioning (P36) for listening stimuli)

P49 Amplification system

Allowed for: *SAT School Day (WVGSA and WVASA – see notes below)*

SAT School Day students MUST have a documented disability requiring auditory amplification on their IEP, EL plan, or Section 504 plan. (See *SAT School Day notes*: below)

Description: Students use amplification equipment in addition to hearing aids to increase clarity, useful in environments with a great deal of ambient noise.

Instructional practices: Student has a hearing loss which requires the use of an amplification system in their classroom during instruction.

When to select: For students taking the *SAT School Day* assessment, they must have an educational plan with the disability documented.

Notes for implementation:

- When arranging for testing, take into consideration the distractions of this accommodation to other students.

WVGSA & WVASA notes

- This accommodation is not required to be documented using the MAE.4SA program for either of these tests as it is considered a universal tool option to standard settings.

SAT School Day notes:

- Must have IEP or Section 504 plan

P50 Test presented through sign language, locally provided, including ELA reading passages

Allowed for: *WVGSA, SAT School Day, WVASA, and ELPA21/Alt-ELPA*

Required Accommodation Pairing: This accommodation must be paired with:

T03 Extra breaks for the *SAT School Day* and

T10 Separate Setting (One-to-one) for the *SAT School Day* and

T17 50% Extended time – Whole Test for the *SAT School Day*

Description: For *WVGSA* a trained examiner will present directions, stimulus material, questions, and answer choices in ASL or Signed Exact English (SEE). For *SAT School Day*, test passages, questions, and response choice presentations must be only in SEE.

Instructional practices: For students who have a hearing loss and use sign language as the primary mode of communication.

When to select: For students who have a hearing loss and use sign language as the primary mode of communication.

Notes for implementation:

- Locally provided interpreters, certified in accordance with Policy 5202 are allowed – in lieu of the ASL videos (*WVGSA* has ASL videos) when IEP documentation indicates ASL is not the student's primary language or for EL students.
- Educational sign language interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items.

A student's teacher should not serve as the interpreter/translator in a testing situation unless a second person is present to monitor for quality and fairness.

SAT School Day notes:

- **Presentation must be in Signed Exact English.**
- For *SAT School Day*, if only test directions (the only listening section of *SAT School Day*) need to be signed, see accommodation code P16.
- Interpreters must meet testing staff requirements.

....See more next page

Educational sign language interpreters must not clarify, elaborate, paraphrase, or help with the meaning of words, intent of test questions, or responses to test items.

- Students MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even though they are the only student testing.

Response

Response accommodations allow students to complete assignments, tests, and activities in different ways or to solve or organize problems using some type of assistive device or organizer. Response accommodations can benefit students with physical, sensory, or learning disabilities, including difficulties with memory, sequencing, directionality, alignment, and organization.

R03 Braille writer or tactile to respond

Allowed for: *WVGSA* and *SAT School Day*

Required Accommodation Pairing: This accommodation must be paired with:

R04 Scribe for the *SAT School Day* and *WVGSA*

R11 Assistive Technology – alternate response options for the *SAT School Day*

Description: For this response mode, a student uses a braille, which is a braille keyboard used for typing braille that can then be printed in standard print or braille (embosser). The braille is similar to a typewriter or computer keyboard. Paper is inserted into the braille, and multiple keys are pressed at once, creating braille dots with each press.

Instructional practices: Student uses a braille note taker to record notes and create documents.

When to select: This accommodation is for students who are blind or have low vision who respond in braille.

Notes for implementation:

- See detailed instructions for scribing and transcribing student responses in [Appendix E: Guidelines for Scribing and Transcribing Student Responses](#).

WVGSA notes:

- A trained examiner transcribes the student’s responses directly into the testing website using the student’s username, and password; **or**
- A trained examiner acts as a scribe to transcribe student responses from a paper-based book to the Response Entry system.

SAT School Day notes:

- A manual braille writer may be used for all sections.
- Use of braille writer or electronic braille writer for reading and writing with the following tools disabled: spell check, thesaurus, grammar check.
- Electronic braille writers must be connected to a monitor, so the proctor can observe what student is entering.
- Student responses must be transcribed to the student’s answer sheet. Return the braille pages with the transcribed answer sheet.

Required Expanded Codes:

- R03a – Perkins Embosser
- R03b – ViewPlus Embosser
- R03c – PixBlaster Embosser
- R03d – Other _____

For students taking the *SAT School Day* with this accommodation, the IEP/504 **must** indicate the appropriate expansion code. All other tests should use only R03.

R04 Scribe – including WVGSA ELA essay

Allowed for: WVGSA, SAT School Day, WVASA, and ELPA21

Required Accommodation Pairing: This accommodation must be paired with:

T03 Extra breaks for the SAT School Day

T10 Separate setting, 1:1 for WVGSA, SAT School Day, and ELPA21 assessments

T17 50% Extended time – Whole Test for the SAT School Day **or**

T20 100% Extended time – Whole Test for the SAT School Day

Description: Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained, qualified, and must follow the administration guidelines provided in the administration manual.

Instructional practices: Students use a tape recorder or scribe as an alternative to writing when a processing or physical challenge is present. Student's word-for-word response for tests and/or assignments is recorded.

When to select: 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 to a human, who then records the students' responses verbatim. For many students dictating to a human scribe is the only way to demonstrate their composition skills. It is important 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.

Scribes may be provided for any student (with or without an IEP or Section 504 plan) who has a short-term medical condition (e.g., a fractured arm in a cast) that precludes the student from word processing a response. *Approval needs to be obtained from the WVDE through the county test coordinator and/or the county special education director **prior to testing*** using the Temporary Medical Condition Form. ([Appendix K: Request for Accommodations for Temporary Medical Conditions](#))

Scribes may be provided for students who are blind or have low vision that may need additional supports such as navigational and transcribing supports.

Notes for implementation:

- See guidelines for scribing in [Appendix E: Guidelines for Scribing and Transcribing Student Responses](#)
- The use of this accommodation may result in the student needing additional time overall to complete the assessment.
- Scribes should be monitored to ensure student's verbatim responses are recorded.
- On the day of testing, before testing begins, the principal/school coordinator should give the scribe no more than 2 hours to become familiar with the directions and format of the test. Scribes should be familiar with the test, so they can easily record student answers (Thompson, Thurlow, & Walz, 2000).
- To the extent possible, the same scribe should have responsibility for transcribing information given by students during educational instruction and assessments.
- Scratch (lined or unlined paper) paper, rough drafts, and login information must be collected immediately at the end of the testing session. These items are considered secure material and must be collected and shredded according to procedures established by the principal/school level coordinator (SC) at the end of the testing session.
- *At the completion of the assessment*, the scribe must complete and submit [Appendix L: West Virginia Assessment Scribe/Interpreter/Translator Verification](#) form.

WVGSA notes:

- Following administration of the assessment, if the student's responses were recorded in a paper answer book, the scribe must enter the responses into the Response Entry system immediately.
- Failure to complete this process will result in the student not receiving scores and not counting in the school's participation rate.

....See more next page

SAT School Day notes:

- Student responds orally and the trained examiner captures the student responses.
- In the SAT School Day test platform, Bluebook, the student automatically receives “time and one-half” (T17) and Extra Breaks (T03). If student needs “double time” +100% time, use code T20.
- Students MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.
- [Appendix E: Guidelines for Scribing and Transcribing Student Responses](#) should be read carefully to gain an understanding of how scribing can and cannot be used. The WVDE scribing protocol applies.
- A student using this accommodation must be tested in a separate setting (T10) to avoid interruption while testing and to avoid examinees being able to hear or see other students’ responses.
- Scribes should be monitored to ensure student’s verbatim responses are recorded.
- To the extent possible, the same scribe should have responsibility for transcribing information given by students during educational instruction and assessments.
- *At the completion of the assessment*, the scribe must complete and submit [Appendix L: West Virginia Assessment Scribe/Interpreter/Translator Verification](#) form.
- For students using a paper-based assessment, the scribe will enter Bluebook as the student, select “linear version” and then transcribe the student responses into the platform. Failure to complete this process will result in the student not receiving scores and not counting in the school’s participation rate.

WVASA notes

- If a teacher typically scribes/transcribes for a student, this accommodation needs to be selected in the IEP plus entered in the Personal Needs Profile/First contact Survey in Educator Portal so that the appropriate features will be available when completing the testlets.

R05 Abacus

Allowed for: WVGSA, SAT School Day, and WVASA

Description: This tool may be used in place of scratch (lined or unlined paper) paper for students who typically use an abacus.

Instructional practices: Students use items to count during their instruction. Counting devices (blocks, tiles, chips, etc.) or scratch (lined or unlined paper) paper are utilized to assist the student with mathematical concepts.

When to select: Some students with visual impairments who typically use an abacus may use an abacus in place of using scratch (lined or unlined paper) paper.

Notes for implementation:

- The abacus should be one the student uses during instruction on a regular basis.

R11 Assistive technology - alternate response options

Allowed for: WVGSA, SAT School Day, WVASA, and ELPA21

Description: Alternate response options include but are not limited to computer-connected braille writers, keyboards, adapted large keyboards, Sticky Keys, Mouse Keys, Filter Keys, adapted mouse, touch screen, head wand, and switches. Students may use a computer, typewriter, or other assistive technology device to respond.

Instructional practices: Students dictate responses to a teacher or an instructional assistant who records them. Students use communication boards, picture representations, or other individual expressive communication devices and assistive technologies.

When to select: 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. Students who have physical limitations sometimes use alternate response options, assistive technologies, or devices during routine instruction.

....See more next page

Notes for implementation:

WVGSA notes:

- **Do not select this code just because the student has a read aloud (i.e., P01 or P13...etc.) accommodation code without other ALTERNATE RESPONSE DEVICE needs.** This code is for the response supports only and read aloud supports are a presentation support.
- Refer to test administration and the assistive technology manuals for additional guidance.
- **Administration via tablet** – Students can take the assessment via a tablet. Consider the fine motor skills of student prior to using tablet.
- **Adaptive equipment used by student** – While educators can test devices beforehand, it is not guaranteed all devices are compatible for all testing platforms (e.g., keyboard, mouse, touchpads, switches).

WVASA notes

- **Do not select this code just because the student has a read aloud (i.e., P01 or P13...etc.) accommodation code without other ALTERNATE RESPONSE DEVICE needs.** This code is for the response supports only and read aloud supports are a presentation support.
- **Single-switch system** – Single switch scanning is activated using a switch set up to emulate the “Enter” key on the keyboard. In PNP, educators can set scan speed, indicate whether scanning should begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping.
- **Two-switch system** – Two-switch scanning does not require any activation in PNP. The system automatically supports two-switch step scanning, with one-switch set up to emulate the “Tab” key to move between choices, and the other switch set up to emulate the “Enter” key to select the choice when highlighted.

SAT School Day notes:

- **Do not select this code just because the student has a read aloud (i.e., P01 or P13...etc.) accommodation code without other ALTERNATE RESPONSE DEVICE needs.** This code is for the response supports only and read aloud supports are a presentation support.
- Use of augmentative/alternate communication devices (e.g., Pocket Go-Talk 5-Level Communication Device, Roloquo2Go...)
- Use of computers with alternative access for an alternative response mode (e.g., braille writers – i.e. Orbit Writer, switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointed, specialized trackballs, or mice)
- For use of a speech-to-text word processor for responses to reading and writing, see accommodation code R21 Permissive mode for secure browsers which permit third party software (e.g. Dragon suite software) STT access to the test.
- Use of audio amplification equipment (**Use accommodation code P49.**)
- **Required Expanded Codes:**
 - R11a – Other _____ (Indicate response device being used.)

For students taking the *SAT School Day* with this accommodation, the IEP/504 **must** indicate the appropriate expansion code.

All other tests should use only R11.

R15 Bilingual word-to word glossary

Allowed for: *WVGSA* and *SAT School Day*. (For *SAT School Day*, translation glossaries must be word-to-word/word-to-sign translations, not dictionaries. See [College Board-Approved Word-to-Word Glossaries](#) for approved list of glossaries.)

Description: A bilingual/dual language word-to-word glossary is a language support.

Instructional practices: Students use electronic or paper bilingual/dual-language dictionaries to look up word meanings during instruction.

When to select: 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 accommodation may result in the student needing additional overall time to complete the assessment.

Notes for implementation:

- For *SAT School Day*, translation glossaries must be word-to-word/word-to-sign translations. See [SAT School Day Section VII](#) of this document. See also the list of approved glossaries on the College Board website: <https://collegereadiness.collegeboard.org/pdf/sat-sd-college-board-approved-glossaries.pdf>
- For *WVGSA*, students may use the glossaries they utilize in their classroom. A bilingual/dual language word-to-word glossary can be provided for the full-write portion of an ELA assessment for the *WVGSA*.

R19 Calculator – tactile/talking calculator

Allowed for: *WVGSA* (Grades 6-8 only, mathematics and science) and *SAT School Day* (See *SAT School Day* notes below)

- *WVGSA* this accommodation is for students needing a *special calculator* in Grades 6-8 **only**, e.g., tactile or talking.

Description:

- For *WVGSA (Grades 6-8 only)*, for use during the calculator-allowed portion of the mathematics test, a non-embedded calculator for students requiring a special calculator (tactile or talking) currently unavailable within the assessment platform.
- For *SAT School Day*, this may be a special calculator (tactile or talking) for use during the mathematics test.

Instructional practices: Grades 6 and above students use a calculator offered with assistive technology devices (such as a talking calculator or a tactile calculator). Calculators can be used to do basic calculation in multi-step mathematics processes where the construct is not assessing mathematical fluency.

When to select: Students with visual impairments who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure the calculator is available only for designated calculator items.

Notes for implementation:

- This accommodation is not allowed for Grades 3-5. For *WVGSA* additional information on calculators, refer to the General Summative Assessment Section of this document.

SAT School Day notes:

- For students with visual impairments who require a **special calculator (tactile or talking)** for calculator-allowed items will be able to use the calculator they typically use, such as a braille calculator or a talking calculator.
- **Required expanded codes:**
 - R19a – Orion TI-84 Plus Talking Graphing Calculator
 - R19b – Other _____ (Indicate model of calculator)

For students taking the SAT School Day with this accommodation, the IEP/504 **must** indicate the appropriate expansion code. All other tests should use only R19.

R20 Multiplication table

Allowed for: *WVGSA* (mathematics Grades 4-8 only) and *SAT School Day*

Description: A single digit (1-9) multiplication table available for reference. This accommodation is allowed for Grade 4 and above mathematics items.

Instructional practices: Students use a multiplication table (often it is stickers on their desks) during regular instruction and assessments.

When to select: For students with a documented and persistent calculation disability (i.e., dyscalculia).

Notes for implementation:

- This accommodation is **not permitted** for third grade.

WVGSA notes:

- Cambium’s secure browser provides an embedded multiplication table for those students in grades 4-8 who have this accommodation.
- A paper copy can be located in the Cambium portal for the *WVGSA*.

SAT School Day notes:

- College Board has a paper copy in their resources.

R21 Permissive mode for secure browser

Allowed for: *WVGSA*, *SAT School Day*, and *ELPA21/Alt-ELPA*

Description: Permissive mode is an accessibility support option that allows students to use accessibility software while using the secure browser.

Instructional practices: This support permits a student’s specific accessibility software through the secure browser environment. Examples may include third-party speech-to-text programs such as the Dragon suite.

When to select: This is an accommodation for students who have motor or processing disabilities which make traditional methods of accessing instructional and assessment materials difficult.

Notes for implementation:

Students need to be proficient in using the software instructionally.

WVGSA notes:

- The Embedded Speech-to-text (R31) accommodation has been created for this support. **If the student was using R21 to access the embedded speech-to-text support only for the WVGSA, please remove R21 and add R31 to their accommodation plan.**
- For **non-embedded** speech-to-text, the only speech-to-text third party software Cambium supports is the Dragon series for WindowsOS. R21 Permissive mode for secure browser is still the appropriate accommodation for students needing the Secure Browser to permit access to the Dragon software.

SAT School Day notes:

- **Required expanded codes:**
 - R21a — Dragon series for speech-to-text
 - R21b – Other _____

For students taking the *SAT School Day* with this accommodation, the IEP/504 **must** indicate the appropriate expansion code.
All other tests should use only R21.

R23 100s number table

Allowed for: *WVGSA* (mathematics Grades 4-8 only) and *SAT School Day*

Description: A table listing numbers from 1–100 available for reference. This accommodation is allowed for Grade 4 and above mathematics items.

Instructional practices: Students who need graphic organizers or manipulatives for visual processing to complete mathematics tasks.

When to select: Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 plan.

Notes for implementation:

- The table can be printed from the Cambium portal for students requiring this accommodation. Use of any other 100s number tables is prohibited.
- This accommodation is **not permitted** for third grade.

WVGSA notes:

- Cambium’s secure browser offers an embedded 100s number table for those students in grades 4-8 who have this accommodation.
- A paper copy can be located in the Cambium portal for the *WVGSA*.

R24 Calculator – 4 function calculator

Allowed for: *WVASA* and *NAEP*

Description: A four-function calculator (square root and percentage keys are acceptable) for the non-calculator portion of the mathematics test.

Notes for implementation:

- For students needing a **calculator on the non-calculator portion** of the mathematics test.
- The only calculator approved for use during the non-calculator portion of the mathematics test is a four-function calculator (percentage key and square root key are acceptable).

WVASA notes:

- Follow instructions on testlet TIPs pages for when a calculator is permitted for each portion of the math assessment.

R25 Word processor use

Allowed for: (see *Notes for implementation*)

Description: Use of a word processing program to create responses for essay questions and prompts.

Instructional practices: Students needing accommodations for answering writing prompts due to physical constraints or dysgraphia.

Notes for implementation:

SAT School Day notes:

- Test administrators should ensure the word processing program and computer have disabled any special word processing features, applications, or software (spell checker, dictionary, etc.).
- Must be paired with either T17 (“time and one-half” +50% time reading) or T20 (“double time” +100% time reading)
- Computer must: 1) be connected to a working printer and 2) not be connected to the internet.
- The *SAT School Day* administered in West Virginia does not have a separate essay section – however, this accommodation is still available for AP tests.

R26 Listening domain exemption

Allowed for: ELPA21 and Alt-ELPA

Description: ELPA21 allows for domain exemptions for student situations that preclude engagement with any of the four language domains.

Instructional practices: A domain exemption is only appropriate when the student is not able to access part of the assessment, which is different than the potential to not score well on it. A Listening Domain exemption may be necessary when the student has a hearing loss and cannot access the listening test even with appropriate accommodations or devices.

Notes for implementation:

- Students must have a documented disability or impairment in an IEP or 504 plan applicable to the domain.
- Students are recommended to use the practice tests, if appropriate, to determine if an exemption is appropriate.
- Students are expected to take the remaining sections of the test.
- Exemptions from all domains (the entire assessment) are not allowed.

R27 Reading domain exemption

Allowed for: ELPA21 and Alt-ELPA

Description: ELPA21 allows for domain exemptions for student situations that preclude engagement with any of the four language domains.

Instructional practices: A domain exemption is only appropriate when the student is not able to access part of the assessment, which is different than the potential to not score well on it. A Reading Domain exemption may be necessary when the student is unable to access the reading portions of the assessment even with appropriate accommodations.

Notes for implementation:

- Students must have a documented disability or impairment in an IEP or 504 plan applicable to the domain.
- Students are recommended to use the practice tests, if appropriate, to determine if an exemption is appropriate.
- Students are expected to take the remaining sections of the test.
- Exemptions from all domains (the entire assessment) are not allowed.

R28 Speaking domain exemption

Allowed for: ELPA21 and Alt-ELPA

Description: ELPA21 allows for domain exemptions for student situations that preclude engagement with any of the four language domains.

Instructional practices: A domain exemption is only appropriate when the student is not able to access part of the assessment, which is different than the potential to not score well on it. A Speaking Domain exemption may be necessary when the non-verbal student who, because of the identified disability and the absence of appropriate accommodations, cannot engage with the speaking portion of the assessment.

Notes for implementation:

- Students must have a documented disability or impairment in an IEP or 504 plan applicable to the domain.
- Students are recommended to use the practice tests, if appropriate, to determine if an exemption is appropriate.
- This domain exemption is *only* for students with zero communication systems. AAC devices are acceptable and if the student utilizes one during class, is expected to be used during the assessment.
- Students are expected to take the remaining sections of the test.
- Exemptions from all domains (the entire assessment) are not allowed.

R29 Writing domain exemption

Allowed for: *ELPA21* and *Alt-ELPA*

Description: *ELPA21* allows for domain exemptions for student situations that preclude engagement with any of the four language domains.

Instructional practices: A domain exemption is only appropriate when the student is not able to access part of the assessment, which is different than the potential to not score well on it. A Writing Domain exemption may be necessary when the student is unable to access this portion of the assessment even with appropriate accommodations.

Notes for implementation:

- Students must have a documented disability or impairment in an IEP or 504 plan applicable to the domain.
- Students are recommended to use the practice tests, if appropriate, to determine if an exemption is appropriate.
- Students are expected to take the remaining sections of the test.
- Exemptions from all domains (the entire assessment) are not allowed.

R30 Familiar listener

Allowed for: *ELPA21*

Description: A very small percentage of students have disabilities such that their recorded speech for the Speaking Domain may be scored down or not scorable due to their impediment. For this very small percentage of students, *ELPA21* allows an accommodation of a person who will act as a scribe only for those speaking items. The student's speech is transcribed by the familiar listener with their speaking and sent to the scoring vendor to be re-scored.

Notes for implementation:

- There will only be a very small percentage of students who will need accommodation when participating in the Speaking domain test using normal testing conditions.
- Those students may require the R30 accommodation of a paraprofessional scribe who is a "familiar listener." A "familiar listener" is someone who knows the student and their speech patterns. That familiarity can make it easier for them to understand the student's speech. "Familiar listeners" would include the current or past classroom teachers or paraprofessionals, speech-language pathologists or the EL teachers.
- The student's current EL teacher and speech-language pathologist should collaborate regarding who needs the R30 Familiar Listener accommodation.
- There are several subjective rating scales available for rating speech intelligibility; however, there are no known norms available for determining a cutoff score for intelligible versus unintelligible speech (American Speech and Hearing Association (ASHA) Practice Portal). Children above the age of four with intelligibility percentages below 66 percent may be considered "at-risk" (Gordon-Brannon & Hodson, 2000).
- For English learning students whose speech may be too unintelligible for the computer to score their Speaking domain test, the EL teacher and the speech-language pathologist should collaborate on determining students who may be candidates for the R30 Familiar Listener Accommodation.

R31 Embedded speech-to-text

Allowed for: WVGSA (essay section only) and SAT School Day

Required Accommodation Pairing: This accommodation must be paired with:

R11 Assistive Technology – alternate response options for SAT School Day and WVGSA and

T10 Separate setting, one-to-one for SAT School Day and WVGSA and

T17 50% Extended time, Whole test for SAT School Day only

Description: Streaming speech-to-text applications are designed for real-time recognition purposes, such as capturing live audio from a microphone. Streaming recognition provides interim results while audio is being captured, allowing results to appear, for example, while a user is still speaking (Google, 2021). **Blue tooth connected microphones are not permitted on any state assessment. Cochlear implants and blue tooth hearing aids are exempt from this policy.**

Instructional practices: 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.

Notes for implementation:

- Students will need to be familiar with this feature and have had many opportunities to use it prior to testing. Schools are strongly encouraged to utilize the suite of interim assessments provided by the WVGSA vendor prior to the summative assessment window to familiarize themselves with all aspects of this resource. Students also have access to full-length practice SAT School Day exams.
- 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 the student requires the use of a human scribe, consider reviewing the accommodation R04 Scribe.

WVGSA note:

- R31 is available only for the essay portion of the assessment.

SAT School Day notes:

<https://Bluebook.collegeboard.org/students/accommodations-and-assistive-technology/speech-to-text>

- This link provides instructions for accessing voice recognition or speech-to-text which transcribes a student's spoken response into the digital test platform. College Board supports Apple Voice Control, Chromebook Dictation, and Windows Voice Recognition/Dictation.
- Students MUST use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.

R32 Personal health management monitoring devices

Allowed for: WVGSA, SAT School Day, ELPA21/Alt-ELPA, and WVASA

Required Accommodation Pairing: This accommodation must be paired with:

T16 Breaks as needed for SAT School Day

Description: Personal health management monitoring devices include, but not limited to, blue tooth enabled devices such as blood glucose and seizure monitoring items with apps which stream information to other devices and people.

Instructional practices: Students who have documented medical conditions requiring the use of monitoring devices and for these devices to remain in the room.

Notes for implementation:

- Students with these devices typically have an Individualized Health Care Plan (IHP) which is monitored and updated by the school nurse.
- The reporting devices (e.g., cell phone, tablet, smart watch) must be under the direct control and supervision of the test administrator/proctor. The student may be seated next to the proctor's desk to remain in functional proximity to the device.
- The monitoring device (e.g., blood glucose monitor, Nerivio, Embrace) which must remain in continual contact with the student for functionality will stay with the student to be used as directed by a medical professional.
- If questions arise about a new device (either new to market or just new to a student), please contact the County Test Coordinator for additional guidance.

WVGSA/ELPA21/Alt-ELPA/WVASA note:

- If the student **does not have** an IEP or 504 which references a device, the **Request for Non-standard Accommodation process must be completed.** See [Appendix Q: Non-Standard Accommodation\(s\) Requests](#) in this document for assistance in requesting approval for specific devices. This process is **not necessary** if the IEP/504 references the device and lists this accommodation.

SAT School Day notes:

- If the student **does not have** an IEP or 504 which references a device, the **Request for Non-standard Accommodation process must be completed.** See [Appendix Q: Non-Standard Accommodation\(s\) Requests](#) in this document for assistance in requesting approval for specific devices. This process is **not necessary** if the IEP/504 references the device and lists this accommodation.
- **Required expanded codes:**
 - **R32a** – Blood Glucose Monitoring device and cell phone app (i.e., Omnipod or Freestyle Libre with paired smart devices)
 - **R32b** – Seizure monitoring and alert device/cell phone app (i.e., Embrace or Bay Alert Medical SOS Smartwatch)
 - **R32c** – Migraine monitoring and alert device/cell phone app (i.e., Nerivio with paired smart devices)
 - **R32d** – Other _____ (If the student has an electronic health monitoring device not otherwise specified with an expanded code option, select R32d and indicate the name of the device and app used for monitoring.)

For students taking the *SAT School Day* with this accommodation, the IEP/504 **must** indicate the appropriate expansion code.

All other tests should use only R32.

R34 Printed test book

Allowed for: WVGSA, SAT School Day, ELPA21/Alt-ELPA, and WVASA

Required Accommodation Pairing: This accommodation must be paired with:

R04 Scribe for SAT School Day, WVGSA, ELPA21/Alt-ELPA, and WVASA

(If the scribe is needed for more than the transcription process – copying student responses onto the test platform – if they are scribing the student responses directly into the test booklet as the student is saying them, the IEP team must also add **T10 Separate Setting (one-to-one)**.)

Description: For students who cannot access computer-based assessments due to religious restrictions, health or disability concerns, paper (fixed-form) assessments can be requested for state summative assessments.

- **For all tests:** The school must notify the County Test Coordinator of the needs of this student to order materials according to the published deadlines for each assessment.

Instructional practices: Students who have documented religious restrictions, health or disability concerns prohibiting their participation in a computer-based assessment.

WVGSA/ELPA21/Alt-ELPA notes:

- County test coordinators are responsible for ordering (R34) paper-based books for the WVGSA Grades 3-8 and ELPA21/Alt-ELPA by contacting the WVDE Office of Assessment.
- Paper test books will be printed in 12-point font size in Fira Sans.
 - Teams for students with needs other than the default settings must contact the County Test Coordinator with details.
- Ordering pre-printed test books is not available for Interim assessments. Interim assessments are available as printable .pdf through the TDS platform.
- TIDE must be set to “Yes” to activate the Response Entry system for the scribe to transcribe student responses. The setting will update within a short amount of time after the finalization of the IEP.
- Following student dismissal from the room, test administrators must transcribe the student answers into the Response Entry system using the student’s log in credentials.
- Failure to transcribe student responses will result in the student not receiving a score report and the student not counting in the assessment participation rate for the school.

SAT School Day notes:

- County test coordinators are responsible for ordering (R34) paper-based books for the SAT School Day by contacting the WVDE Office of Assessment.
- Following student dismissal from the testing room, proctors must transcribe the student answers into Bluebook using the student’s ticket information.
- See also the *SAT School Day Paper Testing Guide* for additional directions.
- Failure to transcribe student responses will result in the student not receiving a score report and the student not counting in the assessment participation rate for the school.

DLM notes:

- County test coordinators are responsible for ordering (R34) paper-based books for the DLM by contacting the WVDE Office of Assessment.
- If the IEP team is considering this option for a student eligible to participate in the DLM, please speak with the County Test Coordinator **prior** to the IEP meeting.
- Deadlines for ordering paper-based books for the DLM are typically in late-January.
- Failure to transcribe student responses will result in the student not receiving a score report and the student not counting in the assessment participation rate for the school.

Setting and Time

Setting and time accommodations allow students to complete assignments, tests, and activities in different settings, with extended time, or with longer/additional breaks. Setting and time accommodations can benefit students with concentration difficulties or who are easily frustrated.

T03 Extra breaks (no studying)

Allowed for: *WVGSA, SAT School Day, and ELPA21*

Required Accommodation Pairing: This accommodation must be paired with:

- T09 Separate setting (small group)** for *SAT School Day* if other students will have identical breaks, **or**
- T10 Separate Setting (one-to-one)** for *SAT School Day*

Description: Students will have additional breaks at predetermined intervals.

Instructional practice: Students are provided with frequent breaks during instructional activities and for tests to assist with concentration.

When to select: Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need additional relaxation breaks.

Notes for implementation:

- These students may need to be assigned to a different location to prevent distractions.
- Students are not allowed to study for tests and must be monitored during breaks.
- The **WVASA** and **Alt-ELPA** are administered in a manner that is permissive to granting extra breaks to address student needs as a universal tool/requirement. It is not necessary to select this for the **WVASA** or **Alt-ELPA**.

SAT School Day notes:

- Extra breaks – “off testing time clock”
- Students are provided with an additional break between each test section, and a break in the middle of longer sections of the test.
- Students are not allowed to study for tests and must be monitored during breaks.

T07 Flexible scheduling (no studying) – delayed start

Allowed for: *WVGSA, SAT School Day, and ELPA21*

Required Accommodation Pairing: This accommodation must be paired with:

- T09 Separate Setting (small group)** for *SAT School Day*, only if all students are starting at the same delayed time with the same, or no additional, accommodations, **or**
- T10 Separate Setting (one-to-one)** for *SAT School Day*

Description: Students can have a later start in the day. Administration of the assessment at a time most beneficial to the student.

Instructional practice: Students who have a schedule that allows for selecting the most appropriate time for concentration.

When to select: Scheduling changes can be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day. For example, for students who have difficulty concentrating or staying on task as the day progresses, it may help to schedule tests that require the greatest concentration in the morning.

Restrictions: Test sections must be completed within the confines of the regular testing day. Students may not study for tests they already started and must be monitored during breaks.

Notes for implementation:

- The **WVASA** and **Alt-ELPA** are administered in a manner that is flexible to the student needs as a universal tool/requirement. It is not necessary to select this for the **WVASA** or **Alt-ELPA**.

...See more next page

SAT School Day notes:

- Students can have a later start in the day for *SAT School Day* administration.
- Students must complete the *SAT School Day* following the standard timing sequence (assuming they do not have extended time accommodations) but may begin later than the general population of students.
- Delayed start testing sessions must begin in time to allow the student to follow the timing sequence as set by College Board. Typically, delayed starts beginning no later than 10:30 a.m.

T09 Separate setting (small group)

Allowed for: *WVGSA, SAT School Day, and ELPA21*

Description: Test setting is altered so the student is tested in a small group. The test administrator must be one who qualifies under Policy 2340.

Instructional practice: Students who need smaller groups for instructional or assessment purposes are ones who may easily become distracted when in larger group settings. These students may benefit from an environment with fewer other students.

When to select: When the student benefits from a small group assessment environment.

Notes for implementation:

- Teams are instructed to **not** select both T10 and T09. Teams should select the accommodation which best provides the student with the appropriate support.
- Changes in instructional and assessment locations can benefit students who are easily distracted in large group settings and who concentrate best in a small group setting.
- Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.
- Students must be monitored during the entire testing period.
- Testing locations must be private and free of distractions.
- These requirements apply to students tested in all locations, whether the student is assessed in the school building, at home, in a hospital, or a residential or other alternative setting.

T10 Separate setting (one-to-one)

Allowed for: *WVGSA, SAT School Day, and ELPA21*

Description: Test setting is altered so the student is tested on a one-to-one basis. The test administrator must be one who qualifies under Policy 2340.

Instructional practice: Students who need one-to-one settings for instructional or assessment purposes are ones who may easily become distracted when in larger group settings. These students benefit from an environment with no other students.

When to select: When the student benefits from a one-to-one assessment environment.

Notes for implementation:

- Teams are instructed to **not** select both T10 and T09. Teams should select the accommodation which best provides the student with the appropriate support.
- The **WVASA** and **Alt-ELPA** are administered in a one-to-one setting as a universal tool/requirement. It is not necessary to select this for the *WVASA* or *Alt-ELPA*.
- Changes in instructional and assessment locations can benefit students who are easily distracted in large group settings and who concentrate best in a one-to-one setting.
- Changes in location also benefit students who receive accommodations (e.g., reader, scribe, or frequent breaks) that might distract other students.
- Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.
- Each student must be monitored during the entire testing period by a trained examiner.
- Testing locations must be private and free of distractions.
- These requirements apply to students tested in all locations, whether the student is assessed in the school building, at home, in a hospital, or a residential or other alternative setting.

T11 Testing environment modifications

Allowed for: *WVGSA, SAT School Day, and ELPA21*

Description: Test location/environment is altered so the student is tested in a setting different from that made available for most students.

Instructional practice: Special environment/setting arrangements for students are provided within the classroom to support instruction and assessment. Changes in instructional and assessment environments can benefit students who have specific support needs beyond what is available for most students.

When to select: When the student benefits from modification to settings such as use of accommodated seating, special lighting, or furniture. Other modifications may include permission to move, stand or pace during assessment in a manner where others' work cannot be seen and is not distracting to others. Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.

Notes for implementation:

- Students must be monitored during the entire testing period by a trained examiner.
- These requirements apply to students tested in all locations, whether the student is assessed in the school building, at home, in a hospital, or a residential or other alternative setting.
- The **WVASA** and **Alt-ELPA** are administered in a manner that is flexible to the student needs as a universal tool/requirement. It is not necessary to select this for the *WVASA* or *Alt-ELPA*.

T12 Preferential seating

Allowed for: *WVGSA, SAT School Day, and ELPA21*

Description: Student is given special seating arrangements. Placement of student where they are most comfortable or placement of student near proctor.

Instructional practice: Special seating arrangements for students who are easily distracted are provided within the classroom to improve focus.

When to select: Students who are easily distracted or may have a visual/auditory disability. The preferential seating may be in a specific location (for example, away from windows, doors, or pencil sharpeners, near the teacher's desk, or in the front of a classroom).

Notes for implementation:

- Changes in instructional and assessment seating locations can benefit students who are easily distracted.
- Students with physical disabilities might need a more accessible location within the testing environment.
- The **WVASA** and **Alt-ELPA** are administered in a manner that is flexible to the student needs as a universal tool/requirement. It is not necessary to select this for the *WVASA* or *Alt-ELPA*.

T13 Outside of traditional school setting (homebound/hospital or alternate schoolsetting)

Allowed for: WVGSA, WVASA, SAT School Day, and ELPA21/Alt-ELPA

Description: Test location is altered so the student is tested in a setting different from that made available for most students. The assessment may be administered in an alternate education setting with appropriate supervision. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home.

Instructional practice: Alternative settings for students who receive their instruction at a location other than their home school. This could include an alternate educational school, the hospital, or at home.

When to select: This accommodation is appropriate for when students have been assigned or admitted to alternate educational programs or hospital/homebound care.

Notes for implementation:

SAT School Day notes:

- Request for off-site locations for assessment must be made prior to testing.

- **Required expanded codes:**

- T13a – Home/hospital setting
- T13b – Other _____ (Indicate location)

For students taking the SAT School Day with this accommodation, the IEP/504 **must** indicate the appropriate expansion code. All other tests should use only T13.

T14 Flexible scheduling – limited timed testing

Allowed for: WVGSA, SAT School Day, and ELPA21

Required Accommodation Pairing: This accommodation must be paired with:

- **T09 Separate Setting (small group)** for SAT School Day if other students will have identical timing, **or**
- **T10 Separate Setting (one-to-one)** for SAT School Day

Description: Students can take the test broken into shorter timeframes and taken over multiple days. Limited time per day testing/multiple day testing.

Instructional practice: Students who have a schedule that allows for selecting the most appropriate time for concentration.

When to select: Scheduling changes can be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day.

Notes for implementation:

- Students must complete each section of the test once it is started.
- Decisions about how to schedule must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the disability involved.
- The WVASA and Alt-ELPA are administered in a manner that is flexible to the student needs as a universal tool/requirement. It is not necessary to select this for the WVASA or Alt-ELPA.

SAT School Day notes:

- Two-day test administration

T15 Extended breaks

Allowed for: WVGSA, SAT School Day, and ELPA21

Required Accommodation Pairing: This accommodation must be paired with:

- **T09 Separate Setting (small group)** for SAT School Day if other students will have identical timing, **or**
- **T10 Separate Setting (one-to-one)** for SAT School Day

Description: Students take extended regularly scheduled breaks; “off testing time clock”

Instructional practice: Students are provided with frequent breaks during instructional activities and for tests to assist with concentration.

When to select: Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.

...See more next page

Notes for implementation:

- These students may need to be assigned to a different room or location to prevent distractions.
- Students are not allowed to study for tests and must be monitored during breaks.
- The **WVASA** and **Alt-ELPA** are administered in a manner that is flexible to the student needs as a universal tool/requirement. It is not necessary to select this for the *WVASA* or *Alt-ELPA*.

SAT School Day notes:

- Students are provided with double the time allotted for regularly scheduled breaks.
- Some students may utilize extended breaks to eat, take medication, or test blood sugar.
- Students are not allowed to study for tests and must be monitored during breaks.

T16 Breaks as needed

Allowed for: *WVGSA*, *SAT School Day*, and *ELPA21*

Suggested Accommodation Pairing:

T10 Separate Setting (one-to-one) for *SAT School Day*

Description: Students can take breaks during a test section. The timing of the test is paused during the break.

Instructional practice: Students are provided with frequent breaks during instructional activities and for tests to assist with concentration.

When to select: Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.

Notes for implementation:

- These students may need to be assigned to a different room or location to prevent distractions. Typically given to students with physical or medical conditions.
- Students are provided with breaks as requested.
- Students are not allowed to study for tests and must be monitored during breaks.
- The **WVASA** and **Alt-ELPA** are administered in a manner that is flexible to the student needs as a universal tool/requirement. It is not necessary to select this for the *WVASA* or *Alt-ELPA*.

SAT School Day notes:

- Students are not allowed to study for tests and must be monitored during breaks.
- Breaks are granted as requested by the student during the exam. The timing of the test is paused during the break. Most students' needs are met with 10-minute breaks.

T17 Extended time - Time and one-half (+50%) whole test

Allowed for: *SAT School Day* and other timed tests

Required Accommodation Pairing: This accommodation must be paired with:

T03 Extra breaks for the *SAT School Day* **and**

T09 Separate Setting (small group) for *SAT School Day*

Description: Each section of the *SAT School Day* is administered using 50% extra time. This accommodation is time and one half—for example, an extension from 1 hour to 1 hour 30 minutes.

Instructional practice: Students who need additional testing time on timed assignments and tests.

When to select: Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity because of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, or scribe).

Restrictions: **NAEP** assessments must be completed within three times the regular time allotted for each section of the test.

...See more next page

Notes for implementation:

SAT School Day notes:

- Extended time +50% Whole Test – when this accommodation (T17) is selected, extended time is automatically provided for **all sections (reading, writing and language, and math) of the SAT School Day.**
- Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.
- Students will be provided the entire amount of standard time for the both mathematics and the ELA sections plus 50% extended time. **Once the standard time has elapsed for each section and the timer has entered the extended time, the student may end that test session at any point and proceed to the next section or break.**

T19 Extended time - Time and one-half (+50%) math section only

Allowed for: SAT School Day and other timed tests

Required Accommodation Pairing: This accommodation must be paired with:

T09 Separate Setting (small group) for SAT School Day

Description: Timed tests require a request for a specific amount of extra time.

Description: The mathematics section of the SAT School Day is administered using 50% extra time. This accommodation is time and one half—for example, an extension from 1 hour 20 minutes to 2 hours 1 minute (additional minute due to rounding).

Instructional practice: Students who need additional testing time on timed assignments and tests.

When to select: Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity because of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, or scribe).

Notes for implementation:

SAT School Day notes:

- Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.
- Students will be provided the entire amount of standard time for the mathematics sections plus 50% extended time (2 hours and 1 minute). **Once the standard time has elapsed for each section and the timer has entered the extended time, the student may end that test session at any point and proceed to the next section or break.**

T20 Extended time – Double Time (+100%) – whole test

Allowed for: SAT School Day and other timed tests

Required Accommodation Pairing: This accommodation must be paired with:

T03 Extra breaks for the SAT School Day **and**

T15 Extended breaks for the SAT School Day **and**

T09 Separate Setting (small group) for SAT School Day **or**

T10 Separate Setting (one-to-one) for SAT School Day

Description: Timed tests require a request for a specific amount of extra time.

Description: Each section of the SAT School Day is administered using 100% extra time. This accommodation is double time—for example, an extension from 1 hour test time becomes 2 hours.

Instructional practice: Students who need additional testing time on timed assignments and tests.

...See more next page

When to select: Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity because of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, or scribe).

SAT School Day notes:

- Extended time – Double Time +100% reading – when this accommodation (T20) is indicated in Test Day Tool Kit, extended time is automatically provided for all sections (reading, writing and language, and math) of the SAT School Day.
- Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.
- Students will be provided the entire amount of standard time for the both mathematics and the ELA sections plus 100% extended time. Once the standard time has elapsed for each section and the timer has entered the extended time, the student may end that test session at any point and proceed to the next section or break.
- Students with 100% Extended time for the whole test (T20) will automatically be given a “Nutrition Break” between the subject sections in Test Day Tool Kit. This cannot be waived.

T22 Extended time – Double Time (+100%) math section only

Allowed for: SAT School Day and other timed tests

Required Accommodation Pairing: This accommodation must be paired with:

T03 Extra breaks for the SAT School Day **and**

T09 Separate Setting (small group) for SAT School Day

Description: Timed tests require a request for a specific amount of extra time.

Description: The mathematics section of the SAT School Day is administered using 100% extra time. This accommodation is double time—for example, an extension from (1 hour 20 minutes to 2 hours 40 minutes).

Instructional practice: Students who need additional testing time on timed assignments and tests.

When to select: Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity because of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, or scribe).

Notes for implementation:

SAT School Day notes:

- Extended time – Double Time +100% math only
- Decisions about how much extended time is to be provided must be made on a case-by-case basis for each individual student—not by any category of students—keeping in mind the type of accommodations being provided, the disability involved, and the type of test.
- Students will be provided the entire amount of standard time for the mathematics sections plus 100% extended time. Once the standard time has elapsed for each section and the timer has entered the extended time, the student may end that test session at any point and proceed to the next section or break.



Section IV.

*West Virginia Alternate Summative Assessment
(WVASA)*

A decorative graphic at the bottom of the page consisting of several overlapping, semi-transparent, light blue and white curved shapes that create a sense of depth and movement.

Section IV. West Virginia Alternate Summative Assessment (WVASA)

When to Choose Alternate Assessment

West Virginia Board of Education Policy 2510, Assuring the Quality of Education: Regulations for Education Programs, provides a definition of a delivery system for assessment and accountability that ensures a thorough and efficient education for West Virginia public school students. According to this policy, all students must participate in state assessments, and for the vast majority of students, the *WVGSA* or the *SAT School Day* are the appropriate assessments. (All students under Section 504 plans and ELs without disabilities are expected to participate in the *WVGSA*, *SAT School Day*, *ELPA21*, *NAEP*, and other WV-MAP assessments.)

For students with disabilities qualifying under IDEA 2004, however, the IEP team must determine how a student will participate in the WV-MAP, including the possible use of an alternate assessment. The *WVASA* is specifically designed for students with the most significant cognitive disabilities whose performance cannot be adequately assessed through the *WVGSA* or *SAT School Day* instruments, even with accommodations. Students who are administered the *WVASA* must meet specific criteria to be determined eligible (see criteria below). The IEP team makes the decision regarding student eligibility. For students who meet these criteria, the *West Virginia Alternate Academic Achievement Standards (WVAAAS)* are determined more appropriate.

The IEP documents and identifies the appropriate assessments and accommodations needs of the student. Establishing eligibility for alternate assessment should include documentation of the student's individualized need to be instructed using the appropriate grade-level *West Virginia Alternate Academic Achievement Standards*, as well as assurances the student will be educated in the general curriculum to the greatest extent possible. Students with IEPs identified as eligible for the *WVASA* are not required to participate in other assessments in the WV-MAP which do not have alternate forms for students with significant cognitive disabilities. Yet, they cannot be prohibited from the opportunity.

Parent(s) or guardian(s) must be involved in and informed of all decisions regarding the use of the *WVASA* and made aware performance measures are based on the *West Virginia Alternate Academic Achievement Standards*. All implications of assessment decisions must be carefully explained to the parent and the student, including the student will graduate with an alternate diploma. For students designated to take the *WVASA*, the IEP must specify the student meets criteria for an alternate assessment, explaining why the student cannot participate in the *WVGSA* or *SAT School Day*, and document any accommodations used in accordance with MAE.4SA procedures.

Nothing in this guidance should be construed to indicate that students who qualify to participate in the *WVASA* would prohibit the same students from attempting to satisfy graduation requirements to earn a general diploma. West Virginia's graduation requirements are outlined in WVBE Policy 2510.

Eligibility criteria for WVASA

Students with significant cognitive disabilities whose performance cannot be adequately assessed through the *WVGSA* or *SAT School Day* even with accommodations may be considered for alternate assessment. Students with the most significant cognitive disabilities have a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behaviors are essential to live independently and to function safely in daily life. When adaptive behaviors are significantly affected, it means the individual is unlikely to develop the skills necessary to live independently and function safely in daily life. In other words, significant cognitive disabilities affect students both in and out of the classroom and across life domains, not just in academic domains.

Eligibility for participation requires the student to hold a current IEP, a multidisciplinary evaluation, and educational performance data that supports the decision for an alternate assessment.

WVASA Participation Criteria

Participation Criterion
1. The student has been evaluated and found eligible as a student with a disability under WVBE Policy 2419.
2. The student has a significant cognitive disability.
3. The student's significant cognitive disability severely impacts the student's educational performance and access to the curriculum.

The following are not allowable (or acceptable) considerations for determining participation in the WVASA:

- A disability category or label
- Poor attendance or extended absences
- Social, cultural, or economic difference
- Expected poor performance on the general education assessment
- Academic or other services student receives
- Educational environment, instructional setting, or percent of time receiving special education services
- English Learner (EL) status or native language
- Low reading/math/achievement level
- Anticipated disruptive behavior or emotional distress
- Impact of student scores on the accountability system
- Administrative decision
- Need for accommodations (e.g., assistive technology/Augmentative and Alternative Communication [AAC]) to participate in the general summative assessment

See [WVASA Eligibility Checklist](#) and [WVASA Eligibility Guidance](#) for further discussion points and guidelines for the IEP committee.

Students may be found eligible when all the criteria are met and there is evidence the student cannot participate in the *WVGSA*, *SAT School Day*, and other components of the WV-MAP, even with accommodations. The IEP should include documentation of the criteria in the above chart and any other reasons considered by the IEP team. An eligible student is one who has been determined by an IEP team to be unable, even with extended learning opportunities and significant instructional support, to make appropriate and meaningful progress in grade-level curriculum. An eligible student will receive instruction in curriculum from the West Virginia Alternate Academic Achievement Standards (Policy 2520.16) which are drawn from West Virginia College- and Career-Readiness Standards (Policy 2520).

An alternate diploma is formal documentation and recognition of an eligible student with significant cognitive disabilities that has met the requirements as set forth in WV Policy 2419. A student receiving an alternate diploma may continue their education until the student turns 21 years of age - that is the year in which the student is 21 years of age prior to September (see WVBE Policy 2510, Assuring the Quality of Education: Regulations for Education Programs section 13.22.b.). It is recommended students with disabilities who receive an alternate diploma participate in graduation ceremonies with their ninth-grade cohort peers.

West Virginia Alternate Summative Assessment

Students on alternate assessment take a computer-delivered summative assessment via [Dynamic Learning Maps \(DLM\)](#) for English language arts and mathematics in Grades 3-8 and 11 and science in Grades 5, 8 and 11. The alternate assessment system is an assessment program designed to validly measure what students with significant cognitive disabilities know and can do. The system provides accessibility by design and is guided by the core belief all students should have access to challenging, grade-level content, and educators adhere to the highest levels of integrity in providing instruction and administering assessments based on this challenging content.

The *WVASA* is for students with significant cognitive disabilities, students for whom general education assessments, even with accommodations, are not appropriate. Students taking the *WVASA* require extensive, direct instruction, and substantial supports to achieve measurable gains. These students learn academic content aligned to grade-level content standards, but at reduced depth, breadth, and complexity. The *West Virginia Alternate Academic Achievement Standards* are derived from WV College- and Career-Readiness Standards and are the learning targets for the assessments.

Having accessible content is essential to the success of the student. DLM has integrated accessible content by developing various testlet levels, grade appropriate vocabulary, multiple and alternate pathways to the nodes, and item writing guidelines based on universal design. Universal Design for Learning (UDL) is a “scientifically valid framework for guiding education practice that (a) provides flexibility in the ways students respond or demonstrate knowledge and skills, as well as in the ways students are engaged, and (b) reduces barriers in instruction, provides appropriate challenges, accommodations, and supports, and maintains high achievement expectations for all students, including students with disabilities and students who have limited English proficiency (Higher Education Opportunity Act, [HEOA, P.L. 110-315, §103(a)(24)].)” UDL is a framework that is critical to understanding how students with significant cognitive disabilities can achieve success with content standards.

The *Accessibility Manual* located on the state webpage <http://dynamiclearningmaps.org/westvirginia> provides guidance to state leaders, counties, educators, and IEP teams on the selection and use of accessibility tools available in the DLM system. Informed decision-making regarding accessibility is critical to ensure successful and effective participation in the assessment. It is important for educators to understand the full scope of how accessibility is provided through DLM assessment design and through tools selected online or provided offline to determine the most appropriate access for each student. Decision-making teams can use the manual to assist with the selection, provision, implementation, and evaluation of the effectiveness of accessibility tools in the alternate assessment for students with significant cognitive disabilities. Additional “how-to” information is provided in the *Test Administration Manual* on manipulatives, braille tests, language translation, and signing. The *Test Administration Manual* is located at <http://dynamiclearningmaps.org/westvirginia>.

The *Accessibility Manual* contains a six-step process for IEP teams, general and special education educators, test administrators, and county-level assessment staff to use in the selection, administration, and evaluation of the accessibility supports used in Kite Client by students with the most significant cognitive disabilities.

Step 1: Include Eligible Students in the WVASA

Step 2: Learn About the Accessibility Supports and the WVASA

Step 3: Discuss and Select Appropriate Supports: Considerations for IEP Teams

Step 4: Selecting and Viewing Supports in the Kite Client system

Step 5: Prepare for the Assessment: Using the Chosen Accessibility Supports

Step 6: Evaluate the Accessibility Supports Used After the Assessment

Steps 1 through 3 are intended to assist IEP teams in determining the appropriate accessibility supports for eligible students, and Steps 4 through 6 are a guide for the educator or test administrator in entering, using, and evaluating the selected supports. All IEP teams are expected to access the manual on the website for more information on accessibility.

Training requirements are included on the state website and are provided by the county test coordinator annually.

Accessibility tools for the assessment are provided via the Personal Learning Profile (PLP) and technology. The PLP consists of two sources of information: Personal Needs Profile (PNP) and First Contact Survey (FC). The First Contact Survey is used to collect background information about students who are eligible for WVASA. The survey goes beyond basic demographic information and includes questions on topics such as communication, assistive technology devices, motor and sensory impairments, and academic performance. Some questions from the First Contact Survey are used to determine a student's entry point, or initialization, into the assessment. This information is needed so the system knows how to customize each student's experience and can determine which test form, from the most appropriate linkage level, to deliver. Technology enriches the interaction between the student and the content by delivering a special user interface. After the educator completes the PNP and FC information, the system uses that information to route the student to a first test that provides an appropriate balance of accessibility and challenge for that student.

The PNP is used to select the appropriate accessibility tools and supports within the system, and thus to tailor each student's experience based on individual needs. It can be completed any time before testing begins. It can also be changed as a student's needs change. The access tools in the PNP are listed in four categories: display enhancements, language and braille, audio and environment support, and other supports. The accessibility tools and supports embedded into the DLM platform are available if the PNP indicates the student needs the support.

The assessment accommodations in the student's IEP should be reflective of the settings in the FCS and PNP.

For example, if the student requires embedded magnification setting in the PNP, the IEP should list P22 Enlarge text on computer screen.

Embedded available supports based on PNP for the DLM

Presentation

P22 Enlarge text on screen

Magnification – Magnification allows educators to choose the amount of screen magnification during testing. Educators can choose between a magnification of 2x, 3x, 4x, or 5x. Without magnification, the font is Report School, size 22. Scrolling may be required when the level of magnification is increased, and the entire item can no longer be seen on the screen. This will vary due to the level of magnification, the amount of text in the item, and the size of the screen. (See P23 for magnification options external from the Kite.)

P28 Use high contrast for online assessments

Invert color choice – the background is black, and the font is white. Images display with a white background in both ELA and mathematics.

Color contrast – allows educators to choose from several background and lettering color schemes.

Overlay color – is the background color of the test. The default color is white; educators may select the alternate colors blue, green, pink, gray, and yellow.

P13 Text-to-speech (TTS), including ELA reading passages

Spoken audio, read aloud with highlighting – Text to Speech (TTS) is read from left to right and top to bottom. There are four preferences for TTS: text only, text and graphics, graphics only, and nonvisual (this preference also describes page layout for students who are blind or have low vision). *For students on alternate assessment, this is allowed for all tested grades.*

Blue tooth connected headphones are not permitted on any state assessment. Cochlear implants and blue tooth hearing aids are exempt from this policy.

Tools requiring additional materials for the DLM

These tools include braille, switch system preferences, iPad administration, and use of special equipment and materials. These tools typically require prior planning and setup. These tools are all recorded in the PNP even though two-switch system is the only option activated by PNP.

P03 Use braille test booklet

Uncontracted braille – Testlets are delivered as .brf files and will need to be embossed by the test administrator.

P23 Use a magnifying device to enlarge assessment material

Magnification – allows students with visual impairments access to adjust using a Smart Board or other magnifier.

P47 Alternate form – visual impairment

Alternate form-visual impairment – When a student does not read braille but has a vision impairment that prevents them from interacting with the on-screen content. This option is used for some specific items and alternate forms are not provided at every essential element and linkage level.

R05 Use an abacus

Abacus (R05) is an allowable support.

R11 Assistive technology - alternate response options

Single-switch system – Single switch scanning is activated using a switch set up to emulate the “Enter” key on the keyboard. In PNP, educators can set scan speed, indicate whether scanning should begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping.

Two-switch system – Two-switch scanning does not require any activation in PNP. The system automatically supports two-switch step scanning, with one-switch set up to emulate the “Tab” key to move between choices, and the other switch set up to emulate the “Enter” key to select the choice when highlighted.

Administration via iPad – Students are able to take the assessment via an iPad. Other tablet options are not available at this time. Consider the fine motor skills of student prior to using iPad.

Adaptive equipment used by student – Educators may use any familiar adaptive equipment needed for the student. While educators are able to test devices beforehand, we cannot guarantee all devices are compatible (e.g., keyboard, mouse, touchpads).

Individualized manipulatives – Educators may use manipulatives that are familiar to students (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters, etc.).

Locally provided tools for the DLM

These tools require actions by the test administrator, such as reading the test, signing or translating, and assisting the student with entering responses. These tools are recorded in the PNP even though they are delivered by the test administrator.

P06 Have test presented through sign language, locally provided

Sign interpretation of text – Sign is not provided via the computer. For students who sign, test administrators may sign the content to the student using American Sign Language (ASL), Signed Exact English (SEE), or personalized sign systems.

P14 Human read aloud, including ELA reading passages

Human read aloud – If the student does not respond well to the synthetic voice, the test administrator may read the assessment to the student. For students on the WVASA, this applies to all grades.

P24 Use translator to present test

Language translation of text – For students who are English learners or respond best to a language other than English, test administrators may translate the text for the student. Language translations are not provided via the computer. For students on the WVASA, this includes using translators, bilingual word-to-word dictionaries and/or a trained test examiner who is proficient in providing a native language translation.

R04 Indicate responses to a scribe including writing assignments

Test administrator enter responses for student – If students are unable to select their answer choices themselves, they may indicate their selected responses through normal response types and/or forms of communication, such as eye gaze, and then test administrators are able to key in those responses. This should only be used when students are unable to record their responses independently and accurately into the system.

Partner-Assisted Scanning (PAS)/Scribing – PAS is a strategy in which test administrators assist students with scanning, or going through, students’ answer choices. Students make indications when their desired choices are presented. Please mark R11 for switch use.

R24 Calculator – 4 function calculator

Calculator - Test Information Pages (TIPs) will indicate on which problems a calculator may be used, so the test construct is not changed.

Timing and setting options are not defined in the DLM system because there are no timed or group tests, so any flexibility the student needs is permissible. For example, the student may take as many breaks as needed throughout the assessment. The system can sit inactive for up to 90 minutes before automatically logging the student out. If the system is allowed to “time out,” any progress in completing the testlet to that point will not be saved.

The following chart provides a crosswalk of current system codes which may assist teams in making accessibility decisions and provide guidance for monitoring of accommodations by aligning them to the individual needs identified on the PNP.

WVASA Accessibility Planning

Category 1: Embedded Support Tools of Kite
<input type="checkbox"/> P13 - Text to speech-spoken audio (synthetic text only, text & graphics or non-visual) <input type="checkbox"/> P22 - Magnification (Zoom) (2 X to 5 X; size 22 font is default) <input type="checkbox"/> P28 - Color contrast: allows invert, overlay or other choices of color
Category 2: Support Requires Additional Materials
<input type="checkbox"/> P03 - Braille paper booklet (uncontracted and delivered as a .brf file) <input type="checkbox"/> P23 - Magnification (using external device such as a Smart Board) <input type="checkbox"/> P47 - Alternate form-visual impairment <input type="checkbox"/> R05 - Abacus <input type="checkbox"/> R11 - Assistive technology - alternate response options (Single switch, two switch)
Calculators and manipulatives are allowed on specific items.
Category 3: Support Provided by Test Administrator
<input type="checkbox"/> P14 - Human read aloud, including ELA reading passages <input type="checkbox"/> P24 - Language translation <input type="checkbox"/> P50 - Test presented through sign language, locally provided; including ELA reading passages <input type="checkbox"/> R04 - Scribe <input type="checkbox"/> R11 - Assistive technology - alternate response options (Single switch, two switch) <input type="checkbox"/> R24 - Calculator
Timing/setting codes are available and allowable but not required since this is not a timed test. See time code T13 for Outside of traditional school setting (change in location such as home/hospital).

Tools Not Available in DLM

IEP teams may be accustomed to seeing longer lists of supports than are provided in DLM, especially when they consider accommodations students with disabilities may need for the general education assessments. Because students participating in the *WVASA* also have significant cognitive disabilities, many of these accommodations are not appropriate for DLM.

- Sign language using human or avatar videos on screen is not provided. Fewer than 2,000 students who participate in DLM use ASL. Many students who sign use Signed Exact English or personalized sign systems.
- Tactile graphics are too complex and abstract for most students who are blind or have low vision with significant cognitive disabilities. Instead, DLM incorporates the use of objects for concrete representations of content.
- Masking support is not available to students taking the DLM.

Decisions about supports not available on the *WVASA* were made using results from more than 50,000 *First Contact Survey* responses, feedback from national experts on sensory impairments who also have expertise in this population of students, and lessons learned from test administration observation studies.

Selecting Allowable Tools

For most students, the effective use of the PNP options allows for appropriate access, so the assessment is a meaningful indicator of the student's knowledge and abilities. For a limited number of students, educators may need to provide additional supports to provide access for their students.

When additional supports to the assessment process are needed, educators should follow two general principles:

1. The student should be expected to respond independently.
2. Supports should be familiar to the student because they have been used during routine instruction.

The following table describes some common allowable supports for testlets delivered directly to the student via computer. Further guidance on the delivery of these supports is provided in the *Test Administration Manual*. Educators should use the two general principles above and specific examples of allowable and non-allowable supports when planning test sessions for a student who needs additional supports.

Allowable Tools

Accessibility Issue	Allowable Support
The student has limited experience with motor skills for, and/or devices for interacting directly with the computer.	The test administrator may navigate the screens. The student may indicate answer choices to the educator and the educator may enter the responses on behalf of the student. The test administrator may only repeat the question as written until the student makes a choice.
The student is blind or has low vision and typically reads braille.	Until braille forms become available, the test administrator may read aloud using the tool available in Kite (synthetic) or human read aloud. The test administrator may use objects in place of graphics. Descriptions of graphics may be provided through synthetic read aloud or human read aloud using scripted descriptions. Once braille forms become available, further instructions will be provided on how to access those forms.
The student has a severe visual impairment and needs larger presentation of content than the 5x magnification setting provides.	The test administrator may use an interactive whiteboard or projector, or a magnification device. For familiar texts in ELA assessments, the test administrator may retrieve the texts from the DLM bookshelf in the Tar Heel Readers library and print the texts in the size the student needs.
The student uses sign language to communicate and has limited proficiency in reading text.	The test administrator may sign the text, spelling unfamiliar words and adapting or interpreting the language as needed based on the signs familiar to the student.
The student uses eye gaze to communicate.	The test administrator may represent the answer options in an alternate format or layout and enter the student's response.
The student needs special equipment for positioning (e.g., slant board) or non-computerized materials (e.g., Velcro objects on a board) to respond to questions.	The test administrator may use the equipment and materials familiar to the student. The student should still interact with the content on the screen, but the educator may navigate and enter answers the student has demonstrated outside the system.
The student uses graphic organizers, manipulatives, or other tools to complete academic work.	The test administrator may use the equipment and materials familiar to the student. The student should still interact with the content on the screen, but the educator may navigate and enter answers the student has demonstrated outside the system.

Not Allowed

The following tools **are not allowed**:

- Repeating the question again, even after the student has selected a response, prompting the student to choose a different answer.
- Using physical prompts or hand-over-hand guidance
- Removing answer options or giving content hints
- Using symbols, pictures, word or picture banks to represent answer options that appear as text in the testlet.
- Modifying the content of a performance task in a computer-administered testlet to help the student arrive at the correct response.

Information about delivering supports is provided in the *Test Administration Manual*. Additional tools not listed in this guide must be requested and educators may be asked to describe these supports to the county test coordinator to determine whether a special accommodations request is warranted.

Additional resources for test administrators, assessment coordinators, data coordinators, and technical liaisons are available on the DLM website under the *teacher* role filter results. Resources include required test administration materials such as the *Test Administration Manual* that provide additional information on assessing students who require braille, sign, and language translations. Step-by-step instructions on how to access the practice activities, released testlets, and teacher required training are available on the state webpage at <http://dynamiclearningmaps.org/westvirginia>.

Non-Standard Accommodation(s) Requests

IEP teams, Section 504 committees, and EL committees may request permission to use accommodations other than those included in this manual.

The request must come from the county test coordinator, county special education director, or Title III coordinator. The following information must be included in the request:

- Student's name, West Virginia Education Information System (WVEIS) number, school, and county
- Specific requested accommodation(s) – please include as much information as possible including descriptions of any devices (make and model numbers, names and version of apps required, etc.)
- Rationale for the request provided by the IEP team, Section 504 committee, or EL committee
- Verification the student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment, and is familiar with the accommodation(s)
- Impact on student's assessment results if the student is not permitted to use the requested accommodation(s)
- Send written requests to:

WVDE Office of Assessment
West Virginia Department of Education
Building 6, Suite 850
1900 Kanawha Boulevard East
Charleston, WV 25305-0330

These requests also can be emailed to Sonja Phillips at Sonja.phillips@k12.wv.us and your county test coordinator. Upon completion of the review of the request, the county test coordinator and/or the county Title III coordinator (EL students only) will be notified of the review committee's decision.

Please see [Appendix Q: Non-Standard Accommodation\(s\) Requests](#) for the appropriate form and signatures to submit.

WVASA Accessibility Tools Practice

Instructions on how to access the practice activities in Kite, released testlets, and teacher required training are available on the state webpage at <http://dynamiclearningmaps.org/westvirginia>.

This table of usernames/passwords is also available in the Guide to Practice Activities and Released Testlets. This information is used when logging into the Kite Student portal to evaluate different accessibility settings when determining the best fit of the supports.

English Language Arts and Mathematics Practice Activity Accounts

Username	Password	PNP Profile Supports Turned On
demo.sue29	wall3	None*
demo.sue28	sand3	Spoken audio: voice source = synthetic, read at start = false, spoken preference = text and graphics, audio for direction only = false Color contrast: green text on which background
demo.sue30	swept	Switch: scan speed = 4 seconds, auto scan = manual override, auto repeat scan frequency = infinity**
demo.sue31	topic	2x magnification
demo.sue33	void7	4x magnification and reverse contract
demo.sue34	nine7	Color overlay (green)
demo.sue35	jar71	Switch: scan speed = 5 seconds, initial delay = 5 seconds, auto repeat scan frequency = 2**
demo.sue36	stop3	Spoken audio: voice source = synthetic, read at start = false, spoken preference = nonvisual, audio for directions only = false
demo.sue37	after	5x magnification

*Demo student accounts are enrolled in English language arts reading, mathematics, science, and practice activities. Demo.sue29 can also access English language arts writing.

No special settings are required for two-switch users. Use **tab to navigate and **Enter** to select. Two-switch users may use any of the demo logins above except demo.sue30 and demo.sue35 because those two logins are especially for single-switch scanning users.

The *Accessibility Manual* describes the PNP Profile settings in detail.

Section V.

ELPA21/Alt-ELPA21 -

English Learner Proficiency Assessment

Section V. Guidelines for Supporting and Accommodating English Learner (EL) Students

An English learner student is defined in two West Virginia Board of Education (WVBE) policies: Policy 2340, West Virginia Measures of Academic Progress (WV-MAP); and Policy 2417, Regulations and English Language Proficiency Standards for English Learners. These policies are based on the federal government definition as described in Public Law 107-110, the Elementary and Secondary Education Act (ESEA).

According to this definition, a student with limited English proficiency is classified as one who

- is age 3 through 21;
- is enrolled or preparing to enroll in an elementary school or secondary school; and
- was not born in the United States;
- whose native language is a language other than English;
- who is an American Indian or Alaska Native or a native resident of outlying areas;
- who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;
- who is migratory, whose native language is a language other than English and who comes from an environment where a language other than English is primary; or
- whose difficulties speaking, reading, writing, or understanding the English language are significant enough to deny the individual the ability to meet the state's proficiency level of achievement on state assessments;
- the ability to achieve successfully in classrooms where the language of instruction is English; or
- the opportunity to participate fully in society.

Federal Inclusion Requirements for English Learner Students

Federal provisions for inclusion and accommodation of English learner students were first required in the 1994 reauthorization of ESEA, The Improving America's Schools Act of 1994 (IASA), then updated in 2001 in NCLB, and updated again in 2015 with Every Student Succeeds Act (ESSA).

According to a guidance document from the U. S. Department of Education (2007, p. 3), under Title I of ESEA, states must include English learner students in their assessments of academic achievement in reading/language arts and mathematics, and must provide English learner students with appropriate accommodations including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what English learner students know and can do in the academic content areas until they have achieved English language proficiency.

West Virginia Inclusion Requirements for English Learner Students

All ELs participate in WV-MAP at the grade level in which they are enrolled. English learners with disabilities have an Individualized Education Program (IEP) or a Section 504 Plan for English learners with disabilities, it is recommended IEP and Section 504 committees include an English learner specialist.

West Virginia Inclusion Requirements for English Learner Students with the Most Significant Cognitive Disabilities

The U.S. Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (2015), requires state education agencies to annually assess English proficiency of all students identified as English learners, including those with the most significant cognitive disabilities (Section 3111(b)(2)(G)). The Every Student Succeeds Act requires states to provide an alternate English language proficiency assessment for English learners with the most significant cognitive disabilities; these students are unable to participate in the general English language proficiency assessment even with appropriate accommodations.

English learners with the most significant cognitive disabilities are an understudied population for a number of reasons. Identifying this population of students is a challenge, in part because an explicit definition of this population of students has not been established at the federal or the state level. As a result, understanding the educational experiences and outcomes of English learners with the most significant cognitive disabilities remains daunting, in part because most states have not established processes for identifying and tracking the progress of this student population (Thurlow, et al., 2016). In response, Christensen, Gholson, Shyyan have defined English learners with the most significant cognitive disabilities as “individuals who have one or more disabilities that significantly limit their intellectual functioning and adaptive behavior as documented in their Individualized Education Programs, and who are progressing toward English language proficiency in speaking, reading, writing, and understanding” (2018).

The Alternate English Language Proficiency Assessment (*Alt-ELPA*) is intended for English learners with the most significant cognitive disabilities.

English learners with the most significant cognitive disabilities are students:

- who are not proficient in the English language and have been identified as needing English language development services;
- who meet the Federal definition of an English learner (ESEA as amended by ESSA §8101(20) and 20 USC 20);
- who meet the state definition for having a most significant cognitive disability as determined by the student’s Individualized Education Program (IEP) team; and
- whose IEP teams have determined an alternate assessment is appropriate for the student.

The need to participate in the Alt ELPA instead of the state’s general ELP assessment (with or without accommodations) is not primarily the result of the following:

- Time of arrival in U.S. schools
- Language and cultural differences
- History of limited or interrupted formal schooling
- Low English language proficiency or literacy level without the presence of significant cognitive disability
- Student’s ability to exit from English learner services
- Excessive absenteeism
- Poor performance or impact on accountability system

...see next page

- Disability category label
- Special education placement or services
- A single person (e.g., principal, teacher) making the decision.

Parents should be provided with information about the *Alt-ELPA* in a culturally and linguistically appropriate manner.

The Role of the EL Committee in Assigning Accommodations

The provision of testing language supports is one of the primary strategies for increasing the likelihood English learners are tested on their knowledge of the content rather than their proficiency in English. Effective tools for EL students address the unique linguistic and sociocultural needs of the student by reducing construct-irrelevant variance due to language, without altering the test construct. Decisions about supports should not be made by an individual. Decisions should be made by the EL committee responsible for planning the student’s academic program. The role of the EL committee is to discuss the language supports a student may need for state testing, decide which tools will be offered to the student, and document the process. The committee should coordinate with all teachers of English learners to ensure these students use the language supports as part of classroom instruction. The day of the assessment should not be the first time an EL student uses the language support(s) called for in their EL plan.

What Are Accommodations?

Accommodations are changes in procedures or materials that increase equitable access during the ELPA21 assessments and generate valid assessment results for students who need them. Accommodations are for students for whom there is documentation of need on an IEP or Section 504 accommodation plan so these students show what they know and can do on the *ELPA21* assessments.

Who Makes Decisions About Accommodations for EL students with IEP/504 Plans?

IEP teams and educators for Section 504 plans make decisions about accommodations. For ELs with disabilities, these teams should include an expert in English language acquisition. These decision makers provide evidence of the need for accommodations and ensure they are noted on the IEP or Section 504 plan. Decision makers are responsible for entering information on accessibility tools and accommodations for *ELPA21* from the IEP/Section 504 plan into the PNP so all needed tools and accommodations can be activated prior to testing. This can be accomplished by identifying one person (for example, a team member or a test coordinator who will follow the state’s security guidelines) to enter information into the PNP prior to testing.

Step One —Select appropriate accommodations

When making decisions about supports, the EL committee should consider the student’s level of proficiency in both English and their native language, asking themselves the following three questions:

Question 1. *What is the student’s English language proficiency level according to ELP assessment?*

Is it *Level 1, Level 2, Level 3, Level 4, or Level 5* for a particular domain?

Question 2. *Can the student read or write proficiently in their native language?*

Research indicates native language supports can validly support English learner’s access to an assessment offered in English (Acosta, Rivera, & Willner, 2008).

Even if bilingual instruction is not a part of the student’s EL plan, the EL committees should consider the role of the native language when determining English-as-a-second language (ESL) services. Baseline information—for example, writing samples the student produced during the initial language proficiency placement and identification process, or in the classroom—can be obtained to indicate whether the student has any proficiency in reading and writing their native language. The EL committee should use this information about the student’s native language literacy to determine whether supports, such as use of a bilingual word-to-word dictionary or an electronic translator, would be helpful to the student during instruction and assessment. Basic guidelines include the following three native language proficiency categories:

1. *Strong* native language proficiency—The student can speak and read proficiently in their native language.
2. *Intermediate* native language proficiency—The student has strong native language oral skills but limited native language reading skills.
3. *Limited* native language proficiency—The student has limited native language speaking and reading skills.

In summary, the EL committee identifies both the student’s English and native language proficiency levels to select the supports that have been identified as best for supporting EL students.

Question 3. *How might you increase the likelihood the supports will be used effectively during the assessment?*

Research indicates there are a number of student background factors that can help ensure the usefulness of supports to the student. Grade or age, time in U.S. schools, and affective needs may all affect the student’s ability to use language supports. For example, older students sometimes refuse accommodations due to the embarrassment of receiving additional support in front of classmates. Students who have just arrived in the U.S. need to gain familiarity with U.S. testing practices and expectations. Anxiety can raise an English learner’s affective filter and impact test performance. To ease these barriers consider taking the following approaches:

- Include the student in the process of assigning supports to ensure use of the support and student understanding of its use.
- If the student is unfamiliar with standardized testing, provide test preparation activities prior to the assessment. Offer opportunities to use the supports(s) available to the student prior to the assessment, during classroom instruction and assessment.
- When appropriate, administer tests in special settings with specialized personnel, in small groups or individually.

Step Two - Document the reasons for supports selected

After assigning supports by category (Step One), be sure to consider other student background characteristics such as (a) time in the United States, (b) student's affective needs, (c) student's academic capacity, (d) age and maturity, (e) sociocultural background, and (f) transitory or migrant status.

In the documentation, the committee must articulate the reasons for differentiating support for this student by providing answers to the following questions:

1. What does this individual student need to show us what they really know?
2. If provided, will the support change what the test is trying to measure?
3. If appropriate, has the student had prior experience using this support?

Step Three – Submit EL assessment participation form

Document the support(s) selected in the student's EL Personal Needs Profile Form ([Appendix W: EL Plan Participation Forms](#)) included in this document. Review administrative directions or requirements that should be communicated to the school/county test coordinator or the person administering the test to the student. The supports selected on the EL Personal Needs Profile Form should be transferred to the WVEIS EL Screen for students to access the assigned supports on the assessment.

Providing Supports for the English Language Proficiency Assessment

Both Titles I and III of the Elementary and Secondary Education Act (ESEA) require states and local education agencies to assess annually the English language proficiency of all ELs in the state enrolled in public schools in Grades kindergarten through twelve in the domains of Speaking, Listening, Reading, and Writing (Sections 1111(b) (7) and 1123(b)(3)(D) of the ESEA).

West Virginia's English Language Proficiency Assessment (*ELPA21*) provides a series of universal tools (available to all students) and supports (available for individual students that must be assigned to students in advance of the testing) that seek to enhance the accessibility of the assessment for English learners.

Universal tools are accessibility tools of the *ELPA21* that are either provided digitally through the assessment technology (embedded) or non-digitally at the local level (non-embedded). Universal tools are available to all students based on student preference and selection.

Table 1 lists the embedded universal tools available to all students for digitally delivered *ELPA21* assessments. It also includes a description of each tool. Although these tools are generally available to all students, educators may determine one or more might be distracting for a particular student, and thus might indicate the tool should be turned off for the administration of the assessment to the student.

Embedded Universal Tools for the *ELPA21*

Table 1. Embedded Universal Tools for the <i>ELPA21</i>	
Available to All Students	Description
Amplification	The student raises or lowers the volume control, as needed, using headphones.
Answer choice eliminator	The student uses this tool to eliminate those answer choices that do not appear correct to the student.
Audio support	<p>The student uses this tool to hear pre-recorded audio of most tasks. Except for the text in drag-and-drop text and the text in a word bank, audio support is available for the following:</p> <p>Speaking – most tasks have audio support for most (but not all) components;</p> <p>Listening – all tasks have audio support for all components; all tasks can be replayed an unlimited number of times;</p> <p>Writing – all tasks have audio support for all components except for inline editing tasks; and</p> <p>Reading – audio support is available only for read-along tasks and for all kindergarten tasks and items.</p>
Digital notepad	The student uses this tool as virtual scratch (lined or unlined paper) paper to make notes or record responses. The digital notepad is item-specific and is available through the end of each test domain. Notes are not saved when the student moves on to a different test domain or after a break of more than 20 minutes.
Expandable passages	Each passage or stimulus can be expanded so it takes up a larger portion of the screen. Typically, the screen is split between the passage on the left and the questions on the right. This tool is accessed via a small arrow at the top left of the passage half of the screen the student may select to have the passage be expanded in order for it to be viewed on the whole screen.

Table 1. Embedded Universal Tools for the <i>ELPA21</i>	
Available to All Students	Description
Flag for review	The student is able to flag items for future review during the assessment. Markings are not saved when the student moves on to another test domain, or after pausing the test for more than 20 minutes.
Highlighter	The student uses this digital tool for marking desired text, items, or response options with the color yellow. Highlighted text remains available throughout the test.
Keyboard navigation	The student is able to navigate throughout test content by using a keyboard, e.g., arrow keys. This tool may differ depending on the testing platform.
Writing tools	The student uses writing tools to format and edit written responses, including cut and paste, copy, underline, italicize, bold, and undo/redo. These tools may differ depending on the testing platform.
Zoom (item-level)	The student can enlarge the size of text and graphics on a given screen. This tool allows students to view material in magnified form on an as-needed basis. The student may enlarge test content at least fourfold. The system allows magnifying tools to work in conjunction with other accessibility tools and accommodations.

Non-Embedded Universal Tools for the *ELPA21*

Some universal tools may need to be provided locally outside of the computer administration system. These tools are shown in Table 2. They can be made available to any student.

Available to All Students	Description
Scratch (lined or unlined paper) paper	The student uses scratch (lined or unlined paper) paper to make notes or record responses. All scratch (lined or unlined paper) paper must be collected and securely destroyed at the end of each test domain to maintain test security. The student receives one sheet (or more as needed) of scratch (lined or unlined paper) paper. A marker, pen, or pencil should be provided as well. The student can use an assistive technology device to take notes instead of using scratch (lined or unlined paper) paper as long as the device is approved by the <i>ELPA21</i> consortium. Test administrators must ensure all the notes taken on an assistive technology device are deleted after the test.
Technological assistance with test navigation	Students in kindergarten through 12th grade without the necessary computer skills to participate in <i>ELPA21</i> may have a trained test administrator help with mouse point-and-click and drag-and-drop, on screen tool/button navigation (i.e., back, next, submit, start/stop recording, play speaking recording), and keyboarding (Grades 2-12). The test administrator is allowed to assist only with the technology as indicated by the student and must never assist with actual answer responses. Choosing answers for a student is a test impropriety and will result in an invalid assessment.

Embedded Accommodations for EL Students

Accommodations for the *ELPA21* assessments are those tools (embedded and non-embedded) that are available for use by any student for whom the need has been indicated by an educator (or team of educators including the parent/guardian and student). Accommodations for EL students must be assigned to a student in advance of test administration by trained educators or teams using a consistent process. Table 3 shows the *ELPA21* accommodations for EL students. It includes a description of each tool along with recommendations for when a student might benefit from using the tool.

Additional accommodations may be available for those students who also have an identified disability and qualify for an IEP.

Table 3. Embedded Accommodations Identified in Advance for the *ELPA21*

Embedded Accommodation for EL Students	Description	Recommendations for Use
Enlarge text on computer screen (P22)	The test platform is pre-set to be enlarged for the student before the test begins. The default size for the test is 75, 90, 100. Additional options include: 110, 125, 150, 200.	Students with visual impairments may need to increase the size of text and other item tools beyond the 4X zoom universal tool provided by the test platform. A larger computer screen may be needed for this tool to function effectively.
High color contrast (P28)	The student can adjust the text color and screen background color based on the student's need. The color contrast options, in addition to the default black text on white background, include: <ul style="list-style-type: none"> • black text on yellow background; • black text on light blue background; • black text on light pink background; • black text on green background; and • white text on black background. Selection is made in the administration tool on the student screen.	Students with attention difficulties may need this tool 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 specific text and background color combinations meet the student's needs.

Embedded Accommodation for EL Students	Description	Recommendations for Use
Masking (P37)	The student can block off answer choices.	Students with attention difficulties may need to mask answer choices that may be distracting during the assessment. This tool also may be needed by students with print disabilities (including learning disabilities) or visual impairments.
Line tracker (P44)	The student can use this tool as a guide when reading text.	Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading.

Non-Embedded Accommodations for students with EL plan

Some accommodations for students with EL plans may need to be provided outside of the digital-delivery system. These tools are shown in Table 4. They are to be provided locally for those students unable to use the embedded accommodations. These are identified in advance of testing.

Additional accommodations may be available for those students who also have an identified disability and qualify for an IEP.

Table 4. Non-Embedded Accommodations for students with EL plan for the *ELPA21*

Non-Embedded Accommodations for EL Students	Description	Recommendations for Use
Color overlay (P39)	The student can overlay a semi-transparent color onto paper-based test content or the screen/monitor for computer-based assessments.	This tool only works with black text on white background.
Magnification device (P23)	The student adjusts the size of specific areas of the screen (e.g., text, formulas, tables, and graphics) with an assistive technology device. Magnification increases the size beyond the zoom.	Students with visual impairments may need to increase the size of text and other tools beyond the 4X zoom.
Translated test directions (P30)	Translation of general test directions (not item prompts or questions) is a language support available to students prior to starting the actual test. Test directions can be provided either by being read aloud or signed by a test administrator who is fluent in the language. Translations may be provided by a human, an app (i.e. Google Translate) or the test platform (where available).	Students who have limited English language skills can use the translated directions tool.
Directions presented through certified sign language (P16)	Translated directions are written posted PDF documents in the administration area of the system. Translated directions are available only for SAT School Day.	

Non-Embedded Accommodations for EL Students	Description	Recommendations for Use
Noise buffer (P42)	The student uses noise buffers to minimize distraction or filter external noise during testing. Noise buffer must allow the student to hear listening items.	Students who are distracted by external noises within the testing environment may need noise buffers (e.g., mufflers, student spacing).
Human read aloud - excluding ELA reading passages (P02)	<p>The student has test content that is provided by an audio file in a computer-based test, read by a qualified human reader.</p> <p>(See Accessibility and Accommodations Manual for the ELPA21 assessment for additional information – Appendix C.)</p>	<p>Students who use the paper-and-pencil version of the test can have the same test content read aloud that is supported through audio in a computer-based version. Except for the text in drag-and-drop text and the text in a word bank, audio support is available for the following:</p> <p>Speaking – all tasks have audio support for all components;</p> <p>Listening – all tasks have audio support for all components;</p> <p>Writing – all tasks have audio support for all components except for inline editing tasks; and</p> <p>Reading – audio support is available only for read-along tasks and for all kindergarten tasks and items.</p> <p>If a human reader is selected, that person must have appropriate experience providing read aloud support and must sign a document verifying adherence to state policy or practice to ensure test security and ethical practices.</p>
Separate setting - student reads test aloud (T10).	The student reads the test content aloud. This tool must be administered in a one-on-one test setting.	Students who are beginning readers may need to hear themselves read to comprehend text. Students who tend to rush through assessments and not read text fully may need to read the test aloud.

Non-Embedded Accommodations for EL students with an IEP or Section 504 Plan

Table 5 shows the *ELPA21* non-embedded accommodations. 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. Non-Embedded Accommodations Available with an IEP or Section 504 Plan for the ELPA21

Non-Embedded Accommodations Available with an IEP or Section 504 Plan	Description	Recommendations for Use
Assistive technology - alternate <u>response</u> options (R11)	<p>The student is able to use assistive technology. For example, typing on customized keyboards, assistance with a mouse, mouth or head stick or other pointing devices, sticky keys, touch screen, trackball, or voice recognition.</p> <p>Do not select this code just because the student has a read aloud (i.e., P01 or P13...etc.) accommodation code without other ALTERNATE RESPONSE DEVICE needs. This code is for the <u>response</u> supports only and read aloud supports are a <u>presentation</u> support.</p>	Students who have difficulty manipulating a mouse or standard keyboard may need an alternative device.
Braille paper test booklet (P03)	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, thermoform, or refreshable braille). Both contracted and uncontracted braille (English Braille, American Edition) are available; Unified English Braille is the WVDE default version.	Students who are blind or have low vision may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
Large print paper test (P19)	A large print form of the test is provided to the student with a visual impairment. The font size for the large print form is 18 point on paper sized 11 x 17.	<p>Students with visual impairments who may not be able to use zoom or magnifying devices to access the test and may need a large print version of the form.</p> <p>This must be ordered in TIDE by the county test coordinator.</p>

Non-Embedded Accommodations Available with an IEP or Section 504 Plan	Description	Recommendations for Use
Scribe (R04)	The student dictates her/his responses to an experienced educator who records verbatim what the student dictates.	<p>Students who have documented significant motor or language 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 to a human, who then records the students' responses verbatim either in the test platform or on paper.</p> <p>Students using this accommodation may need additional time to complete the assessment. For these students, dictating to a scribe is the only way to demonstrate their composition skills.</p>

Providing Supports for the WVGSA and the SAT School Day

Please refer to the *WVGSA* and the *SAT School Day* sections for details related to universal tools and accommodations that are available for English learners.

Providing Supports for ELs with an IEP or Section 504 Plan

Please refer to the accommodating students with disabilities section for details related to providing accommodations for English learners with disabilities.

Non-Standard Accommodation(s) Requests

IEP teams, Section 504 committees, and EL committees may request permission to use accommodations other than those included in this manual.

The request must come from the county test coordinator, county special education director, or Title III coordinator. The following information must be included in the request:

- Student's name, West Virginia Education Information System (WVEIS) number, school, and county,
- Specific requested accommodation(s) – please include as much information as possible including descriptions of any devices (make and model numbers, names and version of apps required, etc.),
- Rationale for the request provided by the IEP team, Section 504 committee, or EL committee,
- Verification the student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment, and is familiar with the accommodation(s), and
- Impact on student's assessment results if the student is not permitted to use the requested accommodation(s),
- Send written requests to:

WVDE Office of Assessment
West Virginia Department of Education
Building 6, Suite 850
1900 Kanawha Boulevard East
Charleston, WV 25305-0330

These requests also can be emailed to Sonja Phillips at Sonja.phillips@k12.wv.us and your County Test Coordinator.

Upon completion of the review of the request, the county test coordinator and/or the county Title III coordinator (EL students only) will be notified of the review committee's decision.

Please see [Appendix Q: Non-Standard Accommodation\(s\) Requests](#) for the appropriate form and signatures to submit.



Section VI.

*West Virginia General Summative Assessment,
Grades 3-8*

A decorative graphic at the bottom of the page, consisting of a large, light gray, semi-transparent rectangular area. Inside this area are several overlapping, curved, wavy shapes in various shades of gray, creating a layered, abstract effect.

Section VI. West Virginia General Summative Assessment *Grades 3-8*

Overview

The *WVGSA* includes individual content assessments in the areas of English language arts (ELA), mathematics, and science that measure a student's levels of performance on clearly defined standards, objectives, and skills.

Student scores in mathematics and English language arts are based on test questions aligned to WVCCRS. The ELA and mathematics assessments include technology-enhanced items and constructed response items. The *WVGSA* ELA portion includes an ELA Reading test and an ELA Writing test. Student performance on both these tests are combined to report an overall ELA proficiency score.

Student scores in science are based on test questions that have been developed and aligned to the West Virginia College and Career Readiness Standards for Science. The science assessment is a grade band test based on a matrix design and includes item cluster and standalone items.

Students enrolled in Grades 3 through 8 shall participate in the *WVGSA* at the grade level in which they are enrolled unless they have been found to be eligible to participate in the *WVASA* ([See Section IV](#)).

All content area assessments are delivered on the same computer platform. The assessment results provide information about a student's academic strengths, as well as areas that need improvement. The parent/guardian will receive a student report that indicates levels of performance in each of the content areas of the *WVGSA*. Results of the tests are used by educators to improve student learning and academic performance.

Universal tools are available to all students based on student preference and selection. [Please review this section on Universal Tools.](#)

Accommodations are changes in procedures or materials that increase equitable access during the 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.

Accommodations for the *WVGSA* differ for each content area assessment. It is important to be aware of and understand these differences to ensure the needs of all students are being met and the proper accommodations are selected and provided both in terms of instruction and assessment. Universal tools and accommodations may be either embedded in the test administration system or provided locally (non-embedded).

Accommodations - Available to Students with a Plan for WVGSA

Accommodations are changes in procedures or materials that increase equitable access during the assessments. In addition, some students with disabilities will need accommodations, which must be specified in an IEP or Section 504 plan. **All embedded accommodations must be identified and activated prior to testing.** Accommodations do not alter what the test measures or how the test is scored or reported. Allowable accommodations are listed below.

Accommodations are those tools that are available for use by any student for whom the need has been documented on a plan by a team of educators with parent/guardian and student. This would include IEP teams, Section 504 committees, and EL committees. Embedded and non-embedded accommodations must be entered into the WVEIS IEP. Once the WVEIS IEP is finalized, the accommodations appear in WVEIS and are displayed for verification in the ACC.OMS app.

Any **non-embedded accommodation** must be identified prior to testing and must be provided locally during test administration.

Who Makes Decisions About Accommodations for Students with an IEP or a Section 504 Plan?

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

Table A: Embedded Accommodations for WVGSA			
Code	Embedded Accommodations WVGSA Grades 3-8	Description	Recommendations for Use
P01 (Do not pair with P13)	Text-to-speech, excluding ELA reading passages <i>(for mathematics stimuli items and ELA items, not for reading passages)</i>	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. Read P01 for further guidance Bluetooth* connected headphones are not permitted on any state assessment. *Cochlear implants and Bluetooth hearing aids are exempt from this policy.	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This accommodation also may be needed by students who are blind or have low vision and do not yet have adequate braille skills. This accommodation will likely be confusing and may impede the performance of students who do not regularly have the accommodation during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting.

Table A: Embedded Accommodations for WVGSA			
Code	Embedded Accommodations WVGSA Grades 3-8	Description	Recommendations for Use
P03 (do not pair with P17 or P35)	Braille: Embossed, paper-based books; Contracted braille fixed form	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 code is available for mathematics.	For students who are blind or who have low vision and read braille fluently or choose braille as their primary mode of reading. 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 use of this accommodation may result in the student needing additional overall time to complete the assessment.
P17	Refreshable or embosser using embedded technologies Non-contracted braille, fixed form via computer		<i>For content with images, braille will be presented via embosser file via Print on Demand (P40) or Paper-booklet for tactile graphics (P35); embosser-created braille can be used for ELA also.</i> The type of braille presented to the student (contracted or non-contracted) is set in TIDE. The default is always contracted. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
P35	Paper booklet for tactile graphics (mathematics only)		P03 and P35 books must be ordered in TIDE by the county test coordinator. Contact the Office of Assessment for assistance.
P13 (Do not pair with P01)	Text-to-speech, including ELA reading passages	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. Blue tooth* connected headphones are not permitted on any state assessment. *Cochlear implants and Bluetooth hearing aids are exempt from this policy.	Text-to-speech is available as an accommodation for students whose need is documented in an IEP or Section 504 plan. Students who use text-to-speech will need headphones unless tested individually in a separate setting. Read P13 for further guidance.
P22	Enlarge test on computer screen	Test (text and graphics) is presented with larger fonts.	Students with vision impairments who are accustomed to this accommodation to interact with material. Note: use of P22 will automatically activate P43 (Streamline mode) in Cambium’s testing platform.

Table A: Embedded Accommodations for WVGSA			
Code	Embedded Accommodations WVGSA Grades 3-8	Description	Recommendations for Use
P28	Color contrast	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 accommodation 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.
P32	Embedded Spanish Translations for computer-based assessments <i>(Spanish-only; math and science subjects only)</i>	Translations are a language accommodation. Spanish translations are available only on the “B” forms of the non-summative modules from Cambium.	For students whose primary language is not English and who use dual language supports in the classroom, use of the embedded (dual language) translations may be appropriate. Students participate in the assessment regardless of the language. This accommodation will increase reading load and cognitive load. The use of this accommodation may result in the student needing additional overall time.
P34	American Sign Language (ASL) <i>(for ELA Listening items and mathematics items)</i>	Test content is interpreted into 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 have hearing loss 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 have hearing loss, viewing signs is the only way to access information presented orally. It is important to note, however, some students who have hearing loss 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.

Table A: Embedded Accommodations for WVGSA

Code	Embedded Accommodations WVGSA Grades 3-8	Description	Recommendations for Use
P36	Closed captioning <i>(for ELA Listening items)</i>	Printed text that appears on the computer screen as audio materials are presented.	Students access audio content via reading words that appear in synchrony with the audio presentation. For many students who have hearing loss, viewing words (sometimes in combination with reading lips and ASL) is how they access information presented orally. It is important to note, however, some students have hearing loss 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.
P37	Masking	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students can 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 accommodation 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 as all navigational buttons and menus.
P43	Streamline	This accommodation provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.	This accommodation may benefit a small number of students who have specific learning and/or reading disabilities in which the text is presented in a more sequential format.
P44	Line tracker	Provides a line tracker for students who need assistance in visual tracking and reading.	This accommodation may benefit English learners or students with disabilities who have specific learning or reading difficulties.
R20	Multiplication table <i>(Grades 4-8 mathematics items)</i>	A single digit (1-9) multiplication table will be available for reference for Grades 4-8 mathematics items.	For students with a documented and persistent calculation disability (i.e., dyscalculia). This table can also be printed for students requiring this accommodation from the Cambium resources page.

Table A: Embedded Accommodations for WVGSA			
Code	Embedded Accommodations WVGSA Grades 3-8	Description	Recommendations for Use
R21	Permissive mode for secure browser	Permissive mode is an accessibility support option that allows students to use accessibility software while using the secure browser environment.	This is an accommodation for students who have motor or processing disabilities which make traditional methods of accessing instructional and assessment materials difficult.
R23	100s number table (Grades 4-8 mathematics items)	A table listing numbers from 1–100 for Grades 4-8 mathematics items.	The 100s number table is to be used for students with visual processing or spatial perception needs as documented in their IEP or Section 504 plan. The table can also be printed for students requiring this accommodation from the Cambium resources page.
R31	Embedded speech-to-text	Streaming speech-to-text applications are designed for real-time recognition purposes, such as capturing live audio from a microphone. Streaming recognition provides interim results while audio is being captured, allowing results to appear, for example, while a user is still speaking. Blue tooth connected microphones are not permitted on any state assessment.	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.

Table B: Non-Embedded Accommodations for WVGSAs

Code	Non-Embedded Accommodations WVGSAs	Description	Recommendations for Use
P02	Human Read aloud, excluding ELA reading passages (for mathematics items and ELA items, not for reading passages)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines. All the content may be read aloud <u>except ELA reading passages</u> . See Read aloud protocol in Appendix C .	<p>Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This accommodation also may be needed by students who are blind or have low vision and do not yet have adequate braille skills.</p> <p>If not used regularly during instruction, this accommodation is likely to be confusing and may impede the performance on assessments.</p> <p>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.</p> <p>The use of this accommodation may result in the student needing additional overall time to complete the assessment.</p>
P06	Have test presented through sign language; excluding ELA passages	For students who have hearing loss and use sign as their primary mode of communication.	Locally provided interpreters, certified (in accordance with Policy 5202), are allowed <i>– in lieu of the embedded ASL videos</i> when IEP documentation indicates ASL is not the student’s primary language or for EL.
P14	Human read aloud, including ELA reading passages (for ELA reading passages, all grades)	Text is read aloud to the student by a trained and qualified human reader who follows the test administration and read aloud guidelines. All or portions of the content may be read aloud. Read P14 for further guidance .	<p>Read aloud is available as an accommodation for students whose need is documented in an IEP or Section 504 plan.</p> <p>A student should have the option of asking a reader to slow down or repeat text.</p> <p>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.</p> <p>Readers should be provided to students on an <i>individual basis</i> – not to a group of students.</p>
P15	Item specific directions read aloud	A trained examiner reads aloud, verbatim, the item directions contained within the test.	Students who are struggling readers may need assistance accessing the assessment. Having a human reader for item specific test directions may assist students in accessing the assessment.

Table B: Non-Embedded Accommodations for WVGSA

Code	Non-Embedded Accommodations WVGSA	Description	Recommendations for Use
P16	Directions presented through sign language, locally provided	A qualified examiner presents test directions in sign language.	For students who have hearing loss who receive this accommodation from an interpreter.
P18	Simplified test directions	The test administrator simplifies or paraphrases the test directions found in the test administration manual according to the Simplified Test Directions guidelines.	Students who need additional support understanding the test directions may benefit from this resource. This accommodation may require testing in a separate setting to avoid distracting other test takers.
P19	Large print paper test	The student uses a large print paper version of the assessment.	For a student who needs a large print paper-pencil version of the assessment due to a vision impairment. This must be ordered in TIDE by the county test coordinator.
P21	Screen-reading software	The size of font and or specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student. Screen-enlarging software may involve the use of enlarged computer monitors or computers with screen-enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.	For students with vision impairment and for whom computer screen adjustment is the typical mode of navigating and accessing onscreen written material.
P23	Magnification	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device. Magnification allows increasing the size to a level not provided for by the Zoom universal tool.	Students used to viewing enlarged text or graphics, or navigation buttons may need magnification to comfortably view content. This accommodation also may meet the needs of students with visual impairments and other print disabilities. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

Table B: Non-Embedded Accommodations for WVGSA

Code	Non-Embedded Accommodations WVGSA	Description	Recommendations for Use
P27	Approved bilingual/dual language word-to-word dictionary, for directions only	A bilingual/dual language word-to-word/word-to-sign dictionary is a language support. A bilingual/duallanguage word-to-word dictionary can be provided for the <u>directions only</u> on all portions of WVGSA.	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 accommodation may result in the student needing additional overall time to complete the assessment.
P30	Translated test directions	Bilingual adult can read to student. Translations may be provided by a human, an app (i.e. Google Translate) or the test platform (where available).	Students who have limited English language skills (whether designated as ELs or ELs with disabilities) can use the translated test direction if a biliterate adult trained in test administration can read the test directions to the student. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
P35	Braille computer-based, fixed form, with paper booklet for tactile graphics	The mathematics braille booklet provides the tactile graphics necessary for the mathematics portion of the assessment.	Students with visual impairments who read braille and use tactile graphics. This must be ordered in TIDE by the county test coordinator.
P38	Color contrast	Test content of online items may be printed with different colors.	Students with attention difficulties may need this accommodation 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 accommodation. Choice of colors should be informed by evidence of those colors that meet the student’s needs.
P39	Color overlays	Color transparencies are placed over a paper-based assessment or over the screen/monitor for computer-based assessments.	Students with attention difficulties may need this accommodation to view test content. This accommodation 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.

Table B: Non-Embedded Accommodations for WVGSA

Code	Non-Embedded Accommodations WVGSA	Description	Recommendations for Use
P40	Print on demand	Paper copies of either passages/stimuli and/or items are printed for students.	<p>Some students with disabilities may need paper copies of either passages/stimuli and/or items.</p> <p>The printer must be “on” and monitored by staff who have been trained on Policy 2340.</p> <p>When a student sends a print request to the test administrator, the TA must approve the request on a per item basis.</p> <p>A very small percentage of students need this accommodation.</p> <p>The use of this accommodation may result in the student needing additional time to complete the assessment.</p>
P42	Noise buffers	Ear mufflers, white noise, and/or other equipment used to block external sounds.	Student wears equipment to reduce environmental noises. Students who use noise buffers will need headphones unless tested individually in a separate setting.
P46	Human read aloud in language other than English or ASL (for mathematics and science)	Text is read aloud to the student by a trained and qualified human reader who follows the administration and read aloud guidelines. All or portions of the content may be read aloud.	<p>Students receiving the embedded translations accommodation and who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud.</p> <p>This accommodation also may be needed by students with reading-related disabilities. If not used regularly during instruction, this accommodation is likely to be confusing and may impede the performance on assessments.</p> <p>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 overall time to complete the assessment and/or the use of a separate setting.</p>
P50	Test presented through sign language, locally provided; including ELA reading passages	For students who have hearing loss and use sign as their primary mode of communication.	Locally provided interpreters, certified in accordance with Policy 5202 are allowed – in lieu of the ASL videos (WVGSA has ASL videos) when IEP documentation indicates ASL is not the student’s primary language or for EL students.

Table B: Non-Embedded Accommodations for WVGSA

Code	Non-Embedded Accommodations WVGSA	Description	Recommendations for Use
R03	Braille writer or tactile to respond	Student uses a braille, which is a braille keyboard used for typing braille that can then be printed in standard print or braille (embosser).	<p>This accommodation is for students who are blind or have low vision and who respond in braille.</p> <p>Student responses must be immediately transcribed by the test administrator using the Response Entry system.</p> <p>Use in conjunction with R04.</p>
R04	Scribe	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified and must follow the test administration guidelines.	<p>Students who have documented significant motor or processing difficulties that make it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim.</p> <p>The use of this accommodation may result in the student needing additional time overall. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills.</p> <p>Students should be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.</p> <p>If the student responses were initially recorded onto paper (or method other than directly entered in the testing platform via the student's personal login information), the student's response must be immediately transcribed by the test administrator using the Response Entry system.</p>
R05	Abacus	This tool may be used in place of scratch (lined or unlined paper) paper for students who typically use an abacus.	Some students with visual impairments who typically use an abacus may use an abacus in place of using scratch (lined or unlined paper) paper.

Table B: Non-Embedded Accommodations for WVGSA

Code	Non-Embedded Accommodations WVGSA	Description	Recommendations for Use
R11	Assistive technology - alternate <u>response</u> options	<p>Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.</p> <p>Do not select this code just because the student has a read aloud (i.e., P01 or P13...etc.) accommodation code without other ALTERNATE RESPONSE DEVICE needs. This code is for the <u>response</u> supports only and read aloud supports are a <u>presentation</u> support.</p>	<p>Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation.</p> <p>Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.</p> <p>See the <i>Assistive Technology Manual</i> found in the Resources section of the Cambium webpages for additional information for specific devices and programs.</p>
R15	Bilingual word-to-word glossary	<p>Bilingual word-to-word glossary are a language support.</p> <p>For the WVGSA, utilize the glossary the student is accustomed to accessing for instruction.</p>	<p>Students who have limited English language skills can use a bilingual word-to-word glossary.</p> <p>The use of this accommodation may result in the student needing additional overall time to complete the assessment.</p> <p>The use of this accommodation may result in the student needing additional time to complete the assessment. Refer to English Learners (Section V) of this document.</p>
R19	Calculator – tactile/talking calculator <i>(for calculator allowed items only, Grades 6-8)</i>	<p>A non-embedded calculator for students needing a special calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform.</p>	<p>Students with visual impairments who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator they typically use, such as a tactile or a talking calculator.</p> <p>Test administrators should ensure the calculator is available only for designated calculator items.</p>

Table B: Non-Embedded Accommodations for WVGSA

Code	Non-Embedded Accommodations WVGSA	Description	Recommendations for Use
R32	Personal Health Management Monitoring Devices	Personal health management monitoring devices include, but not limited to, blue tooth enabled devices such as blood glucose and seizure monitoring items with apps which stream information to other devices and people.	For students with monitoring devices which stream information to other devices or people. The device must be under the supervision and control of the proctor. The student may be seated next to the proctor's desk to remain in functional proximity.
R34	Paper Test Book	A fixed-form, paper book assessment is available for both the summative and interim assessments.	For students who cannot access computer-based assessments due to religious restrictions, health or disability concerns, paper (fixed-form) assessments can be requested. The County Test Coordinator must notify the Office of Assessment to order R34.
T03	Extra breaks	Students are allowed to break halfway through longer sections and a break after every section.	Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks. Students are not allowed to study for tests and must be monitored during breaks.
T07	Flexible scheduling (late start)	Students are scheduled to allow for the best conditions for their performance, and/or may be allowed to take the test during more than one sitting.	Students who have a schedule that allows for selecting the most appropriate time for concentration.
T09	Separate setting (small group)	Test location is altered so the student is tested in a setting different from that made available for most students.	Special seating arrangements for students who are easily distractible are provided within the classroom to improve focus.

Table B: Non-Embedded Accommodations for WVGSA

Code	Non-Embedded Accommodations WVGSA	Description	Recommendations for Use
T10	Separate setting (one-to-one)	Student will complete tests on an individualized basis while monitored entire testing session by qualified test personnel.	Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows them to work on an individual basis. Changes in location are required for students who receive some accommodations (e.g., reader, scribe, or frequent breaks).
T11	Testing environment modifications	Changes in lighting, furniture, etc. are allowed to provide required environment.	When the student benefits from modification to settings such as use of accommodated seating, special lighting, or furniture. Other modifications may include permission to move, stand or pace during assessment in a manner where others' work cannot be seen and is not distracting to others. Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.
T12	Preferential seating	Student is given special seating arrangements. Placement of student where they are most comfortable or placement of student near proctor.	For students who are easily distracted or may have a visual/auditory disability. The preferential seating may be in a specific location (for example, away from windows, doors, or pencil sharpeners, near the teacher's desk or in the front of a classroom).
T13	Outside of traditional school setting (change in location)	Alternate testing locations outside of school building	In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or at home. Students with disabilities preventing them from attending school will be administered the test at a location other than school.
T14	Flexible scheduling (limited time testing)	Students can have a later start in the day. Allow for the administration of the assessment at a time most beneficial to the student.	Scheduling changes can be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day.
T15	Extended breaks	Students take extended regularly scheduled breaks.	Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.

Table B: Non-Embedded Accommodations for WVGSA

Code	Non-Embedded Accommodations WVGSA	Description	Recommendations for Use
T16	Breaks as needed	Students can take breaks during a test section.	Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks.

Options to Standard Conditions

- Use of audio amplification equipment
- Use of a scribe for a student with a short-term medical condition that precludes the student from writing with the dominant hand to mark responses (e.g., a fractured arm in a cast). For this testing option, approval needs to be obtained from the WVDE through the county test coordinator or the county special education director on a case-by-case basis.
- Provision for adaptive furniture
- Provision for special lighting and/or acoustics

Non-Standard Accommodation(s) Requests

IEP teams, Section 504 committees, and EL committees may request permission to use accommodations other than those included in this manual.

The request must come from the county test coordinator, county special education director, or Title III coordinator. The following information must be included in the request:

- Student's name, West Virginia Education Information System (WVEIS) number, school, and county,
- Specific requested accommodation(s) – please include as much information as possible including descriptions of any devices (make and model numbers, names and version of apps required, etc.),
- Rationale for the request provided by the IEP team, Section 504 committee, or EL committee,
- Verification the student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment, and is familiar with the accommodation(s), and
- Impact on student's assessment results if the student is not permitted to use the requested accommodation(s),
- Send written requests to:

WVDE Office of Assessment
West Virginia Department of Education
Building 6, Suite 850
1900 Kanawha Boulevard East
Charleston, WV 25305-0330

These requests also can be emailed to Sonja Phillips at Sonja.phillips@k12.wv.us and your County Test Coordinator.

Upon completion of the review of the request, the county test coordinator and/or the county Title III coordinator (EL students only) will be notified of the review committee's decision.

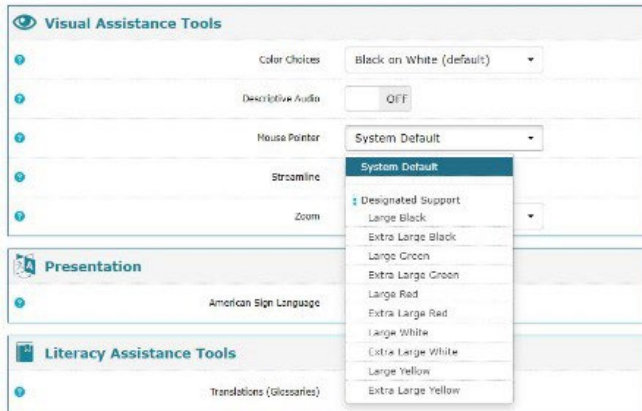
Please see [Appendix Q: Non-Standard Accommodation\(s\) Requests](#) for the appropriate form and signatures to submit.

Practice sessions for WVGSA

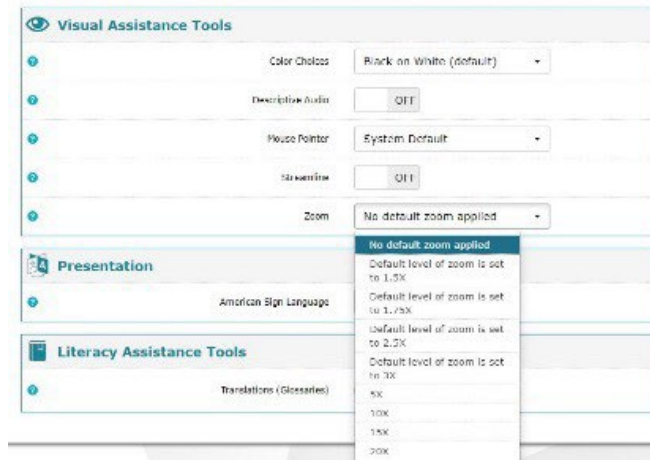
Students with accessibility requirements should have the opportunity to interact with the settings on the platform which they will utilize for testing. The following screenshots show various configurations teachers can set up for practice sessions. This information should be relayed to the student’s educational plan committee (IEP or Section 504) to indicate their preferences and needs so the specifics will be reflected in their plan.

The practice tests can be located at: <https://wv.portal.cambiumast.com/>

G3 ELA Practice Test



G3 ELA Practice Test



Resources for WVGSA

Please use the link below to access information and resources that will assist teachers and schools.

- WV Assessment Portal at <https://wv.portal.cambiumast.com/>
- Interims at <https://wv.portal.cambiumast.com/> and <https://bit.ly/3Bh42x6> (WV PEAKS Teams page)

WVGSA Summary Crosswalk of Codes

(See [Section III](#) for further details, explanations, and limitations of each code.)

	Universal Tools	Accommodations
Embedded	<ul style="list-style-type: none"> Breaks Calculator Digital notepad English dictionary English glossary Expandable passages Notes highlighter Keyboard navigation Mark for review (Math) tools Spell check Strikethrough Thesaurus Writing tools Zoom 	<ul style="list-style-type: none"> P01 – Text-to-speech – without reading passages (do not pair with P13) P13 – Text-to-speech – with reading passages (do not pair with P01) P17 – Braille computer test – computer adaptive test format P22 – Enlarge text on computer screen (beyond what the Universal Tool can provide) P28 – Color contrast P32 – Translations (Spanish only; math and science sections only) P34 – American Sign Language P35 – Braille - computer-based, fixed form, with paper booklet for tactile graphics P36 – Closed captioning P37 – Masking P43 – Streamline R21 – Permissive mode for secure browser R31 – Embedded speech-to-text
Non-embedded	<ul style="list-style-type: none"> English dictionary Breaks Scratch (lined or unlined paper) paper Graph paper Thesaurus 	<ul style="list-style-type: none"> P02 – Human read aloud, excluding ELA reading passages (do not pair with P14) P03 – Braille (paper) P06 – Have test presented through sign language; excluding ELA passages P14 – Human read aloud, including ELA reading passages (do not pair with P02) P18 – Simplified test directions P23 – Magnification P30 – Translated test directions (by trained bilingual human reader or translation app) P38 – Color contrast P39 – Color overlay P40 – Print on demand P42 – Noise buffers P46 – Read aloud in language other than English or ASL P50 – Test presented through sign language, locally provided; including ELA reading passages R03 – Braille writer or tactile to respond R04 – Scribe R05 – Abacus R11 – Assistive technology - alternate <u>response</u> options R15 – Bilingual word-to-word glossary (utilize the glossary the student is accustomed to accessing for instruction for WVGSA) R19 – Calculator – tactile/talking R20 – Multiplication table R21 – Permissive mode for secure browser R23 – 100s Number table R32 – Personal Health Management Monitoring Devices R34 – Printed Test Book T03 – Extra Breaks T07 – Flexible scheduling (late start) T09 – Separate setting (small group) (do not pair with T10) T10 – Separate setting (one-to-one) (do not pair with T09) T11 – Testing environment modifications T12 – Preferential seating T13 – Outside of traditional school setting (change in location) T14 – Flexible scheduling (limited time testing) T15 – Extended breaks T16 – Breaks as needed



Section VII.

SAT School Day



Section VII. SAT School Day

Overview

The *SAT School Day* is the College Board's flagship college- and career-readiness assessment. This test is used to measure Grade 11 students' levels of achievement on the West Virginia College- and Career-Readiness Standards (WVCCRS). The *SAT School Day* provides scores for Reading, Writing and Language, Mathematics, and Analysis in Science. The *SAT School Day* is a digital, section-adaptive form test used for accountability purposes. Students requiring accessibility accommodations (e.g., text-to-speech, braille, enlarge test on computer screen, high color contrast, alternate response formats, etc.) will receive these accommodations via the assessment platform.

The *SAT School Day* assessment is delivered in two sessions with two modules each. A short break is scheduled between sessions. The first session assesses reading and writing while the second session assesses math. The assessment includes multiple-choice and student-produced responses.

The assessment results provide information about a student's academic strengths, as well as areas that need improvement. The parent/guardian will receive a student report that indicates levels of performance in each of the content areas. Results of the tests will be used by educators to improve student learning and performance.

Students enrolled in Grade 11 shall participate in the *WVGSA SAT School Day* unless they have been found eligible for the *WVASA* (See [Section IV](#)).

Universal tools are available to all students based on student preference and selection. See Table 1. Universal Tools for the *SAT School Day*.

Accommodations are changes in procedures or materials that increase equitable access during the 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. See Table 2. Accommodations for *SAT School Day*.

For the *SAT School Day* administration in West Virginia, all embedded assessment accommodations are electronically transferred daily from WVEIS to the Bluebook testing platform – this typically begins in late-January and runs through the close of the state testing window. These accommodations must be finalized in students' IEPs. For students with assessment accommodations from a 504 or EL plan, those settings must be entered manually **into WVEIS** which will then also be part of the daily upload to Bluebook.

West Virginia public schools are required to use the IEP module within WVEIS to document accommodations for students with disabilities, and to manually input accommodations for students with 504 or EL plans. For further guidance on these procedures, please contact your LEA's Special Education office.

Who Makes Decisions About Accommodations for Students with an IEP or a Section 504 Plan?

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

Review [Assessment Accommodations Summary](#) for directions on accessing in WVEIS a student's accommodation list and how to verify and troubleshoot if necessary.

Embedded Universal Tools for the *SAT School Day*

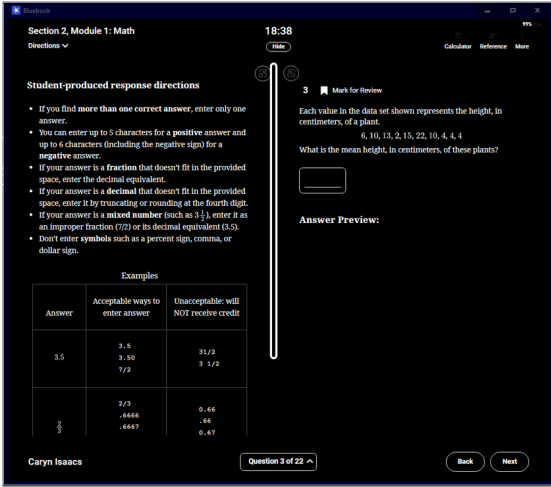
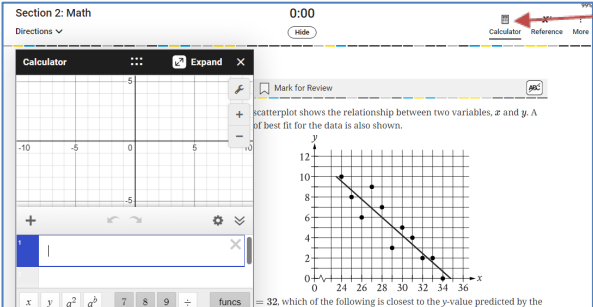
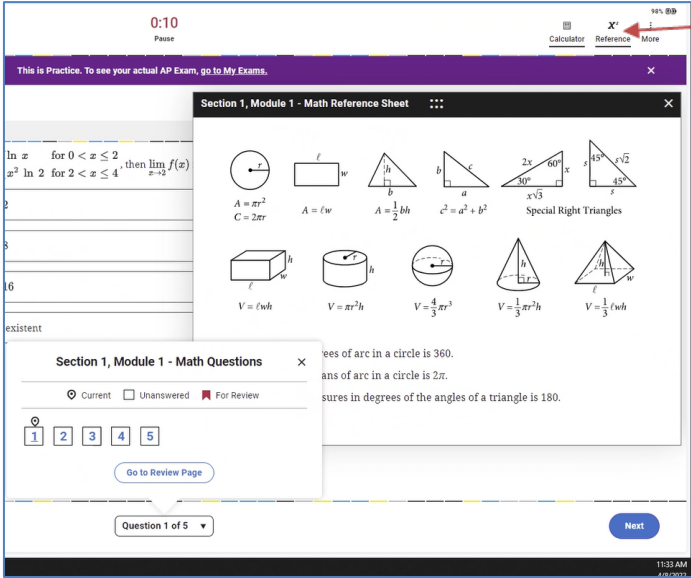
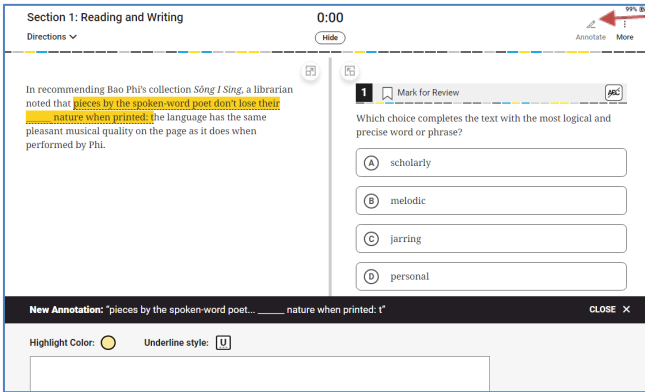
Table 1. Universal Tools for the <i>SAT School Day</i>										
Available to All Students	Description									
Zoom	Use the device's native controls (Control +/- on a PC; Command +/- on a Mac; pinch and zoom on an iPad) to zoom in and out for all items. The default font size is 12 points.									
Color contrast	<p>The device's color settings are available for students to select their required displays. Students can also use colored plastic overlays on the device's screen.</p>  <p>The screenshot shows a math assessment interface with the following content:</p> <ul style="list-style-type: none"> Section 2, Module 1: Math 18:38 Calculator Reference More Student-produced response directions: <ul style="list-style-type: none"> If you find more than one correct answer, enter only one answer. You can enter up to 5 characters for a positive answer and up to 6 characters (including the negative sign) for a negative answer. If your answer is a fraction that doesn't fit in the provided space, enter the decimal equivalent. If your answer is a decimal that doesn't fit in the provided space, enter it by truncating or rounding at the fourth digit. If your answer is a mixed number (such as $3\frac{1}{2}$), enter it as an improper fraction ($\frac{7}{2}$) or its decimal equivalent (3.5). Don't enter symbols such as a percent sign, comma, or dollar sign. Examples table: <table border="1"> <thead> <tr> <th>Answer</th> <th>Acceptable ways to enter answer</th> <th>Unacceptable will NOT receive credit</th> </tr> </thead> <tbody> <tr> <td>3.5</td> <td>3.5 3.50 7/2</td> <td>3.52 3.1/2</td> </tr> <tr> <td>$\frac{2}{3}$</td> <td>2/3 0.666 0.667</td> <td>0.66 .66 0.67</td> </tr> </tbody> </table> Question 3 of 22 Back Next 	Answer	Acceptable ways to enter answer	Unacceptable will NOT receive credit	3.5	3.5 3.50 7/2	3.52 3.1/2	$\frac{2}{3}$	2/3 0.666 0.667	0.66 .66 0.67
Answer	Acceptable ways to enter answer	Unacceptable will NOT receive credit								
3.5	3.5 3.50 7/2	3.52 3.1/2								
$\frac{2}{3}$	2/3 0.666 0.667	0.66 .66 0.67								
Calculator	<p>A calculator is built into the platform and is available to all students. Bluebook uses the Desmos calculator. There isn't a "math with no calculator" section of the assessment.</p>  <p>The screenshot shows the Desmos calculator interface overlaid on a math assessment question. The calculator is open, showing a coordinate plane and a scatterplot with a line of best fit. The question text is partially visible: "scatterplot shows the relationship between two variables, x and y. A line of best fit for the data is also shown." The calculator interface includes a grid, a coordinate plane, and a list of functions.</p>									

Table 1. Universal Tools for the SAT School Day

Available to All Students	Description
Math reference sheet	<p>A reference sheet displaying common math formulas is displayed for each math question.</p> 

Annotator	<p>After clicking and dragging the cursor over a section of text, click the “Annotate” icon for a notepad pop up.</p> 
-----------	---

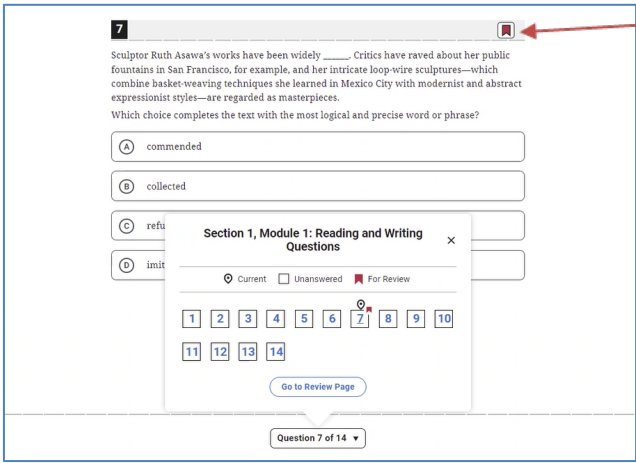
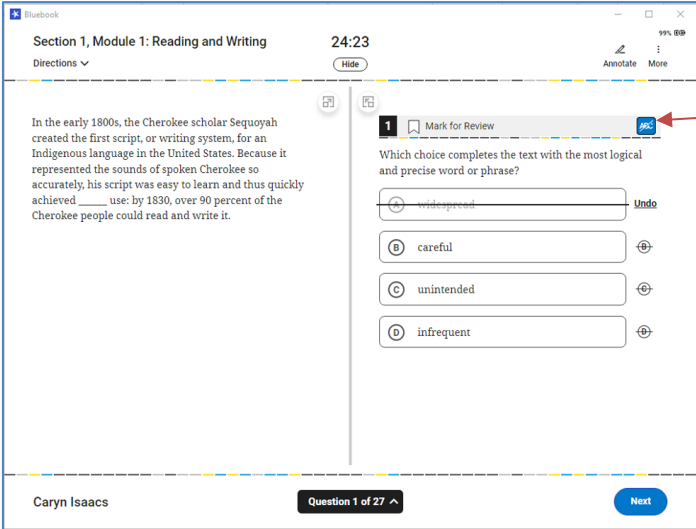
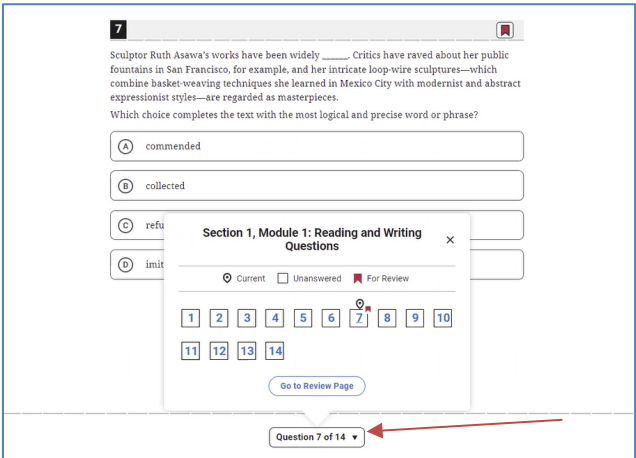
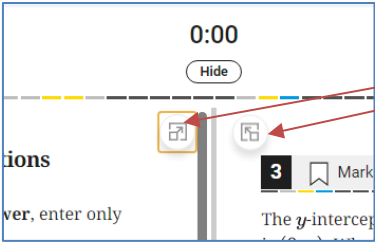
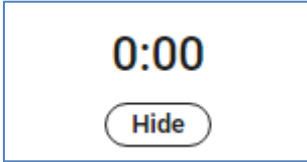
Mark for review	<p>Questions can be flagged by clicking the icon in the upper right corner for later review.</p> 
-----------------	---

Table 1. Universal Tools for the SAT School Day

Available to All Students	Description
<p>Answer eliminator</p>	<p>Answer options can be eliminated as a test taking strategy. Eliminated responses can be toggled to being available for selection again.</p> 
<p>Question navigator</p>	<p>Specific questions can be quickly reviewed and navigated to.</p> 
<p>Expand passage or item</p>	<p>Depending on the screen size and resolution settings, the test taker may have the option to expand the right and left sides of a passage or item for improved readability.</p> 

Available to All Students	Description
Clock display	<p>A countdown of remaining time left for each section and gives a 5-minute warning is provided at the top of the screen. This clock display can be toggled on/off. If toggled off, when the timer reaches 5 minutes left in the test sessions – it will reappear and not be able to be hidden.</p> 

Accessibility Settings for SAT School Day

Students are strongly encouraged to take a practice test with the device they will be participating in the SAT School Day with to gain familiarity with these tools.

Screen Readers & Text-to-Speech

<https://Bluebook.collegeboard.org/students/accommodations-and-assistive-technology/screen-readers-and-text-to-speech>

This link provides instructions for accessing different screen readers and text-to-speech supports across the different operating system platforms.

Speech-to-Text

<https://Bluebook.collegeboard.org/students/accommodations-and-assistive-technology/speech-to-text>

This link provides instructions for accessing voice recognition or speech-to-text which transcribes a student’s spoken response into the digital test platform. College Board supports Dragon NaturallySpeaking, Apple Voice Control, Chromebook Dictation, and Windows Voice Recognition/Dictation.

Visual Assistive Technology

<https://Bluebook.collegeboard.org/students/accommodations-and-assistive-technology/visual-assistive-technology>

The following magnification options are available through College Board’s testing platform, Bluebook.

- ZoomText
- Fusion
- Windows Zoom and Magnifier
- Apple (OS and iOS) Zoom
- Chromebook Display and Magnification

Accessing Bluebook Features and Content

<https://Bluebook.collegeboard.org/accessing-Bluebook-features-content>

Many of the embedded supports and features have keyboard shortcuts. This link provides instructions for the different operating systems to access those shortcuts. No additional configuration is needed to use the shortcuts. Additionally, information is available for recommended verbosity and punctuation settings for any read aloud supports.

MathJax

<https://Bluebook.collegeboard.org/students/accommodations-and-assistive-technology/mathjax>

Bluebook utilizes MathJax AssistiveMML technology to support students using a variety of screen readers. The exam will function without additional settings activated. Bluebook does not prohibit students from using personalized settings.

Refreshable Braille

<https://satsuite.collegeboard.org/digital/accommodations-digital-testing/using-accommodations-digital-tests>

Students approved for a braille accommodation will test digitally using their own refreshable braille display or screen reader. If a student is unable to test using the digital test, they should update their IEP to indicate a paper braille/embossed assessment. Raised line drawings are available through the student's IEP accommodation section.

Chromebooks

<https://Bluebook.collegeboard.org/help-center/how-do-i-enable-accessibility-features-chromebooks>

For schools using Chromebooks for student devices, the link above provides instructions for accessing the floating accessibility menu. The floating accessibility menu provides student access to the built-in screen reader and other accessibility features.

Expanded Accommodation Codes

The College Board's digital testing platform in combination with WVDE's electronic uploading of accommodation settings provides additional options for student supports. Some of the accommodation codes have been expanded to permit committees additional options to refine support selections. Please examine the full description of each code to review those requirements.

- **P17 Braille computer test – refreshable braille device**
 - P17a – Brailiant 40 cell
 - P17b – Qbraille XL
 - P17c – Active Braille
 - P17d – Braille note touch 32 cell
 - P17e – Other _____ (indicate name/brand of device used for refreshable braille display)

- **P19 Large print paper test book**

For students whom the zoom universal tool is insufficient to provide an appropriate size for test items, committees may choose from the following expanded codes for P19:

 - P19a – 14-point font
 - P19b – 20-point font
 - P19c – Other _____ (If the student requires larger print size than 20-point font, please use 19c for the IEP to indicate font size and contact your county test coordinator with this information for additional instructions immediately following the meeting.)

- **P23 Magnifying device to enlarge assessment material**
 - P23a – Other _____ (indicate name/brand of device used to enlarge materials/computer screen)

- **P42 Noise buffers**
 - P42a – Other _____ (indicate name of device/app/program used to provide noise buffering/white noise)

- **R03 Braille writer**
 - R03a - Perkins Embosser
 - R03b - ViewPlus Embosser
 - R03c - PixBlaster Embosser
 - R03d - Other _____ (indicate name/brand of device used for embossing)

- **R11 Assistive technology – alternate response options**
 - R11a - Other _____ (indicate name/brand of electronic device(s) used for alternate response input)

- **R21 Permissive mode**
 - R21a – Dragon NaturallySpeaking series for speech-to-text
 - R21b - Other _____ (indicate name/brand of program(s) needing permissive mode for Bluebook)

- **R32 Personal health management monitoring devices**
 - If the student has an electronic health monitoring device that pairs with a smart device that must be in contact with or close proximity to the student, the student’s academic plan needs to reflect the device that will be in the testing environment. Additional requirements exist for this accommodation – please review the full description of the accommodation for additional information.
 - R32a – Blood Glucose Monitoring device and cell phone app (i.e., Omnipod or Freestyle Libre with paired smart devices)
 - R32b – Seizure monitoring and alert device/cell phone app (i.e., Embrace or Bay Alert Medical SOS Smartwatch)
 - R32c – Migraine monitoring and alert device/cell phone app (i.e., Nerivio with paired smart devices)
 - R32d – Other _____ (If the student has an electronic health monitoring device not otherwise specified with an expanded code option, select R32d and indicate the name of the device and app used for monitoring.)

- **T13 Outside of traditional school setting**
 - T13a – Home or hospital setting
 - T13b - _____ (enter location)

Table 2: Accommodation Codes

Table 2: Accommodations for SAT School Day			
WVEIS Code	Accommodation Name SAT School Day	Notes	College Board Code*
P03	Braille Test booklet (paper)	Do not pair this accommodation with P17.	027 + 200
P13	Text-to-speech, including ELA reading passages	Required minimum 50% extra time for SAT School Day for entire test (T17); 100% extra time can be indicated if appropriate for this assessment (T20)	209
P14	Human read aloud, including ELA reading passages	Required minimum 50% extra time for SAT School Day for entire test (T17); 100% extra time can be indicated if appropriate for this assessment (T20)	204
P16	Directions presented through sign language, locally provided	Directions can be ASL or SEE	44
P17a-e	Braille computer test	P17a – Brailiant 40 cell	201
		P17b – Qbraille XL	201
		P17c – Active Braille	201
		P17d - Braille note touch 32 cell	35
		P17e – Other _____	201
P19	Large print paper test	P19a – 14-point font	022 + 200
		P19b – 20-point font	023 + 200
		P19c – Other _____	021 + 200
P21	Screen-reading software used with computer		201
P22	Enlarge text on computer screen		Universal Tool
P23	Magnifying device to enlarge assessment material	P23a – Other _____	29
P27	Approved bilingual word to word dictionary for <u>directions only</u> , on all sections		n/a
P28	High contrast for computer-based assessments		Universal Tool
P30	Translated test directions		n/a
P35	Braille computer-based fixed form with paper booklet for tactile graphics	Do not pair this accommodation with P03. Select P17 only if the student needs paper testing support for math but will take the rest of the assessment subjects via the computer.	030
P37	Masking		n/a
P39	Color overlays		145
P42	Noise buffers		083
P49	Amplification system		51
P50	Test presented through sign language, locally provided , including ELA passages	Signed Exact English only	n/a
R03a-d	Braille writer or tactile to respond	R03a – Perkins Embosser	035
		R03b – ViewPlus Embosser	035

Table 2: Accommodations for SAT School Day			
WVEIS Code	Accommodation Name SAT School Day	Notes	College Board Code*
		R03c – PixBlaster Embosser	035
		R04d – Other _____ (indicate name/brand of device)	035
R04	Scribe		205 (digital) 34 (non-digital)
R05	Abacus		105
R11a	Assistive technology – alternate <u>response</u> options	R11a - Other _____ (indicate name/brand of electronic device(s) used for alternate response input)	50
R15	Bilingual word-to- word glossary		n/a
R19	Calculator – tactile/talking calculator	R19a – Orion TI-84 Plus Talking Graphing Calculator	083
		R19b – Other _____	045
R20	Multiplication table		045
R21a-b	Permissive mode for secure browser	R21a – Dragon NaturallySpeaking series for speech-to-text R21b - Other _____ (indicate name/brand of program(s) needing permissive mode for Bluebook)	50
R23	100s number table		045
R32a-d	Personal health devices	R32a – Blood glucose monitoring device	045
		R32b – Seizure monitoring and alert device	045
		R32c – Migraine monitoring device	045
		R32d – other _____ (indicate name/brand of device)	045
R34	Printed test book	Before this accommodation is added to an IEP/504 plan, please contact your county test coordinator.	200
T03	Extra breaks (no studying)		16
T07	Flexible scheduling (late start)		n/a
T09	Separate setting (small group)	Do not pair with T10	39
T10	Separate Setting (one-to-one)	Do not pair with T09	41
T11	Testing environment modifications		n/a
T12	Preferential seating		38
T13a-b	Outside of traditional school setting (change in location - homebound/ hospital or alternate school setting)	T13a – Home or hospital setting T13b - _____ (enter location)	47
			49
T14	Flexible scheduling (limited timed testing)	2-day testing	46
T15	Extended breaks		17
T16	Breaks as needed		18
T17	Extended time up to +50% Reading/ELA		1
T19	Extended time up to +50% Math		007
T20	Extended time up to +100% Reading/ELA		002
T22	Extended time up to +100% Math		008

- * College Board codes display in SDMS/TDTK and are included in this guide for informational purposes only.
- * Additional College Board codes include:
 - 149 EL support – up to 50% extra time
 - 208 Nutrition break – cannot be waived; between section 1 and 2 (automatically added to +100 extended time Reading (t22), Human reader (P14), Raised line drawings (R35))

Non-Standard Accommodation(s) Requests

IEP teams, Section 504 committees, and EL committees may request permission to use accommodations other than those included in this manual. Such requests should be received by the WVDE Office of Assessment no later than four (4) weeks prior to the testing window.

The request must come from the county test coordinator, county special education director, or Title III coordinator. The following information must be included in the request:

- Student's name, West Virginia Education Information System (WVEIS) number, school, and county,
- Specific requested accommodation(s) – please include as much information as possible including descriptions of any devices (make and model numbers, names and version of apps required, etc.),
- Rationale for the request provided by the IEP team, Section 504 committee, or EL committee,
- Verification the student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment, and is familiar with the accommodation(s), and
- Impact on student's assessment results if the student is not permitted to use the requested accommodation(s),
- Send written requests to:

WVDE Office of Assessment
West Virginia Department of Education
Building 6, Suite 850
1900 Kanawha Boulevard East
Charleston, WV 25305-0330

These requests also can be emailed to Sonja Phillips at Sonja.phillips@k12.wv.us and your County Test Coordinator.

Upon completion of the review of the request, the county test coordinator and/or the county Title III coordinator (EL students only) will be notified of the review committee's decision.

Please see [Appendix Q: Non-Standard Accommodation\(s\) Requests](#) for the appropriate form and signatures to submit.



Section VIII.

NAEP Accommodation Guidelines



Section VIII. Accommodations Guidelines for the National Assessment of Educational Progress (NAEP)

National Assessment of Educational Progress (NAEP) accommodations should be included for all IEPs which will be in effect for students aged 9, 13, or 17 or in 4th, 8th, or 12th grade. Grade-based *NAEP* has completed the transition from paper assessments to digitally based assessments. *NAEP* contractors are working on protocols to streamline processes. One proposed protocol is to upload accommodations from West Virginia Education Information System (WVEIS) to the *NAEP* Assessment Management System (AMS). We need to be prepared for this change.

The *NAEP* Long-Term Trend (LTT) assessment is a national representative sample of age 9, age 13 and age 17 students conducted by the National Center for Education Statistics (NCES). The purpose of *NAEP* LTT is to measure students' knowledge in mathematics and reading. LTT has not been converted to digital. *NAEP* LTT is reported at the national level only. No state, county, or school results are reported.

Main *NAEP* is a national assessment of a representative sampling of America's students in Grades 4, 8, and 12 conducted by the National Center for Education Statistics (NCES). *NAEP* measures what America's students know and can do in various subject areas. Assessments are conducted periodically in various subjects, such as reading, mathematics, science, writing, U.S. history, civics, geography, and the arts.

NAEP participation is required by policy and law. As defined in the Elementary and Secondary Education Act, *NAEP* reading, and mathematics assessments are required to be administered to fourth and eighth graders. As defined by West Virginia Code §18-2E-2, *NAEP* shall be administered in academic areas at various grades designated by *NAEP* officials. As indicated in West Virginia Board of Education (WVBE) Policy 2340, *NAEP* is part of the West Virginia Measures of Academic Progress (WV-MAP). Students' participation on *NAEP* is required by Policy 2340. Only students who take the *WVASA* or who have assessment accommodations for the statewide *WVGSA* or *SAT School Day* that are not allowed on *NAEP*, may be considered for exclusion on *NAEP*.

NAEP are administered uniformly across the nation. Their results serve as a common metric for all states and selected urban counties. The assessments stay essentially the same from year to year, with only carefully documented changes. This consistency permits *NAEP* to provide a clear picture of the academic progress of the nation's students over time. Some *NAEP* assessments also produce state-level results.

The allowed accommodations and requirements for administration of *NAEP* are determined by NCES and the National Assessment Governing Board (NAGB) and information about them is provided to the schools through the Assessment Management System (AMS) secure website for *NAEP* sampled schools (Kopriva et al., 2007). *NAEP* accommodations for each assessment year are typically finalized in late fall prior to the assessment year. Sampled schools should check the AMS site when indicated by State *NAEP* Coordinator for the current accommodations. The accommodations listed in this document were used for *NAEP* in the most recent assessment at the time of publication.

On March 6, 2010, NABG adopted a new Policy Statement on *NAEP Testing and Reporting on Students with Disabilities and English Language Learners* (National Center on Educational Outcomes, 2016).

This policy statement provides the following guidance for inclusion of students with disabilities and English learners:

- The proportion of all students excluded from any *NAEP* sample should not exceed 5%. Samples exceeding this goal shall be prominently designated in reports as not attaining the desired inclusion rate of 95% of the total sample.
- Among students classified as being either English learners (i.e., having limited English proficiency) or students with disabilities, a goal of 85% inclusion shall be established. National, state, and county samples falling below this goal shall be identified in *NAEP* reporting. This inclusion rate is in the calculation of the Individuals with Disabilities Act (IDEA) Part B Results-Driven Accountability.

NAEP assesses a representative sample of all students across the state, including those with special needs. *NAEP* strives to obtain as complete a picture as possible of the educational progress of all students. Thus, the *NAEP* sample includes students who have been identified as having physical, emotional, or developmental disabilities; or who have had limited exposure to the English language. *NAEP*'s goal is to include as many students with disabilities and/or limited English proficiency as possible; therefore, *NAEP*'s advice to schools is, when in doubt, include the student.

NAEP is administered by a federally contracted assessment team that receives extensive training to ensure consistent administration across the nation. School personnel may be asked to assist with some accommodation, such as signing questions for students.

Questions regarding accommodations on *NAEP* should be directed to your school's *NAEP* coordinator. Determination of accommodations should be made by the school prior to the *NAEP* Assessment Planning Meeting conducted prior to the assessment administration and updated, as necessary.

WVBE Policy 2340 states:

All public-school students enrolled at Grades 4, 8 and 12 who are part of the NAEP state sample shall participate in the NAEP. Students participating in the WVASA and students with IEPs, Section 504 Plans, or EL Plans whose accommodations are not allowed by NAEP may be excluded from participation or assessed and not scored after having been randomly selected.

School personnel with the best knowledge of the student's accommodation needs should use the guidance provided on the AMS site to decide if the student should be included in the *NAEP* assessment and the accommodations needed. In general, students should receive the same accommodations on *NAEP* that are provided for the *WVGSA*. Please review the student's plan accommodations prior to the assessment.

Since *NAEP* is a low-stakes assessment for students, students should not be excluded on *NAEP* solely because accommodation allowed on the *WVGSA* is not allowed on *NAEP*. Each student's participation or exclusion should be considered carefully. **Every student who can participate should.**

Procedures for Monitoring NAEP Exclusions and Accommodations

As with all state assessments, *NAEP* accommodations and exclusions must be monitored. *NAEP* exclusions are monitored by the *NAEP* state coordinator. Accommodations on *NAEP* are monitored by the assessment administration contractor and *NAEP* state coordinator. Since accommodations on *NAEP* and exclusions from *NAEP* are monitored using these two procedures, schools are not required to complete the MAE.4SA process.

In compliance with federal regulations, the *NAEP* state coordinator must monitor exclusions on *NAEP*.

For each student excluded from the *NAEP* assessment, the *NAEP* school coordinator or principal should email the following information to the *NAEP* state coordinator as instructed on the AMS site:

- *NAEP* Session #
- Line #
- Subject Assigned to Student
- Reason for Exclusion (Student takes the *WVASA* or specify the accommodation required for student but not available on *NAEP*)

Student names should not be emailed.

Remember students should take *NAEP* using the same accommodations used on the *WVGSA*. Any exclusion that appears to violate *WVBE* Policy 2340 may be reviewed further. **If a student needs an accommodation not listed on the AMS, the school coordinator should contact the *NAEP* state coordinator at the West Virginia Department of Education prior to submitting the request in the AMS system.**

Transition from NAEP-provided devices to school-provided devices

As *NAEP* transitions to school devices, students will be able to use the device used daily. This familiar device will have the familiar accessories, such as headphones, physical keyboard, mouse, etc. Additionally, the student will be using the familiar software, such as screen readers. The *NAEP* school coordinator needs to work with the *NAEP* representative to ensure these additions will work with the *NAEP* assessment. Please do not assume the features, such as screen readers, will work.

NAEP Accommodations for Students with IEPs and Section 504 Plans for Digitally Based Assessments

The accommodation information listed in this document reflects the most currently known set of accommodations. The accommodation information and administration practices for *NAEP* testing for any given assessment year are provided to schools through the AMS site and/or discussed with school personnel during the Assessment Planning Meeting.

Each accommodation is described below. Accommodations available for students with IEPs are indicated by the notation of SD in parentheses. Some accommodations are also available for English learners indicated by EL.

If a student needs accommodation not listed, the *NAEP* school coordinator should discuss the specific accommodation with the *NAEP* state coordinator at the West Virginia Department of Education prior to entering the request in the AMS system.

Zooming (SD, EL)

Universal Design tool available to all students

Description: Zooming enlarges content onscreen up to two times the default text/image size while preserving clarity, contrast, and color. Students can change text sizes ranging from approximately 12-point font to approximately 24-point font.

The [tutorial](#) explains how to use the zooming tool and has full audio. The tutorial is generally available on the public NCES website prior to each administration.

NOTE: Zooming only enlarges the items and does not include the toolbar, item tabs, scrollbars, calculator, and equation editor. If students need content larger than 2 times the default text/image size or if they need all tools enlarged, select the **magnification** accommodation.

Individual Testing Experience (SD, EL)

Allowed for mathematics, reading, science, writing, U.S. history, civics, economics, technology and engineering literacy

Description: This accommodation is considered unnecessary because of the mode of test administration. All students are interacting on a one-on-one basis with the tablet and will have earbuds to reduce distractions. **Read Aloud** and other accommodations will be provided through the tablet and will not distract other students in the room. If the student's use of earbuds is not sufficient separation from the other students, the **Separate Location** accommodation should be added.

Separate Location (SD, EL)

Allowed for mathematics, reading, science, writing, U.S. history, civics, economics, technology and engineering literacy

Description: This accommodation may be unnecessary because of the mode of test administration. All students are interacting on a one-on-one basis with the tablet and will have earbuds to reduce distractions. **Read Aloud** and other accommodations will be provided through the tablet and will not distract other students in the room. However, if the school determines this setting is still too distracting, the student can be assessed in a separate location.

NOTE: If students need to be assessed in a smaller group, please select the accommodation, **Separate Location**.

Directions Only Read Aloud/Text-to-Speech (English) (SD, EL)

Universal Design tool available to all students

Description: General directions are read aloud to all students. Directions within the assessment can be selected and read aloud by the system using text-to-speech.

Some students' IEPs or 504 Plans stipulate they should receive this accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement, but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way an English learner can request this by raising their hand during the session, and it will not be recorded as an accommodation.

Directions Explained/Clarified (SD, EL)

Universal Design tool available for all students

Description: Students can raise their hand at any time to ask the test administrator to clarify or explain directions.

Note: This accommodation should be chosen if the student requires directions to be simplified.

Read Aloud/Text-to-Speech (English) – Occasional or Most or All (SD, EL)

Text-to-Speech is a Universal Design tool available to all students; however, it is **not allowed on NAEP Reading for passages or items**.

Description: Students select some or all text to be read aloud by the system using text-to-speech.

The [tutorial](#) explains how to use the text-to-speech tool and has full audio. The tutorial is generally available on the public NCES website prior to each administration.

Use a Computer/Tablet to Respond (SD, EL)

Universal Design tool available to all students

Description: All students respond on NAEP-provided tablets.

Color Theming (SD, EL)

Universal Design tool available to all students

Description: Students have a choice of three color-contrast options, including one high-contrast option. The default is black text on white background and the two other options are white text on black background and black text on beige background. The tutorial explains how to use the color theming tool and has full audio.

The [tutorial](#) explains how to use the color theming tool and has full audio. The tutorial is generally available on the public NCES website prior to each administration.

*NOTE: This tool is not available for the tutorial and some items. If students need all content in high contrast, please select the accommodation **High Contrast for Visually Impaired Students**.*

Scratch work/Highlighter Capability (SD, EL)

Universal Design tool available to all students

Description: A scratch work/highlighter tool allows freehand drawing and highlighting on the screen. The scratch work/highlighter tool is available for most content. If the student needs physical scratch paper, use the scratch paper accommodation.

The [tutorial](#) explains how to use the scratch work/highlighter tool and has full audio. The tutorial is generally available on the public NCES website prior to each administration.

NOTE: This tool is not available for scenario-based tasks.

Eliminating Capability (SD, EL)

Universal Design tool available to all students

Description: This accommodation allows students to gray out answer choices for multiple choice items.

The [tutorial](#) explains how to use the eliminating tool and has full audio. The tutorial is generally available on the public NCES website prior to each administration.

NOTE: This tool is not available for scenario-based tasks or writing assessment.

Volume Adjustment (SD, EL)

Universal Design tool available to all students

Description: Some portions of the assessment tool audio, such as text-to-speech or multimedia item content. Students may raise or lower the volume using a control on the tablet.

The [tutorial](#) explains how to use the volume adjustment tool and has full audio. The tutorial is generally available on the public NCES website prior to each administration.

Closed Captioning (SD, EL)

Universal Design tool available to all students

Description: All voice-over narration is closed captioned.

Scratch (lined or unlined paper) Paper (SD, EL)

Universal Design tool for all students

Description: Administrators will inform students scratch (lined or unlined paper) paper and pencil are available upon request. Students can raise their hands to request scratch (lined or unlined paper) paper and pencil.

Note: This accommodation does not include graphic organizers.

Electronic Spellcheck and Thesaurus (SD, EL)

Universal Design tool writing assessment available to all students

This universal design element is incorporated into the interface with automatic and user-prompted activation options.

Extended Time (SD, EL)

Allowed for mathematics, reading, science, writing, U.S. history, civics, economics, technology and engineering literacy

Description: This accommodation requires students to be given extra time to complete the assessment. The students will be given three times the amount of time for the cognitive blocks. Extended time is incorporated in the timed session. Students with extended time should be included in the first session to ensure enough time is available.

NOTE: *NAEP* is a timed, but not a “speeded” test. It is not designed to evaluate how many questions a student can answer in a limited amount of time. Most students can complete the *NAEP* cognitive sections in the time allowed (30 minutes per section). Students should answer the questions in order. Any question after the last question opened will not be scored.

Marks/Writes Directly in Test Booklet (SD, EL)

Universal Design tool for all *NAEP* assessments

For the assessments, except the technology engineering literacy assessment, students write on the screen with a stylus or finger. For technology engineering literacy, students use the mouse and keyboard to input responses.

Magnification Equipment (SD)

Allowed for mathematics, reading, science, writing, U.S. history, civics, and economics

Description: This accommodation is for students requiring magnification of all assessment content, including tools, menus, and scenario-based tasks. Screen magnification software allows students to scroll over a portion of the screen to magnify the image on the screen. The tool allows magnification of **all** assessment content, including tools, menus, calculator, and equation editor.

NOTE: See **Zooming** to determine if students need the additional magnification on assessments provided by this accommodation.

Low Mobility Version of the Test (SD)

Description: The low mobility version of the test provides a test form with items that are keyboard navigable or accessible with an alternate input device **provided by the school** and that do not require the use of the mouse or touch pad.

Calculator Version of the Test (SD)

Allowed for mathematics

Description: This accommodation provides a mathematics test form that permits the use of a calculator. The calculator version of the assessment contains items that assess problem-solving, not calculations.

The onscreen calculator is provided as part of the assessment system. The online calculator can be viewed with the *eNAEP* feature in the *NAEP* Questions Tool.

Calculator version of the test is not allowed for Reading or Science.

Hearing-Impaired Version of the Test

Allowed for *NAEP* subjects with audio content

Description: The hearing-impaired version of the test provides a test form that has all auditory content closed captioned.

High Contrast for Visually Impaired Students (SD)

Description: For visually impaired students that require high contrast of all content, a special form is provided without any image/video content and has white text on black background.

NOTE: This tool is not available for the tutorial, scenario-based tasks, or any image/video content.

Breaks during Test (SD, EL)

Allowed for mathematics, reading, science, writing, U.S. history, civics, economics, technology and engineering literacy

Description: Breaks during testing require the student to be allowed to take breaks at predetermined intervals during the assessment. This also could mean the student can take the assessment in more than one sitting during a single day.

Some students may need to have breaks in the assessment to deal with medical issues, such as diabetic needs.

Familiar Person Present in Testing Room (SD, EL)

Allowed for mathematics, reading, science, writing, U.S. history, civics, economics, technology and engineering literacy

Description: The paraprofessional who regularly works with the student must be present in the testing room during the time of assessment. This individual should be focused on the student's needs and not participate in the administration of the assessment.

Uses Template (SD, EL)

Allowed for mathematics, reading, science, writing, U.S. history, civics, economics, technology and engineering literacy

Description: A template is a cutout or overlay **provided by the school** that is used to focus a student's attention on one part of a screen by obscuring other parts of the screen. Also known as masking, line reader or place marker. Templates **must be provided by the school**.

For questions about allowed templates, the *NAEP* school coordinator should contact the *NAEP* State Coordinator in the WVDE Office of Assessment.

Special Equipment (SD, EL)

Allowed for mathematics, reading, science, writing, U.S. history, civics, economics, technology and engineering literacy

Description: Special equipment includes the following and **must be provided by the school**:

- FM system, amplification equipment, or an auditory amplification device for hearing-impaired students.
- Noise buffers, study carrel, blinders, special lighting, and adaptive furniture
- Stress ball or sensory fidget item

For questions about allowed special equipment, the *NAEP* school coordinator should contact the *NAEP* State Coordinator in the WVDE Office of Assessment.

Preferential Seating (SD, EL)

Allowed for mathematics, reading, science, writing, U.S. history, civics, economics, technology and engineering literacy

Description: Preferential seating requires a student to sit in a designated area for the assessment, such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so the student can see or hear more easily.

Cueing to Stay on Task (SD, EL)

Allowed for all *NAEP* assessments

Description: Cueing to stay on task must be **provided by a school staff member**. This includes monitor for understanding, monitor placement of responses, redirect to stay on task, reminders to stay on task, prompt to stay on task, verbal encouragement, reinforcement, refocus, track test items. School staff member should discuss this accommodation with the *NAEP* administrator prior to the start of the assessment. Cueing to stay on task CANNOT provide assistance with answering the questions.

Scribe (SD)

Allowed for mathematics, reading, science, U.S. history, civics, economics, technology and engineering literacy (not allowed in writing)

Description: This accommodation requires the student to respond orally to a scribe **provided by the school** or respond by pointing to their answers. The scribe then records the student's responses in the eNAEP system.

This accommodation requires **separate location** accommodation.

Directions Only Presented in Sign Language (SD)

Allowed for reading, mathematics, science, U. S. history, civics

Description: A qualified sign language interpreter **at the school** signs the instructions included in the session script. The interpreter should be someone who typically works with the student.

NOTE: The school determines who is a qualified sign language interpreter.

Presentation in Sign Language/Response in Sign Language (SD)

Allowed for mathematics, science, U. S. history, and civics

Description: **Presentation in Sign Language** requires a qualified sign language interpreter **provided by the school** to sign the instructions included in the session script and some or all the test questions or answer choices for the student. The interpreter should be someone who typically works with the student. **Presentation in Sign Language is not allowed for the Reading assessment.**

Response in sign language requires hearing-impaired students to sign their responses to a scribe **provided by the school** who records the responses on the tablet.

NOTE: The school determines who is a qualified sign language interpreter.

Students taking the assessment who require presentation or response in sign language should be tested in a **separate location** and be given **extended time**.

Braille Version of the Test (SD, EL)

Allowed for reading, mathematics, science, U.S. history, and civics

Description: The braille version of the test is a paper-based embossed braille form of the test. *NAEP* uses contracted Unified English Braille (UEB) for all subjects. For the mathematics assessments, *NAEP* offers two versions: UEB plus Nemeth or UEB only. Students can use a scribe to record their answers (select Scribe accommodation). A scribe is **provided by the school** and records the student responses directly on the tablet.

Students can use a braille output device **provided by the school**.

NOTE: This accommodation requires a separate location and scribe.

NAEP Accommodations for English Learners for Digitally Based Assessments

The accommodation information listed in this document reflects the most currently known set of accommodations. The accommodation information and administration practices for *NAEP* testing for any given assessment year are provided to schools through the AMS site and/or discussed with school personnel during the Assessment Planning Meeting.

Each accommodation is described below. Accommodations available for English learners are indicated by the notation of EL in parentheses. Some accommodations are also available for students with IEPs indicated by SD. Please note some of the accommodations allowable on *NAEP* are not allowed on other West Virginia assessments. Careful consideration needs to be given to each decision regarding accommodations. If the student has not had the opportunity to practice with the accommodation during instructions, it may adversely affect student performance on the *NAEP* assessment.

If a student needs an accommodation not listed, the *NAEP* school coordinator should discuss the specific accommodation need with the *NAEP* state coordinator at the West Virginia Department of Education **prior** to entering the request into the AMS system.

Zooming (SD, EL)

Universal Design tool available to all students

Description: Zooming enlarges content onscreen up to two times (2x) the default text/image size while preserving clarity, contrast, and color. Students can change text sizes ranging from approximately 12-point font to approximately 24-point font.

The [tutorial](#) explains how to use the zooming tool and has full audio. The tutorial is generally available on the public NCES website prior to each administration.

NOTE: Zooming only enlarges the items and does not include the toolbar, item tabs, scrollbars, calculator, and equation editor. If students need content larger than 2 times (2x) the default text/image size or if they need all tools enlarged, select the **magnification** accommodation.

Individual Testing Experience (SD, EL)

Allowed for mathematics, reading, science, writing, U.S. history, civics, economics, technology and engineering literacy

Description: This accommodation is considered to be unnecessary because of the mode of test administration. All students are interacting on a one-on-one basis with the tablet and will have earbuds to reduce distractions. **Read Aloud** and other accommodations will be provided through the tablet and will not distract other students in the room. If the student's use of earbuds is not sufficient separation from the other students, the **Separate Location** accommodation should be added.

Separate Location (SD, EL)

Allowed for mathematics, reading, science, writing, U.S. history, civics, economics, technology and engineering literacy

Description: This accommodation is considered unnecessary because of the mode of test administration. All students are interacting on a one-on-one basis with the tablet and will have earbuds to reduce distractions. **Read Aloud** and other accommodations will be provided through the tablet and will not distract other students in the room. However, if the school determines this setting is still too distracting, the student can be assessed in a separate location.

NOTE: If students need to be assessed in a smaller group, please select the accommodation, **Separate Location**.

Directions Only Read Aloud/Text-to-Speech (English) (SD, EL)

Universal Design tool available to all students

Description: General directions are read aloud to all students. Directions within the assessment can be selected and read aloud by the system using text-to-speech.

Some students' IEPs or 504 Plans stipulate they should receive this accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement, but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way an English learner can request this by raising their hand during the session, and it will not be recorded as an accommodation.

Directions Explained/Clarified (SD, EL)

Universal Design tool available for all students

Description: Students can raise their hand at any time to ask the test administrator to clarify or explain directions.

Note: This accommodation should be chosen if the student requires directions to be simplified.

Read Aloud/Text-to-Speech (English) – Occasional or Most or All (SD, EL)

Text-to-Speech is a Universal Design tool available to all students (**not allowed on NAEP Reading for passages or items**)

Description: Students select some or all text to be read aloud by the system using text-to-speech.

The [tutorial](#) explains how to use the text-to-speech tool and has full audio. The tutorial is generally available on the public NCES website prior to each administration.

Use a Computer/Tablet to Respond (SD, EL)

Universal Design tool available to all students

Description: All students respond on NAEP-provided tablets.

Color Theming (SD, EL)

Universal Design tool available to all students

Description: Students have a choice of three color-contrast options, including one high-contrast option. The default is black text on white background and the two other options are white text on black background and black text on beige background.

The [tutorial](#) explains how to use the color theming tool and has full audio. The tutorial is generally available on the public NCES website prior to each administration.

NOTE: This tool is not available for the tutorial and some items. If students need all content in high contrast, please select the accommodation High Contrast for Visually Impaired Students.

Scratch work/Highlighter Capability (SD, EL)

Universal Design tool available to all students

Description: A scratch work/highlighter tool allows freehand drawing and highlighting on the screen. The scratch work/highlighter tool is available for most content. This accommodation is an on-screen tool. If the student needs physical scratch paper, use the scratch paper accommodation.

The [tutorial](#) explains how to use the scratch work/highlighter tool and has full audio. The tutorial is generally available on the public NCES website prior to each administration.

NOTE: This tool is not available for scenario-based tasks.

Eliminating Capability (SD, EL)

Universal Design tool available to all students

Description: This accommodation allows students to gray out answer choices for multiple choice items.

The [tutorial](#) explains how to use the eliminating tool and has full audio. The tutorial is generally available on the public NCES website prior to each administration.

NOTE: This tool is not available for the scenario-based tasks or writing assessment.

Volume Adjustment (SD, EL)

Universal Design tool available to all students

Description: Some portions of the assessment tool audio, such as text-to-speech or multimedia item content. Students may raise or lower the volume using a control on the tablet.

The [tutorial](#) explains how to use the volume adjustment tool and has full audio. The tutorial is generally available on the public NCES website prior to each administration.

Closed Captioning (SD, EL)

Universal Design tool available to all students

Description: All voice-over narration is closed captioned.

Scratch (lined or unlined paper) Paper (SD, EL)

Universal Design tool for all students

Description: Administrators will inform students scratch (lined or unlined paper) paper and pencil are available upon request. Students can raise their hands to request scratch (lined or unlined paper) paper and pencil.

Note: This accommodation does not include graphic organizers.

Electronic Spellcheck and Thesaurus (SD, EL)

Universal Design tool writing assessment available to all students

This universal design element is incorporated into the interface with automatic and user-prompted activation options.

Extended Time (SD, EL)

Allowed for mathematics, reading, science, writing, U.S. history, civics, economics, technology and engineering literacy

Description: This accommodation requires students be given extra time to complete the assessment. The students will be given three times the amount of time for the cognitive blocks. Extended time is incorporated in the timed session. Students with extended time should be included in the first session to ensure enough time is available.

NOTE: *NAEP* is a timed, but not a “speeded” test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Most students can complete the *NAEP* cognitive sections in the time allowed (30 minutes per section). Students should answer the questions in order. Any question remaining (not answered at the end of booklet) will not be scored.

Marks/Writes Directly in Test Booklet (SD, EL)

Universal Design tool for all *NAEP* assessments

For the assessments, except the technology engineering literacy assessment, students write on the screen with a stylus or finger. For technology engineering literacy, students use the mouse and keyboard to input responses.

Directions Translated to Spanish (EL)

Allowed in Grades 4 and 8 for mathematics, reading, science, writing, U. S. history, and civics

Description: All directions are provided in Spanish and English including the tutorial. A toggle button is available on the screens to go back and forth between Spanish and English.

Spanish translation is not available for Grade 12.

Directions Only Read Aloud/Text-to-Speech (Spanish) (EL)

Allowed in Grade 4 and 8 for mathematics, reading, science, writing, U. S. history, and civics

Description: Directions Read Aloud/Text-to-Speech in Spanish must be paired with Directions Only Translated to Spanish. All Spanish translated content is text-to-speech enabled. The tutorial is also available in Spanish.

Spanish translation is not available for Age 17 or Grade 12.

Spanish/English Version of the Test (EL)

Allowed for mathematics, science, U. S. history, civics (Grades 4 & 8)

Not Allowed for Reading any grade or Grade 12 all subjects

Description: For the **Spanish/English Version** of the Test, all content is provided in Spanish and English. A toggle button is available on the screens to go back and forth between Spanish and English.

Spanish/English version of the test is not allowed for Reading or age 17.

Read Aloud/Text-to-Speech (Spanish) – Occasional or Most or All (EL)

Allowed for Grade 4 or 8: Mathematics, U. S. history, and civics

Not Allowed in any grade for Reading, Writing, age 17 for any subject, or Grade 12 any subject

Description: This accommodation must be paired with the Spanish/English Version of the Test. All Spanish translated content is text-to-speech enabled.

Read Aloud/Text-to-Speech (Spanish) – Occasional or Most or All is not available for reading or writing or any age 17 assessment.

Breaks during Test (SD, EL)

Allowed for mathematics, reading, science, writing, U.S. history, civics, economics, technology and engineering literacy

Description: Breaks during testing requires the student be allowed to take breaks at predetermined intervals during the assessment. This also could mean the student can take the assessment in more than one sitting during a single day.

Some students may need to have breaks in the assessment to deal with medical issues, such as diabetic needs.

Familiar Person Present in Testing Room (SD, EL)

Allowed for mathematics, reading, science, writing, U.S. history, civics, economics, technology and engineering literacy

Description: The paraprofessional who regularly works with the student must be present in the testing room during the time of assessment. This individual should be focused on the student's needs and not participate in the administration of the assessment.

Uses Template (SD, EL)

Allowed for mathematics, reading, science, writing, U.S. history, civics, economics, technology and engineering literacy

Description: A template is a cutout or overlay **provided by the school** that is used to focus a student's attention on one part of a screen by obscuring other parts of the screen. Also known as masking, line reader or place marker. Templates **must be provided by the school**.

For questions about allowed templates, the *NAEP* school coordinator should contact the *NAEP* State Coordinator in the WVDE Office of Assessment.

Special Equipment (SD, EL)

Allowed for mathematics, reading, science, writing, U.S. history, civics, economics, technology and engineering literacy

Description: Special equipment includes the following and **must be provided by the school**:

- FM system, amplification equipment, or an auditory amplification device for hearing-impaired students.
- Noise buffers, study carrel, blinders, special lighting, and adaptive furniture
- Stress ball or sensory fidget item

For questions about allowed special equipment, the *NAEP* school coordinator should contact the *NAEP* State Coordinator in the WVDE Office of Assessment.

Preferential Seating (SD, EL)

Allowed for mathematics, reading, science, writing, U.S. history, civics, economics, technology and engineering literacy

Description: Preferential seating requires a student to sit in a designated area for the assessment, such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so the student can see or hear more easily.

Cueing to Stay on Task (SD, EL)

Allowed for all *NAEP* assessments

Description: Cueing to stay on task must be **provided by a school staff member**. This includes monitor for understanding, monitor placement of responses, redirect to stay on task, reminders to stay on task, prompt to stay on task, verbal encouragement, reinforcement, refocus, track test items. School staff member should discuss this accommodation with the *NAEP* administrator prior to the start of the assessment. Cueing to stay on task CANNOT provide assistance with answering the questions.

Bilingual Dictionary (in Any Language) (EL)

Allowed for all *NAEP* assessments except reading

Description: Some English language learners may require a bilingual dictionary, which must be either a handheld electronic or hardcopy bilingual dictionary **provided by the school** in any language that contains English translations of words but does not contain definitions.

Also known as a word-for-word dictionary, word-to-word translation dictionary, or a bilingual word list *NAEP* does not provide bilingual dictionaries, so students should bring their own dictionaries to the assessment.

Bilingual dictionaries are **not allowed for the reading assessment**.

NOTE: Students who require a bilingual dictionary should be given **extended time**.

NAEP Accommodations for Students with IEPs and Section 504 Plan On Paper-Based Assessments

The accommodation information listed in this document reflects the most currently known set of accommodations. The accommodation information and administration practices for *NAEP* testing for any given assessment year are provided to schools through the AMS site and/or discussed with school personnel during the Assessment Planning Meeting.

Each accommodation is described below as it relates to the paper-based assessments. Accommodations available for students with IEPs are indicated by the notation of SD in parentheses. Some accommodations are also available for English learners indicated by EL.

If a student needs accommodation not listed, the *NAEP* school coordinator should discuss the specific accommodation with the *NAEP* state coordinator at the West Virginia Department of Education prior to entering the request in the AMS system.

Marks/Writes Directly in Test Booklet (SD/EL)

Universal Design tool available to all students

Description: All students write directly in the test book. NAEP does not have Scantron or bubble sheets.

Directions Explained/Clarified (SD/EL)

Universal Design tool available to all students

Description: Students can raise their hand at any time and ask the test administrator to clarify or explain directions.

Scratch Paper (SD/EL)

Universal Design tool available to all students

Description: Administrators inform students that they can use the white space in the test booklet as scratch paper.

Extended Time (SD/EL)

Description: Students are given up to three times (3X) the allotted time to complete the assessment.

- If state test is untimed, students may or may not require extended time on NAEP.
- Most students are able to complete the NAEP cognitive sections in the time allowed.

Small Group (SD/EL)

Description: Group includes no more than five students. A student can be assigned a small group because:

- Student requires this accommodation.
- One or more of the student's accommodations must be administered in a separate location to minimize distractions to other students in the regular session.

One-on-One (SD/EL)

Description: Student is assessed individually in an area free of distractions.

Read Aloud in English—Direction Only (SD/EL)

Description: General directions (the same for all students) and/or subject-specific directions are read aloud, repeated, or reworded in any way in English so that the student understands what to do.

- Some students' IEPs or 504 Plans stipulate this as an accommodation. This will be coded as an accommodation for these students.
- Students who do not have this as an IEP or 504 requirement but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising their hand during the session, and it will not be recorded as an accommodation.

Read Aloud in English—Occasional (SD/EL)

Description: Students may request to have words, phrases, or sentences read aloud in English.

Read Aloud in English—Most or All (SD/EL)

Description: Students may request to have most or all of the assessment read aloud in English.

Breaks During Test (SD/EL)

Description: Students are allowed to take breaks as requested or at predetermined intervals during the assessment. This could also mean that the students can take the assessment in more than one sitting during a single day.

Use Computer/Tablet to Respond (SD/EL)

Description: Students record answers using a computer or tablet **provided by the school**.

Familiar Person Present or Administer the Test (SD/EL)

Description: **School staff member** familiar to the student must be present during the assessment or administer the test.

Scribe (SD)

Scribe provided by the school.

Student responds orally or by pointing to their answers, a scribe records the student's responses in the booklet.

Large Print Version of the Test (SD)

NAEP provides large-print booklets to visually impaired students.

- Assessment booklets enlarged by 129 percent.

Magnification Equipment (SD)

Description: Lens or system, **provided by the school**, that enhances visual function. Magnification devices include:

- Eyeglass-mounted magnifiers, freestanding or handheld magnifiers, enlarged computer monitors, or computers with screen-enlargement programs.
- Closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.

Uses Template (SD/EL)

Description: **Provided by the school.**

Cutout, masking, color overlays, line reader, or place marker.

Special Equipment (SD/EL)

Description: **Provided by the school.**

- FM system, amplification equipment, auditory amplification device.
- Noise buffers, study carrel, blinder, special lighting, adaptive furniture.
- Stress ball or sensory fidget item.

Preferential Seating (SD/EL)

Description: **Provided by the school.**

- Location with minimal distractions, reduced distractions, quiet location or setting.
- Front of the class, close to the test administrator.

Cueing to Stay on Task (SD/EL)

Description: **Provided by a school staff member.**

- Monitor for understanding, monitor placement of responses.
- Redirect to stay on task, reminders to stay on task, prompts to stay on task.
- Provide verbal encouragement, reinforcement, refocus.
- Track test items.

Braille Version of the Test (SD)

Description: A paper-based embossed Braille form. NAEP uses contracted Unified English Braille (UEB) for all subjects. For the mathematics assessment, NAEP uses UEB plus Nemeth.

- Students can use a scribe to record their answers (select *Scribe* accommodation).
- Student can use a Braille output device provided by the school.

Directions Only Presented in Sign Language (SD)

Description: A qualified sign language interpreter, **provided by the school**, signs the instructions included in the session script. The school determines who is a qualified sign language interpreter.

Presentation in Sign Language (SD)

Not allowed for reading

Description: A qualified sign language interpreter, **provided by the school**, signs the instructions included in the session script and some or all of the test questions or answer choices for the student.

Response in Sign Language (SD)

Student signs their responses to a scribe, **provided by the school**, who records the responses in the booklet (select *Scribe* accommodation).

Other (specify) (SD/EL)

Any accommodation not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP.

NAEP Accommodations for English Learners On Paper-Based Assessments

The accommodation information listed in this document reflects the most currently known set of accommodations. The accommodation information and administration practices for *NAEP* testing for any given assessment year are provided to schools through the AMS site and/or discussed with school personnel during the Assessment Planning Meeting.

Each accommodation is described below as it relates to the paper-based assessments. Accommodations available for students with IEPs are indicated by the notation of SD in parentheses. Some accommodations are also available for English learners indicated by EL.

If a student needs accommodation not listed, the *NAEP* school coordinator should discuss the specific accommodation with the *NAEP* state coordinator at the West Virginia Department of Education prior to entering the request in the AMS system.

Marks/Writes Directly in Test Booklet (SD/EL)

Universal Design tool available to all students

Description: All students write directly in the test book. NAEP does not have Scantron or bubble sheets.

Directions Explained/Clarified (SD/EL)

Universal Design tool available to all students

Description: Students can raise their hand at any time and ask the test administrator to clarify or explain directions.

Scratch Paper (SD/EL)

Universal Design tool available to all students

Description: Administrators inform students that they can use the white space in the test booklet as scratch paper.

Extended Time (SD/EL)

Description: Students are given up to three times (3X) the allotted time to complete the assessment.

- If state test is untimed, students may or may not require extended time on NAEP.
- Most students are able to complete the NAEP cognitive sections in the time allowed.

Small Group (SD/EL)

Description: Group includes no more than five students. A student can be assigned a small group because:

- Student requires taking the assessment in a small group.
- One or more of the student's accommodations must be administered in a separate location to minimize distractions to other students in the regular session.

One-on-One (SD/EL)

Description: Student is assessed individually in an area free of distractions.

Read Aloud in English—Direction Only (SD/EL)

Description: General directions (the same for all students) and/or subject-specific directions are read aloud, repeated, or reworded in any way in English so that the student understands what to do.

- Some students' IEPs or 504 Plans stipulate this as an accommodation. This will be coded as an accommodation for these students.
- Students who do not have this as an IEP or 504 requirement but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising their hand during the session, and it will not be recorded as an accommodation.

Read Aloud in English—Occasional (SD/EL)

Not allowed for reading

Description: Students may request to have words, phrases, or sentences read aloud in English.

Read Aloud in English—Most or All (SD/EL)

Not allowed for reading

Description: Students may request to have most or all of the assessment read aloud in English.

Breaks During Test (SD/EL)

Description: Students are allowed to take breaks as requested or at predetermined intervals during the assessment. This could also mean that the students can take the assessment in more than one sitting during a single day.

Use Computer/Tablet to Respond (SD/EL)

Description: Students record answers using a computer or tablet **provided by the school**.

Familiar Person Present or Administer the Test (SD/EL)

Description: **School staff member** familiar to the student must be present during the assessment or administer the test.

Uses Template (SD/EL)

Description: **Provided by the school**.

Cutout, masking, color overlays, line reader, or place marker.

Special Equipment (SD/EL)

Description: **Provided by the school**.

- FM system, amplification equipment, auditory amplification device.
- Noise buffers, study carrel, blinder, special lighting, adaptive furniture.
- Stress ball or sensory fidget item.

Preferential Seating (SD/EL)

Description: **Provided by the school**.

- Location with minimal distractions, reduced distractions, quiet location or setting.
- Front of the class, close to the test administrator.

Cueing to Stay on Task (SD/EL)

Description: **Provided by a school staff member.**

- Monitor for understanding, monitor placement of responses.
- Redirect to stay on task, reminders to stay on task, prompts to stay on task.
- Provide verbal encouragement, reinforcement, refocus.
- Track test items.

Bilingual Dictionary (in any language) (EL)

Not allowed for the reading assessment

Description: A handheld electronic or hardcopy bilingual dictionary **provided by the school** in any language that contains English translations of words but does not contain definitions.

Also known as a word-for-word dictionary, word-to-word translation dictionary, or a bilingual word list.

General Directions Only Read Aloud in Spanish (EL)

Description: The general session script instructions are read aloud in Spanish. Session script is the same for all students.

Spanish/English Version of the Test (EL)

Not allowed for the reading assessment

Description: Spanish/English version of the booklet.

- One page has the directions and questions in Spanish, and the facing page has the same directions and questions in English.
- Students may mark their answers on either page and in either language.

Test Items Read Aloud in Spanish (EL)

Not allowed for the reading assessment

Description: Students may request to have words, phrases, or sentences read aloud in Spanish.

This requires the students to use a bilingual Spanish/English assessment booklet (select *Spanish/English Version of the Test*).

Other (specify) (SD/EL)

Any accommodation not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP.



Section IX.

References and Additional Readings



Section IX. References and Additional Readings

- Accessible Teaching, Learning, and Assessment Systems. (2019). Dynamic Learning Maps. <http://dynamiclearningmaps.org/>
- Acosta, B., Rivera, C., & Willner, L. S. (2008). *Best practices in the accommodation of English language learners: A Delphi study*. Prepared for the ELL Partnership, U.S. Department of Education. George Washington University.
- American Educational Research Association, American Psychological Association, National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. AERA. <http://www.apa.org/science/programs/testing/standards.aspx>
- Bernthan, J. E., Bankson, N. W., & Flipsen, P. (2017). *Articulation and phonological disorders: Speech sound disorders in children, 8th edition*. Pearson.
- Bielinski, J., & Sheinker, A. (2001). Varied opinions on how to report accommodated test scores: Findings based on CTB/McGraw-Hill's framework for classifying accommodations. Paper presented at the Council of Chief State School Officers Large-scale Assessment Conference, Houston, TX.
- Christensen, L., Thurlow, M., and Wang, T. (2009). *Improving accommodations outcomes: Monitoring instructional and assessment accommodations for students with disabilities*. University of Minnesota, National Center on Educational Outcomes.
- Christensen, L., Carver, W., VanDeZande, J., & Lazarus, S. (2011). *Accommodations manual: How to select, administer, and evaluate the use of accommodations for instruction and assessment of students with disabilities (3rd ed.)*. Assessing Special Education Students State Collaborative on Assessment and Student Standards, Council of Chief State School Officers.
- Christensen, L., Shyyan, V., Schuster, T., Mahaley, P., & Saez, S. (2012). *Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment of English language learners*. University of Minnesota, National Center on Educational Outcomes.
- Christensen, L. L., Gholson, M. L., & Shyyan, V. V. (2018). *Establishing a definition of English learners with significant cognitive disabilities (ALTELLA Brief No. 1)*. Retrieved from University of Wisconsin–Madison, Wisconsin Center for Education Research, Alternate English Language Learning Assessment project: <http://altella.wceruw.org/resources.html>
- DIAMOND Project. (2018) <https://nceo.info/About/projects/nceoprojects/diamond>
- EDGAR 34 C.F.R. 76.770 Education Department General Administrative Regulations. December (2008). <http://www2.ed.gov/about/offices/list/osdfs/edgar2008.pdf>
- Elliott, J. L., Thurlow, M. L., & Ysseldyke, J. E. (1996). *Assessment guidelines that maximize the participation of students with disabilities in large-scale assessment: Characteristics and considerations* (Synthesis Report 25). University of Minnesota, National Center on Educational Outcomes.
- ELPA21. (2018). *Accessibility and accommodations manual*. Washington, DC: Author. <http://www.elpa21.org/sites/default/files/18-19%20AA%20Manual.pdf>
- ELPA21. (2019) English Language Proficiency Assessment for the 21st Century. <http://www.elpa21.org/>

- Francis, D., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). Research-based recommendations for the use of accommodations in large-scale assessments. Book 3 in Center on Instruction (Ed.) *Practical guidelines for the education of English language learner series*. RMC Research Corporation, Center on Instruction. <http://www.centeroninstruction.org/files/ELL3-Assessments.pdf>
- Gordon-Brannan, M., & Hodson, B. (2000). Intelligibility/severity measurements of prekindergarten children's speech. *American Journal of Speech-Language Pathology, 9*, 141-150. <https://doi.org/10.1044/1058-0360.0902.141>
- Heumann, J. E., & Cantu, N. V. (1997). *Dear colleague letter: Including students with disabilities in all educational reform activities* (September 29, 1997). United States Department of Education. <http://www2.ed.gov/about/offices/list/ocr/docs/asses902.html>
- Hixson, N., & Hammer, P. C. (2011). Examining accommodations in West Virginia: A descriptive analysis of accommodations specified for students in Individualized Education Programs, 504 plans, and limited English proficient plans in 2009-2010. West Virginia Department of Education, Division of Curriculum and Instructional Services, WVDE Office of Research, Accountability and Data Governance.
- Kopriva, R. J., Emick, J. E., Hipolito-Delgado, C., & Cameron, C. A. (2007). Do proper accommodation assignments make a difference? Examining the impact of improved decision making on scores for English language learners. *Educational Measurement: Issues & Practice, 26*(3), 11-20.
- National Center on Educational Outcomes. (2016). *Accommodations bibliography*. University of Minnesota, National Center on Educational Outcomes. <https://apps.cehd.umn.edu/nceo/accommodations/>
- National Council on Measurement in Education. (2012). *Testing and data integrity in the administration of statewide student assessment programs*.
- National Assessment Governing Board (2010). *NAEP testing and reporting on students with disabilities and English language learners. Policy statement. March 6, 2010*. Author. http://www.nagb.org/content/nagb/assets/documents/policies/naep_testandreport_studentswithdisabilities.pdf
- Rivera, C., Collum, E., Willner, L. S., & Sia, J. K. (2006). Study 1: An analysis of state assessment policies regarding the accommodation of English language learners. In E. Collum & C. Rivera (Eds.), *State assessment policy and practice for English language learners: A national perspective* (pp. 1-174). Lawrence Erlbaum Associates.
- Shyan, V., Christensen, L., Touchette, B., Lightborne, L., Gholson, M., & Burton, K. (2013). *Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment of English language learners with disabilities*. University of Minnesota, National Center on Educational Outcomes.
- Shyan, V., Thurlow, M., Christensen, L., Lazarus, S., Paul, J., and Touchette, B. (2016). *CCSSO Accessibility Manual: How to select, administer, and evaluate use of accessibility supports for instruction and assessment of all students*. CCSSO. <https://ccsso.org/sites/default/files/2017-10/CCSSO%20Accessibility%20Manual.docx>

- Thompson, S. J., Johnstone, C. J., & Thurlow, M. L. (2002). *Universal design applied to large scale assessments* (Synthesis Report 44). University of Minnesota, National Center on Educational Outcomes. <http://education.umn.edu/NCEO/OnlinePubs/Synthesis44.html>
- Thompson, S. J., Morse, A. B., Sharpe, M., & Hall, S. (2005). *Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment of students with disabilities. Second edition.* Council of Chief State School Officers. http://www.ccsso.org/Documents/Accommodations_Manual_How_2005.pdf
- Thompson, S., Thurlow, M., & Walz, L. (2000). *Student perspectives on the use of accommodations on large-scale assessments* (Minnesota Report No. 35). University of Minnesota, National Center on Educational Outcomes. <http://education.umn.edu/NCEO/OnlinePubs/MnReport35.html>
- Thurlow, M. & Bolt, S. (2001). *Empirical support for accommodations most often allowed in state policy.* (Synthesis Report 41). University of Minnesota, National Center on Educational Outcomes. <http://www.cehd.umn.edu/nceo/onlinepubs/Synthesis41.html>
- Thurlow, M. L., Christensen, L. L., & Shyyan, V. V. (2016). *White paper on English language learners with significant cognitive disabilities.* University of Minnesota, National Center on Educational Outcomes, English Language Proficiency Assessment for the 21st Century.
- Thurlow, M., Lazarus, S. S., Albus, D., & Hodgson, J. (2010). *Computer-based testing: Practices and considerations* (Synthesis Report 78). University of Minnesota, National Center on Educational Outcomes. <http://www.cehd.umn.edu/NCEO/onlinepubs/Synthesis78/Synthesis78.pdf>
- Thurlow, M. L., Quenemoen, R. F., & Lazarus, S. S. (2011). *Meeting the needs of special education students: Recommendations for the Race-to-the-Top consortia and states.* University of Minnesota, National Center on Educational Outcomes. http://www.cehd.umn.edu/NCEO/onlinepubs/Martha_Thurlow-Meeting_the_Needs_of_Special_Education_Students.pdf
- Thurlow, M., Quenemoen, R., Thompson, S., & Lehr, C. (2001). *Principles and characteristics of inclusive assessment and accountability systems* (Synthesis Report 40). University of Minnesota, National Center on Educational Outcomes. <http://education.umn.edu/NCEO/OnlinePubs/Synthesis40.html>
- U.S. Education Department (nd). Federal Programs Consolidated Monitoring Requirements. Education Department General Administrative Regulations (EDGAR) Title 34, Code of Federal Regulations (CFR) 76.770. Author.
- U. S. Education Department (2007). *Assessment and accountability for recently arrived and former limited English proficient (ELL) students.* Non-Regulatory Guidance. May 2007. Author. Office of Elementary and Secondary Education. <http://www.ed.gov/policy/elsec/guid/ELLguidance.doc>
- U.S. Education Department (2009). *Standards and Assessments Peer Review Guidance: Information and Examples for Meeting Requirements of the No Child Left Behind Act of 2001.* Author. Office of Elementary and Secondary Education. <http://www2.ed.gov/policy/elsec/guid/saaprguidance.pdf>
- West Virginia Board of Education. (2022). *Policy 2417: Regulations and English Language Proficiency Standards for English Learners.* Author. <http://wvde.state.wv.us/policies/>
- West Virginia Board of Education. (2023). *Policy 2419: Regulations for the Education of Students with Exceptionalities.* Author. <http://wvde.state.wv.us/policies/>

West Virginia Board of Education. (2022). *Policy 2340: West Virginia measures of academic progress*. Author. <http://wvde.state.wv.us/policies/>

West Virginia Board of Education. (2022). *Policy 2510: Assuring the quality of education: regulations for education programs*. Author. <http://wvde.state.wv.us/policies/>

West Virginia Board of Education. (2018). *Policy 2520.16: Alternate academic achievement standards for West Virginia schools*. Author. <http://wvde.state.wv.us/policies/>

White, L., Hixson, N., D'Brot, J., & Perdue, J. (2009). Examining accommodation recommendations in West Virginia (2008-2009). West Virginia Department of Education, Office of Assessment and Accountability.



Section X.

Appendices



Section X. Appendix

Appendix A. Assessment Accommodations Summary – ACC.OMS application

ASSESSMENT ACCOMMODATIONS SUMMARY

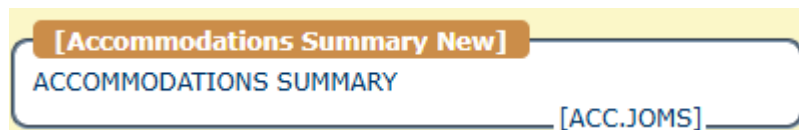
Superintendents, County Test Coordinators, and other designees are required to login to WVEIS 2.0 to verify assessment accommodations for students with IEPs, students with 504 plans, and for EL students.

Instructions for Viewing Accommodations Summary

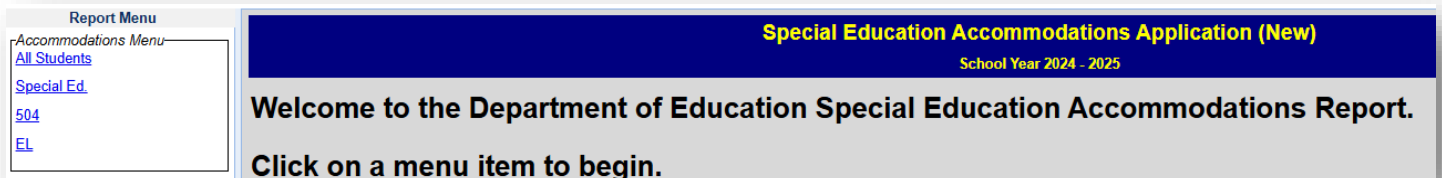
To verify the assessment accommodations for students, log into WVEIS 2.0.

Then,

1. Select *the Special Education* menu button. (If you are assigned WVEIS access to multiple schools, **before** proceeding to the next step, select the school you wish to review from the drop down at the top of the screen.)
2. Select the *Accommodations Summary* menu button.



3. Select ACC.JOMS.
4. After selecting ACC.JOMS, you will find instructions on the main page that direct you to the menu on the left.

A screenshot of the ACC.OMS application main page. On the left side, there is a "Report Menu" with a sub-menu "Accommodations Menu" containing links for "All Students", "Special Ed.", "504", and "EL". The main content area has a dark blue header with the text "Special Education Accommodations Application (New)" and "School Year 2024 - 2025". Below the header, it says "Welcome to the Department of Education Special Education Accommodations Report." and "Click on a menu item to begin."

Select any of the categories to see the roster of students and their accommodations.

In the screenshot below, you can see the user has selected “All Students” on the left. By selecting the “All Students” tab, students within each of the three categories (i.e., *SpecialEd*, *504*, and *EL*) will be displayed.

The “Category” column indicates the accommodations category that is applicable to the student.

District	School	Student ID	Student Name	IEP Grade	Curr. Grade	Category	Standard Type	Accommodations
1				-1.0	-1	Sp Ed	PK GENERAL	
2				0	0	Sp Ed	ALT	
3				-1.0	-1	Sp Ed	PK GENERAL	
4				3.4	3	Sp Ed	ALT	
5				1.2	2	Sp Ed	GENERAL	
6				4.5	4	Sp Ed	GENERAL	P13 R20 R23
7				8	8	504		R32 T03 T07
8				11.12	11	Sp Ed	GENERAL	P13 T17 T18 T19
9				12	12	504		T03 T17 T19
10				3	3	EL		P01
11				5.6	5	Sp Ed	GENERAL	P13 R20
12				-1	-1	Sp Ed	PK	
13				4	4	504		
14				7.8	7	Sp Ed	GENERAL	P13 R20
15				1.0	1	Sp Ed	PK GENERAL	

For students with assessment accommodations, the specific accommodations will be displayed in the Accommodations column.

If no accommodations are displayed for a student and the area is blank, it means no accommodations have been designated for the student in their plan.

Note: For details about the accommodation(s) listed, hover over the accommodation with the mouse cursor to have the detail displayed in a popup.

To download a pdf of the report, click either *View PDF* or *View PDF2*.

View PDF is a printable version of what is shown on the screen.

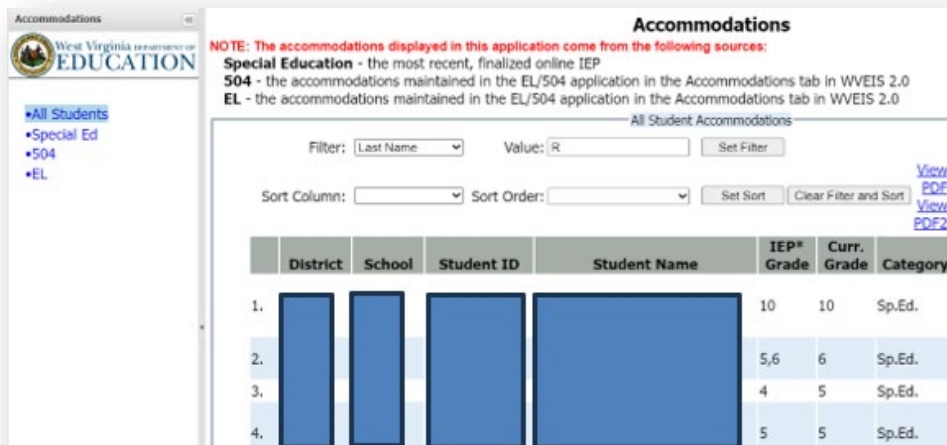
View PDF2 is a printable version but with one student per page.

Export to Excel will export the screen to excel.

How to Filter

There are times when it is necessary (or faster) to see only a select group of students that meet certain criteria or answer a specific question. For example, you may want to see students whose Last Name begins with the letter R.

1. Click on the group of students on the left that is applicable. In this example, the “All Students” category has been selected.
2. Go to the Filter box near the top of the page and click on the arrow to select “Last Name”.
3. Next, type in the letter R in the “Value” box that is to the right of the Filter box.
4. Finally, click on “Set Filter” to have only students whose last name begins with R displayed.



Accommodations

NOTE: The accommodations displayed in this application come from the following sources:
Special Education - the most recent, finalized online IEP
504 - the accommodations maintained in the EL/504 application in the Accommodations tab in WVEIS 2.0
EL - the accommodations maintained in the EL/504 application in the Accommodations tab in WVEIS 2.0

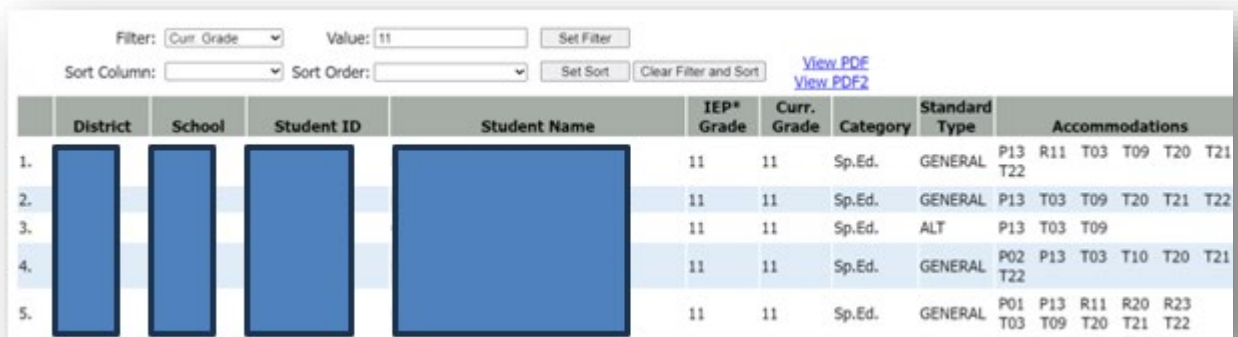
All Student Accommodations

Filter: Last Name Value: R Set Filter

Sort Column: Sort Order: Set Sort Clear Filter and Sort

	District	School	Student ID	Student Name	IEP* Grade	Curr. Grade	Category
1.					10	10	Sp.Ed.
2.					5,6	6	Sp.Ed.
3.					4	5	Sp.Ed.
4.					5	5	Sp.Ed.

5. To filter for a specific grade, you will need to select “Curr. Grade” in the filter box and then type in the appropriate value in the “Value” box.



Filter: Curr. Grade Value: 11 Set Filter

Sort Column: Sort Order: Set Sort Clear Filter and Sort

	District	School	Student ID	Student Name	IEP* Grade	Curr. Grade	Category	Standard Type	Accommodations
1.					11	11	Sp.Ed.	GENERAL	P13 R11 T03 T09 T20 T21 T22
2.					11	11	Sp.Ed.	GENERAL	P13 T03 T09 T20 T21 T22
3.					11	11	Sp.Ed.	ALT	P13 T03 T09
4.					11	11	Sp.Ed.	GENERAL	P02 T22 P13 T03 T10 T20 T21
5.					11	11	Sp.Ed.	GENERAL	P01 T03 P13 R11 R20 R23 T09 T20 T21 T22

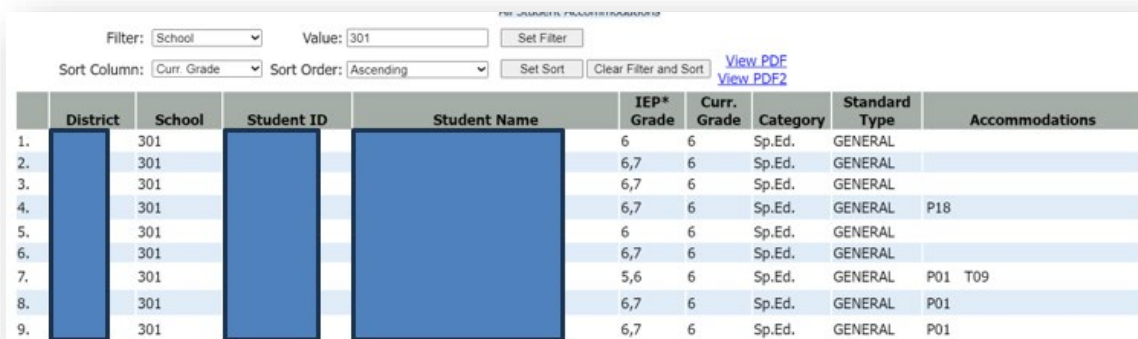
How to Sort

The *sort* feature is helpful when you'd like to see the information displayed in a different manner than the default display, which is ordered by last name from A to Z. You may wish to see the information sorted by current grade level.

For this example, the filter is set to display only school 301.

To sort by current grade:

1. Click on the group of students on the left that is applicable. In this example, the "All Students" category has been selected.
2. Go to the Sort dropdown box near the top of the page and click on the arrow to select "Curr.Grade".
3. Next, select Ascending in the "Sort Order" box to have the student information returned from smallest to largest number.
4. Finally, click on "Set Sort" to have the information sorted by current grade level.



The screenshot shows a web interface for viewing student data. At the top, there is a filter section with a dropdown menu set to 'School' and a text input field containing '301'. A 'Set Filter' button is next to it. Below the filter, there is a 'Sort Column' dropdown set to 'Curr. Grade' and a 'Sort Order' dropdown set to 'Ascending'. A 'Set Sort' button is next to it. There are also links for 'View PDF' and 'View PDF2'. The main part of the image is a table with the following columns: District, School, Student ID, Student Name, IEP* Grade, Curr. Grade, Category, Standard Type, and Accommodations. The table contains 9 rows of data, all filtered to School 301. The 'Curr. Grade' column is sorted in ascending order, with values 6, 6, 6, 6, 6, 6, 6, 6, and 6. The 'Accommodations' column contains 'P18', 'P01 T09', and 'P01' for rows 4, 7, and 9 respectively.

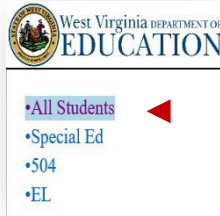
	District	School	Student ID	Student Name	IEP* Grade	Curr. Grade	Category	Standard Type	Accommodations
1.	301	301			6	6	Sp.Ed.	GENERAL	
2.	301	301			6,7	6	Sp.Ed.	GENERAL	
3.	301	301			6,7	6	Sp.Ed.	GENERAL	
4.	301	301			6,7	6	Sp.Ed.	GENERAL	P18
5.	301	301			6	6	Sp.Ed.	GENERAL	
6.	301	301			6,7	6	Sp.Ed.	GENERAL	
7.	301	301			5,6	6	Sp.Ed.	GENERAL	P01 T09
8.	301	301			6,7	6	Sp.Ed.	GENERAL	P01
9.	301	301			6,7	6	Sp.Ed.	GENERAL	P01

FILTERING AND SORTING FOR ALTERNATE ASSESSMENT STUDENTS

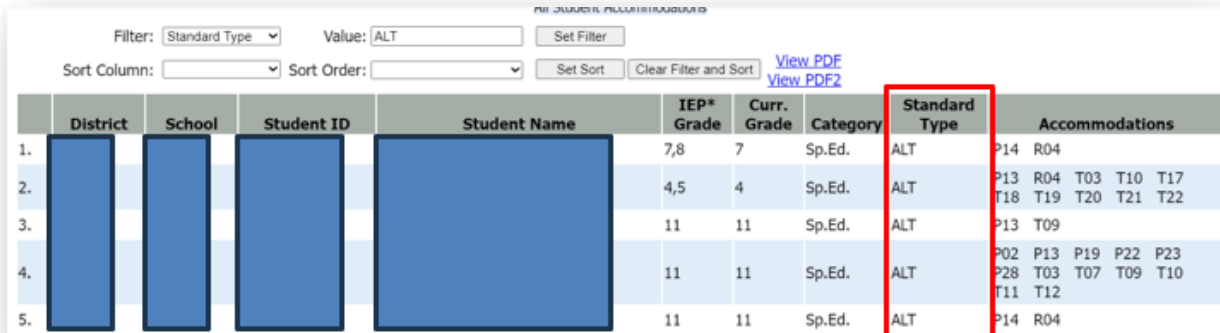
The filter and sort feature can also allow you to easily identify students needing the alternate assessment test.

To filter for alternate assessment students:

1. Click on the group of students on the left that is applicable. In this example, the “AllStudents” category has been selected.



2. Go to the Filter box near the top of the page and click on the arrow to select “Standard Type”.
3. Next, type “ALT” in the Value box. The ALT represents alternate standards.
4. Finally, click on “Set Filter” to have the information filtered for students receiving instruction through the alternate standards as per their IEP.

A screenshot of a data table showing student information. The table has columns for District, School, Student ID, Student Name, IEP* Grade, Curr. Grade, Category, Standard Type, and Accommodations. The table is filtered to show only students with "Standard Type" set to "ALT". The "Standard Type" column is highlighted with a red box. There are also links for "View PDF" and "View PDF2" above the table.

	District	School	Student ID	Student Name	IEP* Grade	Curr. Grade	Category	Standard Type	Accommodations
1.					7,8	7	Sp.Ed.	ALT	P14 R04
2.					4,5	4	Sp.Ed.	ALT	P13 R04 T03 T10 T17 T18 T19 T20 T21 T22
3.					11	11	Sp.Ed.	ALT	P13 T09
4.					11	11	Sp.Ed.	ALT	P02 P13 P19 P22 P23 P28 T03 T07 T09 T10 T11 T12
5.					11	11	Sp.Ed.	ALT	P14 R04

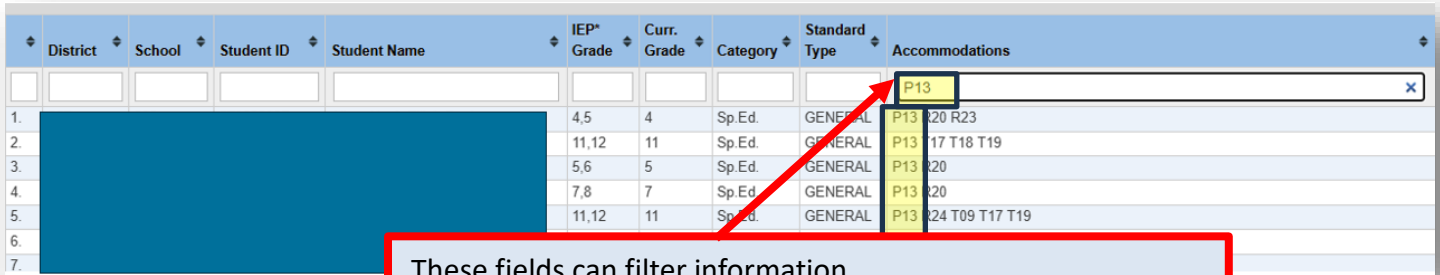
Additional notes

- Larger counties' data requires additional time to load.

Technical Assistance Communication Process

- County Test Coordinators with questions or issues should contact the WVEIS County Contact. If the WVEIS County Contact cannot answer the question or solve the problem, they should contact the WVDE WVEIS Help Desk.

Column header filtering



	District	School	Student ID	Student Name	IEP* Grade	Curr. Grade	Category	Standard Type	Accommodations
1.					4,5	4	Sp.Ed.	GENERAL	P13 R20 R23
2.					11,12	11	Sp.Ed.	GENERAL	P13 T17 T18 T19
3.					5,6	5	Sp.Ed.	GENERAL	P13 R20
4.					7,8	7	Sp.Ed.	GENERAL	P13 R20
5.					11,12	11	Sp.Ed.	GENERAL	P13 R24 T09 T17 T19
6.									
7.									

These fields can filter information.
In this example, P13 was entered under Accommodations so only those students with P13 will appear on the screen.

Appendix B. Accommodations Monitoring Process – MAE.4SA

Monitoring Accommodations Electronically.4 State Assessments (MAE.4SA)

This WVEIS-housed program is the monitoring system educators will use in documenting the provision of accommodations on state assessments – *West Virginia General Summative Assessment (WVGSA)*, *SAT School Day (SAT SD)*, *English Language Proficiency Assessment – 21st century (ELPA21)*, *Alternate-English Language Proficiency Assessment (Alt-ELPA)*, and *West Virginia Alternate Summative Assessment (WVASA)*. This program is to be utilized **following** the administration of a state assessment. The information in this program should match the accommodation information found on the ACC.OMS report.

Test administrators, case manager(s), and building administrators should review the ACC.OMS report for accuracy prior to administering any state assessment. Review the section on [Providing Accommodations](#) for suggested timelines.

IEP/504/EL COMMITTEES ARE STRONGLY ENCOURAGED TO HAVE ANY ACCOMMODATION CHANGES COMPLETED **PRIOR TO THE OPENING** OF THE STATE ASSESSMENT WINDOW.

THIS ENSURES SUFFICIENT OPPORTUNITY FOR THE INFORMATION TO BE PROVIDED TO THE TESTING PLATFORMS AND THE STUDENT TO BE ALLOWED PRACTICE WITH THE SUPPORTS.

Accommodation information is drawn from the IEP 2.0 program and the 504/EL plan accommodations entered directly into WVEIS.

This guidance document assumes that the committee has determined the student's accommodations (whether from an IEP/504/EL plan) to be appropriate and was provided during the administration of a state assessment. If, at any time, an error is found – the appropriate personnel are to be notified, and corrective actions engaged immediately.

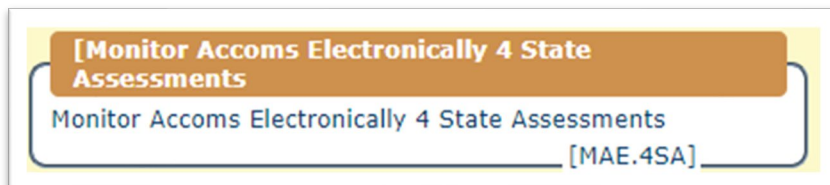
Educators access MAE.4SA with their WVEIS log in and will have access to those students enrolled in the same school the educator is assigned to in WVEIS. Once logged in, educators will need the student's WVEIS number to verify the accommodation provision. The records created are attached to that user's WVEIS log in.

With the use of MAE.4SA, no paper forms are required to verify the provisions of accommodations. The WVEIS screen can be printed if the educator wishes to create a paper copy for their records. A printout of the ACC.OMS report could be used if a paper copy is needed.

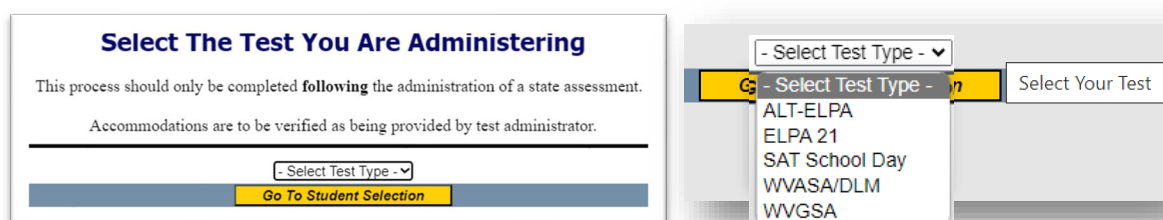
Building administrators should utilize the "Reports" feature to monitor the completion of verification records.

The following screenshots and directions provide an overview of creating the records verifying the provision of student accommodations for state assessments.

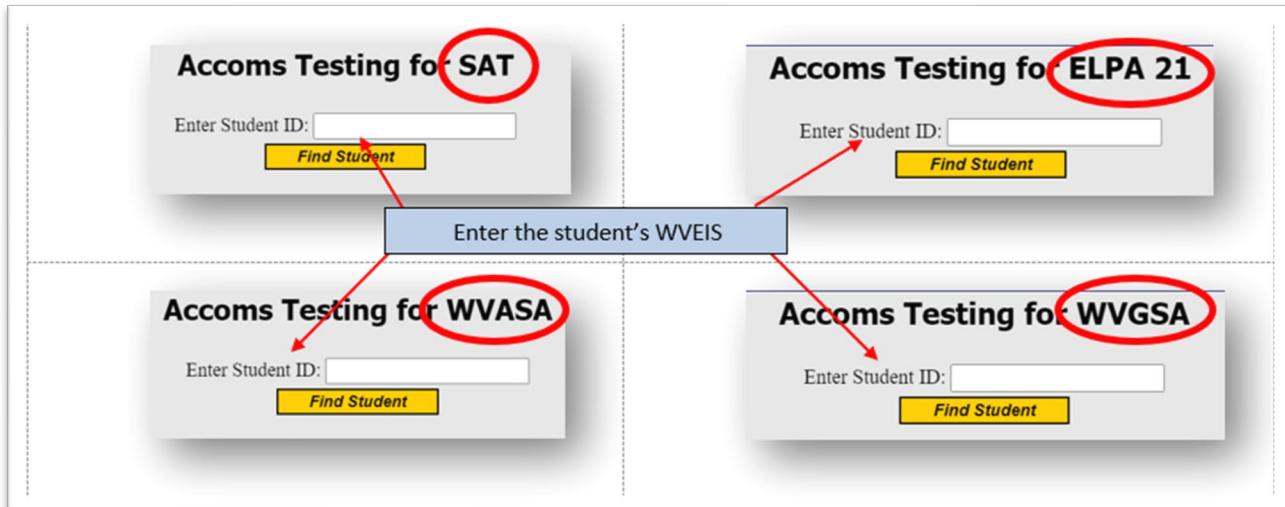
1. **After** administering a subject area or domain of a state assessment, log into WVEIS with your user account.
2. Navigate to the MAE.4SA program.



Click the drop-down menu and select the state assessment you have administered.



3. Verify you have selected the correct assessment and enter the student's WVEIS number. If you have selected the wrong assessment, click on the "Test Selection" link on the left side of the screen.



Accoms Testir
Student:

You can click here to go back to "Test Selection".

[Test Selection](#)
[Student Selection](#)
[* Reports](#)

Accommodations Provision Monitoring	
Codes	P - Presentation

- Verify the student's name matches the WVEIS number entered.

Accoms Testing for SAT

Student: **Peter Parker 2345678901**

Accommodations Provision Monitoring	
	Y

- Verify the accommodations listed match the student's IEP/504/EL accommodations. If the accommodations listed here do not match, **STOP**. Contact the building administration to address the issue.

Once the error(s) have been resolved and the accommodations match the ones listed on the student's educational plan, proceed with the verification process.

Accoms Testing for SAT School Day
Student: **Wade Wilson 567891234**

Accommodations Provision Monitoring		ELA-Reading Provided		Code*		Math Provided		Code*		Science Provided		Code*	
Codes		Y	N	1	2	Y	N	1	2	Y	N	1	2
P30	Translated test directions Allowed for: WVGSA Grades 3-8, SAT School Day, ELPA21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T- Timing													
T09	Separate setting (small group) Allowed for: WVGSA Grades 3-8, SAT School Day, and ELPA21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T16	Breaks as needed Allowed for: WVGSA Grades 3-8, SAT School Day, and ELPA21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Code 1 = Refused 2 = Not Applicable

THOR.ORDINSON@K12.WV.US

My electronic signature on this date indicates the information provided is correct and follows guidelines per Policy 2340.

Save

Only for the subject(s)/domain(s) assessed for the day:

- To the right of each accommodation are columns to select (Y) for Yes, the accommodation was provided for the assessment or (N) for No, the accommodation was not provided for the assessment.

Accoms Testina for WVGSA
Student: Peter Quill 345678912

Accommodations Provision Monitoring		ELA-Reading Provided		Code*		ELA-Essay/Writing Provided		Code*		Math Provided		Code*		Science Provided		Code*			
		Y	N	1	2	Y	N	1	2	Y	N	1	2	Y	N	1	2		
Codes	P - Presentation																		
P02	Human read aloud, excluding ELA reading passages Allowed for: WVGSA Grades 3-8 and ELPA21	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
P18	Simplified test directions Allowed for: WVGSA Grades 3-8	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
T- Timing																			
T09	Separate setting (small group) Allowed for: WVGSA Grades 3-8, SAT School Day, and ELPA21	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

*Code 1 = Refused 2 = Not Applicable

THOR.ORDINSON@K12.WV.US
My electronic signature on this date indicates the information provided is correct and follows guidelines per Policy 2340.

Save

- If the accommodation was not provided, the test administrator must select either code (1) student refusal of the accommodation or (2) the accommodation was not applicable for this assessment.

Accoms Testina for WVGSA
Student: Peter Quill 345678912

Accommodations Provision Monitoring		ELA-Reading Provided		Code*		ELA-Essay/Writing Provided		Code*		Math Provided		Code*		Science Provided		Code*			
		Y	N	1	2	Y	N	1	2	Y	N	1	2	Y	N	1	2		
Codes	P - Presentation																		
P02	Human read aloud, excluding ELA reading passages Allowed for: WVGSA Grades 3-8 and ELPA21	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
P18	Simplified test directions Allowed for: WVGSA Grades 3-8	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
T- Timing																			
T09	Separate setting (small group) Allowed for: WVGSA Grades 3-8, SAT School Day, and ELPA21	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

*Code 1 = Refused 2 = Not Applicable

THOR.ORDINSON@K12.WV.US
My electronic signature on this date indicates the information provided is correct and follows guidelines per Policy 2340.

Save

Accoms Testina for WVGSA
Student: Carol Danvers 345678912

You did not select a reason code value to associate with a Provided N answer

Accommodations Provision Monitoring		ELA-Reading Provided		Code*		ELA-Writing Provided		Code*		MATH Provided		Code*		SCI Provided		Code*			
		Y	N	1	2	Y	N	1	2	Y	N	1	2	Y	N	1	2		
Codes	P - Presentation																		
P13	Text-to-speech, including ELA reading passages Allowed for: WVGSA Grades 3-8, SAT School Day, and WVASA	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

If (N) is selected but neither code of (1) or (2) is selected, upon clicking save, an error message will appear.

- Once all accommodation selections have been completed, click the yellow “Save” button at the bottom of the screen. This will lock your responses into WVEIS and attach your WVEIS log in to this record.

Accoms Testing for SAT School Day
Student: Wade Wilson 567891234

Accommodations Provision Monitoring		ELA- Read Provis
Codes	P - Presentation	Y
P30	Translated test directions Allowed for: WVGSA Grades 3-8, SAT School Day, ELPA21	<input type="radio"/>
T- Timing		
T09	Separate setting (small group) Allowed for: WVGSA Grades 3-8, SAT School Day, and ELPA21	<input type="radio"/>
T16	Breaks as needed Allowed for: WVGSA Grades 3-8, SAT School Day, and ELPA21	<input type="radio"/>
*Code 1 = Refused 2 = Not Applicable		
THOR.ORDINSON@K12.WV.US		
My electronic signature on this date indicates the information provided is correct and follows guidelines per Policy 2340.		
Save		

Verify your WVEIS log in matches the name displayed here. If your name is not displayed, **STOP**. Notify your building administrator and address the issue.

Reports Tool

Building and County administrators have access to reports that indicate students who have records submitted verifying accommodations were provided, and a report with a list of students who do not have records submitted.

Home > Assessments > Monitor Accoms Electronically 4 State Assessments

Accoms Testing for SAT

Enter Student ID:

Find Student

- Test Selection
- Student Selection
- Reports**
 - School Report Not Recorded
 - School Report Recorded
 - ALT-ELPA Report
 - ELPA 21 Report
 - SAT School Day Report
 - WVASA/DLM Report
 - WVGSA Report
- FAQ Training
- MAE 4SA Training Video

The screenshots on the following pages are mock-ups for the “School Report Recorded” report.

Reports for the “School Report Not Recorded” would look similar but without the completed information fields after the student’s name and school.

WVGSA Grades 3-8 & DLM MAE Report

WVEIS Number	Student Last Name	Student First Name	Grade	School	Assessment	Accommodation Code	ELA-Reading	Teacher Name	Time stamp	ELA-Essay/Writing	Teacher Name	Time stamp	Math	Teacher Name	Time stamp	Science	Teacher Name	Time stamp
123456789	Banner	Bruce	7	Hulk Middle School	WVGSA	P01	Y	Tony Stark	5/17/2023 15:23pm	Y	Natasha Romanoff	5/18/2023 9:26:14am	Y	Natasha Romanoff	5/19/2023 12:45:24pm			
4567890123	Parker	Peter	5	Westview Intermediate	WVGSA	P13		Nick Fury	4/26/2023 10:31:34am	Y	Nick Fury	4/27/2023 10:09:35am				Y	Scott Lang	5/5/2023 11:25:34am
4567890123	Parker	Peter	5	Westview Intermediate	WVGSA	T09	Y	Nick Fury	4/26/2023 10:31:34am	Y	Nick Fury	4/27/2023 10:09:35am				Y	Scott Lang	5/5/2023 11:25:34am

This student is not in a grade that assesses science.

This student did not complete the math section of the test.

SAT School Day MAE Report

WVEIS Number	Student Last Name	Student First Name	Grade	School	Assessment	Accommodation Code	ELA-Reading	Teacher Name	Time stamp	Math	Teacher Name	Time stamp	Science	Teacher Name	Time stamp
4567891234	Rogers	Steve	11	Lee High School	SAT School Day	P13		Sam Wilson	4/25/2023 3:14:15pm	Y	Wanda Maximoff	4/26/2023 12:09:05pm	Y	Wanda Maximoff	4/26/2023 12:09:05pm
4567891234	Rogers	Steve	11	Lee High School	SAT School Day	P13	Y	Sam Wilson	4/25/2023 3:14:15pm	Y	Wanda Maximoff	4/26/2023 12:09:05pm	Y	Wanda Maximoff	4/26/2023 12:09:05pm

ELPA21/Alt-ELP MAE Report

WVEIS Number	Student Last Name	Student First Name	Grade	School	Assessment	Accommodation Code	Reading Domain	Teacher Name	Time stamp	Listening Domain	Teacher Name	Time stamp	Writing Domain	Teacher Name	Time stamp	Speaking Domain	Teacher Name	Time stamp
678912345	Coulson	Phil	2	Shield Primary	ELPA21	P30	Y	Hank Pym	2/20/2023 10:24:41am	Y	James Pym	2/21/2023 2:21:04pm	Y	James Rhodes	2/22/2023 11:56:44am	Y	James Rhodes	2/22/2023 11:56:44am
6785423457	Barton	Clint	K	Shield Primary	Alt-ELP	R32		James Rhodes	2/25/2023 12:24:53pm				Y	Hank Pym	2/27/2023 11:04:49am	Y	Hank Pym	2/16/2023 11:41:19am

This student was exempt from Listening Domain and did not need to complete it.



Completion Responsibilities for MAE.4SA

- The person administering the assessment for that day must be the person of record entering verification in MAE.4SA.
 - The only circumstance someone other than the test administrator who admitted the students into the testing platform should complete the MAE.4SA verification process is if that test administrator does not have WVEIS access (e.g., substitute teachers), then the building principal must be the individual to verify the accommodations have been provided.
 - In these circumstances, the school or county may require a hand-written and signed statement for their records from the substitute test administrator indicating that accommodations were provided as required by the student's academic plan.
- Verification must be entered at the **conclusion** of each subject/domain area **before the end of the day** the test was administered.
 - Note: DLM administrators do not need to complete MAE.4SA after each testlet, only at the conclusion of the entire subject area.
- If more than one teacher is responsible for monitoring students during a test session, the teacher who admitted the students into the test platform is the person who must complete the MAE.4SA verification process.
- Homebound teachers who administer a state assessment are responsible for completing the MAE.4SA verification process for their student(s).



Common Sources of Accommodation Errors

- IEP not finalized.
- IEP service initiation date has not yet occurred.
- IEP not finalized for the correct initiation year.
- Demographic or enrollment information is incorrect in WVEIS.
- 504 or EL accommodations not entered in WVEIS.



Out of State IEP Accommodations

If a student has accommodations from an out of state IEP, while the county is progressing through the West Virginia eligibility process as outlined in Policy 2419, the county is to utilize the Temporary Assessment Accommodations Entry System (TAAES.ACCM) process. This process provides a method to enter out-of-state assessment accommodations into the testing platforms and environment during the eligibility proceedings.



Parent Refusal

If a parent refuses the accommodation on behalf of the student (either as part of “opting-out” of state assessments, initially taking the test or as part of an investigation re-test situation), treat this as a “Student Refusal” and indicate this with marking “N” and “1”.

Ensure the documentation about this refusal is stored with the student’s special education records and addressed at the next IEP meeting.



Multiple Testing Administrators

If a student has multiple educators administering different subjects/domains of an assessment, the educator responsible for each subject/domain would enter the accommodation verification for their subject/domain only.

Example: Mr. Ramirez administers the math portion of the WVGSA while Ms. Perkins administers the ELA reading and writing portions. Mr. Ramirez would log into WVEIS and verify the provision of the accommodations for the math test that he administered, and Ms. Perkins would log in and verify the provision of accommodations only for the ELA reading and writing portions she administered.

Duplicate Accommodations Listed

If multiple entries appear for an accommodation, the student may have more than one educational support plan requiring accommodations. The ACC.OMS report will indicate if accommodations are being reported from a 504, IEP, or an EL plan.

R - Response	
R20	Multiplication table
R20	Multiplication table
R23	100s number table
R23	100s number table
T- Timing	
T09	Separate setting (small group)
T09	Separate setting (small group)

Selection Error

If an error is made in selecting a cell, exit from the page **without saving the record** by either clicking on “test selection” or “student record selection” links on the left side of the screen. This will permit you to reenter the accommodation verification page with a blank screen.

Verifying Across Different Testing Days

If you are only entering verifications for a specific subject/domain of the test – for example you administered the math portion of the test today - you can return to this screen following the administration of the rest of the assessment to enter the rest of the information. Entering and saving additional information will create a new record of the verification process attached to the appropriate WVEIS log in.



Changed Accommodations During Testing Window

If a student's accommodations changed during the state test window, do not enter responses for new accommodations under subject areas that were tested prior to the IEP/504 plan changes. Leave them blank. Remind the building administration the reason for the blanks.



Newly Eligible for Accommodations after Completing Some (or all) Tests

If a student becomes eligible for assessment accommodations but they have already completed some (or all) areas of the summative assessment, leave the reporting fields for those completed subjects in MAE blank. Remind the building administration the reason for the blanks.

Appendix C. Guidelines Read Aloud, Test Reader

Guidelines for Read Aloud, Test Reader

When a student cannot access text-to-speech, an embedded resource, the student may be eligible to work with a test reader. A test reader is an 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 the student has access to test content.

Qualifications for Test Readers

- The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this accommodation during educational instruction and assessments.
- Test readers must be trained in the administration of the assessment in accordance with state policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must be trained in accordance with state administration and security policies and procedures as articulated in state test administration manuals, guidelines, and related documentation.

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 tools available on assessments.
- Test readers should be familiar with the Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional accommodations. This will ensure there are plans in place for providing all the necessary 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 *2025-2026 Participation Guidelines for West Virginia State Assessments* document. Test readers should be familiar with any assistive technology or approved accommodations the student requires.
- Test readers should have extensive practice in providing the read aloud accommodation 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 (see Table 1 at the end of the *Guidelines for Read Aloud, Test Reader*).
- The test reader should meet with the student in advance and inform the student of the parameters of the accommodation. A suggested test reader script is included at the end of this appendix.
- 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 tools. Test readers should be ready with 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 (lined or unlined paper) 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.
- The test reader must not discuss any portion of the test with others.

English Usage/Conventions Punctuation: Read all text as punctuated.

- **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 the words are printed that way. In order not to provide an unfair advantage to students receiving this accommodation, 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 a picture 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 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.
- Describe the image/graphic 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.
- Read the title or caption, if available.

- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student's needs. Often the reader moves top to bottom, left to right, or general to specific in accordance with teaching practices.

Passages

- Read the passage in its entirety as punctuated (e.g., pauses at periods; raised intonation for questions). Do not verbalize punctuation marks other than ellipses 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 lines of a passage, read the lines referenced as though they are part of the stem.

Graphic Organizers

- Before reading a graphic organizer, the test reader should discern the most appropriate and logical way to present the information. In general, information should be presented from broad to specific as indicated by the visual components of the document. The test reader should read the terms exactly as indicated in the graphic organizer. No other information about the graphic organizer should be given. For example, the test reader should not create sentences if information is bulleted or appears in a title or label.
- Use common grade-appropriate language throughout the item and the test when referring to graphic organizers and their attributes (labels, blank cells, stems, etc.).

Mathematical Expressions

- Mathematical expressions must be read 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.
- Numbers greater than 99, however, should be read as individual numbers.
- Additional examples may be found in this appendix.
- 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, c^3 may be read as "cubic centimeters" or "centimeters cubed".

Table 1. Test Reader Guidance for Mathematics

Numbers

Description	Example(s)	Read as:
Large whole numbers	632, 407, 981	“six three two comma four zero seven comma nine eight one”
	45,000,689,112	“four five comma zero zero zero comma six eight nine comma one one two”
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” Other common fractions include “sixths, eighths, tenths”
Fractions - not common - read as “numerator over denominator”	$\frac{14}{25}$	“fourteen over twenty-five”
	$\frac{487}{6972}$	“four eight seven over six nine seven 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”
Percent	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 \$5368.10	“four dollars and ninety-eight cents” “thirty-three cents” “five three six eight dollars and ten cents”
Negative numbers - do NOT read negative sign as “minus”	-3 —	“negative three”
	$-\frac{5}{8}$	“negative five eighths”
	-7.56	“negative seven point five six”
Dates (years)	1987	“nineteen eighty-seven”
	2005	“two thousand five”
Roman Numerals	I	“Roman Numeral one”
	II	“Roman Numeral two”
	III	“Roman Numeral three”
	IV	“Roman Numeral four”
Ratios	xx:yy	“x to y”

Equations

Description	Example(s)	Read as:
Addition	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array}$ $13 + 27 =$ $13 + 27 = ?$	<p>“thirteen plus twenty-seven equals”</p> <p>“thirteen plus twenty-seven equals question mark”</p>
Subtraction	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array}$ $487 - 159 =$ $487 - 159 = ?$	<p>“four eight seven minus one five nine equals”</p> <p>“four eight seven minus one five nine equals question mark”</p>
Multiplication	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array}$ $63 \times 49 =$ $63 \times 49 = ?$	<p>“sixty-three times forty-nine equals”</p> <p>“sixty-three times forty-nine equals question mark”</p>
Division – Vertical or Horizontal	$120 \div 15 = 8$ $\begin{array}{r} 120 \\ 15 \overline{) 120} \\ \hline \end{array} = 8$	<p>“one two zero divided by fifteen equals eight”</p>
Operations with boxes	$3 + \square = 8$	<p>“three plus box equals fifteen”</p>

–

Expressions

Description	Example(s)	Read as:
Expressions containing variables (any letter may be used as a variable)	$N + 4$	“‘N’ plus four”
	$8x-3$	“eight ‘x’ minus three”
	$4(y-2)+5=7$	“four open parentheses ‘y’ minus two close parentheses plus five equals seven”
	$V = \frac{4}{3}\pi r^3$	“‘V’ equals four-thirds pi ‘r’ cubed”
	$\frac{ t -2}{6} \leq 15$	“the absolute value of ‘t’ (pause) minus two (pause) over six is less than or equal to fifteen”
	$x^2y^3 = -36$	“‘x’ squared ‘y’ cubed equals negative thirty-six” or “‘x’ to the second power times ‘y’ to the third power equals negative thirty-six”
	$156x \geq 4$	“one hundred fifty-six ‘x’ is greater than or equal to four”

Coordinate pairs Answer choices with no other text	the point $(-1, 2)$	“the point (pause) negative one comma two”
	the point A is at $(6, 3)$.	“The point ‘A’ is at (pause) six comma three.”
	A. $(-3, -4)$	“‘A’ (pause) negative three comma negative four”
Parallels	$\overline{AB} \parallel \overline{CD}$	“line AB is parallel to line CD”
Perpendiculars	$\overline{AB} \perp \overline{CD}$	“line AB is perpendicular to line CD”

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 assessment next week in [mathematics/ELA]. 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 screen.
- 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.
- I can still help you with your [**list any assistive technology 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 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?

A 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. Guidelines for Read Aloud in Spanish - Test Reader

When a student cannot access text-to-speech, the student may be eligible to work with a test reader. A test reader is an 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 the student has access to test content. Test readers in Spanish are allowable across all grades as a **language accommodation** for mathematics.

Qualifications for Test Readers

- The test reader should be a biliterate adult who is familiar with the student, and who is typically responsible for providing a Read Aloud accommodation in Spanish during educational instruction and assessments.
- Test readers must be trained in the administration of the assessment in accordance with state policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must be trained in accordance with state administration and security policies and procedures as articulated in state test administration manuals, guidelines, and related documentation.

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 tools available on assessments.
- Test readers should be familiar with the Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional accommodations. This will ensure there are plans in place for providing all the necessary 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 *2025-2026 Participation Guidelines for West Virginia State Assessments* document. Test readers should be familiar with any assistive technology or approved accommodations the student requires.
- Test readers in Spanish should have extensive practice in providing the read aloud accommodation in Spanish 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 (see Table 1 at the end of the Guidelines for Read Aloud, Test Reader).
- The test reader should meet with the student in advance and inform the student of the parameters of the accommodation. A suggested test reader script is included at the end of this appendix.

- 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 tools. Test readers should be ready with 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, or define 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 (lined or unlined paper) 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.
- The test reader must not discuss any portion of the test with others.

Spanish Usage/Conventions

- **Punctuation:** Read all text as punctuated.
- **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as ‘punto, punto, punto.’
- **Quotations:** Quotation marks should be verbalized as “comillas” and “fin de comillas” at the beginning and end of quoted material, respectively.
- **Emphasis:** When words are printed in boldface, italics, or capitals, tell the student the words are printed that way. In order not to provide an unfair advantage to students receiving this accommodation, 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 a picture 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 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.

- Describe the image/graphic 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.
- Read the title or caption, if available.
- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student’s needs. Often the reader moves top to bottom, left to right, or general to specific in accordance with teaching practices.

Passages

- Read the passage in its entirety as punctuated (e.g., pauses at periods; raised intonation for questions). Do not verbalize punctuation marks other than ellipses 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 specific lines of a passage, read the lines referenced as though they are part of the stem.

Graphic Organizers

- Before reading a graphic organizer, the test reader should discern the most appropriate and logical way to present the information. In general, information should be presented from broad to specific as indicated by the visual components of the document. The test reader should read the terms exactly as indicated in the graphic organizer. No other information about the graphic organizer should be articulated. For example, the test reader should not create sentences if information is bulleted or appears in a title or label.
- Use common grade-appropriate language throughout the item and the test when referring to graphic organizers and their attributes (labels, blank cells, stems, etc.).

Mathematical Expressions

- Mathematical expressions must be read 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 read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common Spanish usage for the student’s grade level.
- Numbers greater than 99, however, should be read as individual numbers.
- Additional examples may be found in this appendix.

Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as “diez centímetros.” Some abbreviations may be read differently by different readers. For example, ccc^3 may be read as “centímetros cúbicos” or “centímetros al cubo”.

Table 1 Test Reader Guidance for Mathematics

Numbers

Description	Example(s)	Read as:
Large whole numbers	632, 407, 981 45,000,689,112	"seis tres dos coma cuatro cero siete coma nueve ocho uno" "cuatro cinco coma cero cero cero coma seis ocho nueve coma uno uno dos"
Decimal numbers	0.056 4.37	"cero punto cero cinco seis" "cuatro punto tres siete"
Fractions - common Fractions - not common - read as "numerator over denominator"	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{4}{5}$ $\frac{14}{25}$ $\frac{487}{6972}$	"un medio, un cuarto, dos tercios, cuatro quintos" "catorce sobre veinticinco" "cuatro ocho siete sobre seis nueve siete dos"
Mixed numbers - read with "and" between whole number and fraction	$3\frac{1}{2}$ $57\frac{3}{4}$	"tres y un medio" "cincuenta y siete y tres cuartos"
Percents	62% 7.5% 0.23%	"sesenta y dos por ciento" "siete punto cinco por ciento" "cero punto dos tres por ciento"
Money - if contains a decimal point, read as "dollars AND cents"	\$4.98 \$0.33 \$5368.00	"cuatro dólares y noventa y ocho centavos" "treinta y tres centavos" "cinco tres seis ocho dólares"
Negative numbers - do NOT read negative sign as "minus"	-3 $-\frac{5}{8}$ -7.56	"negativo tres" "negativo cinco octavos" "negativo siete punto cinco seis"
Dates (years)	1987 2005	"mil novecientos ochenta y siete" "dos mil cinco"
Roman Numerals	I	"número romano uno"

Description	Example(s)	Read as:
	II III IV	"número romano dos" "número romano tres" "número romano cuatro"
Ratios	$x:y$	"x a y"

Operations

Description	Example(s)	Read as:
Addition	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array}$ $13 + 27 =$ $13 + 27 = ?$	"trece más veintisiete es igual a" "trece más veintisiete es igual a signo de interrogación"
Subtraction	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array}$ $487 - 159 =$ $487 - 159 = ?$	"cuatro ocho siete menos uno cinco nueve es igual a" "cuatro ocho siete menos uno cinco nueve es igual a signo de interrogación"
Multiplication	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array}$ $63 \times 49 =$ $63 \times 49 = ?$	"sesenta y tres por cuarenta y nueve es igual a" "sesenta y tres por cuarenta y nueve es igual a signo de interrogación"
Division - Vertical or Horizontal	$\frac{120}{15} = 8$ $120 \div 15 = 8$	"uno dos cero dividido entre quince es igual a ocho"
Operations with boxes	$3 + \square = 8$	"tres más casilla es igual a ocho"

Expressions

Description	Example(s)	Read as:
Expressions containing variables (any letter may be used as a variable)	$N + 4$ $8x - 3$ $4(y - 2) + 5 = 7$ $V = \frac{4}{3}r^3$	"N' más cuatro" "ocho 'x' menos tres" "cuatro abre paréntesis 'y' menos dos cierra paréntesis más cinco es igual a siete" "'V' es igual a cuatro tercios pi 'r' al cubo"

Description	Example(s)	Read as:
	$ t - 2$ $\frac{t - 2}{t + 8}$ $x^2 y^3 = -36$ $156x \geq 4$	<p>"el valor absoluto de 't' (pause) menos dos"</p> <p>"'t' menos dos (pause) sobre 't' más ocho"</p> <p>"'x' al cuadrado 'y' al cubo es igual a negativo treinta y seis" o "'x' a la segunda potencia por 'y' a la tercera potencia es igual a negativo treinta y seis"</p> <p>"uno cinco seis 'x' es mayor o igual a cuatro"</p>
<p>Coordinate pairs</p> <p>Answer choices with no other text</p>	<p>the point $(-1, 2)$</p> <p>the point A is at $(6, 3)$.</p> <p>A. $(-3, -4)$</p>	<p>"el punto (pause) negativo uno coma dos"</p> <p>"El punto A está en (pause) seis coma tres."</p> <p>"'A' (pause) negativo tres coma negativo cuatro"</p>
<p>Parallels</p>	$\overline{AB} \parallel \overline{CD}$	<p>"el segmento de línea AB es paralelo al segmento de línea CD"</p>
<p>Perpendiculars</p>	$\overline{AB} \perp \overline{CD}$	<p>"el segmento de línea AB es perpendicular al segmento de línea CD"</p>

Suggested Test Reader Script
(to be used with student in advance of the day of testing)

Hola___,

Soy la persona asignada para leerte el examen que tomarás la próxima semana durante la Evaluación de matemáticas. Me gustaría informarte cómo estaremos trabajando juntos. Cuando te esté leyendo la prueba, será de manera muy distinta a cuando te estoy leyendo durante la clase. Necesito seguir ciertas reglas.

- No te puedo ayudar con ninguna respuesta. 1
- No puedo hacer clic sobre nada en la pantalla.
- No estaré usando diferentes voces de personajes o cambiando mi tono de voz cuando lea. Estaré usando una voz muy directa que no cambie mucho, no importa qué tan emocionante sea la historia o ítem de la prueba.
- Si hay una imagen con palabras, leeré esas palabras. Si lo pides, leeré nuevamente las palabras.
- Algunas veces puede haber algo sobre una palabra o frase que te puede dar una clave si lo leo en voz alta. En esos casos, no leeré esa la palabra, la señalaré en la pantalla [o en el cuadernillo de _____ o impreso al momento] y continuaré leyendo.
- Todavía puedo ayudarte con tus [***list any assistive technology the student may require that would need adult support -- if that support is provided by you].
- Me puedes pedir que lea nuevamente partes de la prueba si no me escuchaste o necesitas más tiempo para pensar.
- Me puedes pedir que haga una pausa en la lectura si necesitas tomar un descanso.
- Me puedes pedir que lea más despacio o más rápido, o leer más alto o más bajo si tienes problema entendiendo lo que leo.
- Leeré ciertos signos de puntuación, pero si necesitas que lea nuevamente una oración y que te diga la puntuación, puedo hacerlo.
- Si me haces una pregunta sobre la prueba lo único que te voy a decir es: "Haz tu mejor trabajo. No te puedo ayudar en eso.
- ¿Tienes alguna pregunta sobre cómo vamos a trabajar juntos durante la prueba?

1

A 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 E. Guidelines for Scribing and Transcribing Student Responses

Definition and basic duties of scribes

A scribe is an adult who writes down what a student dictates via speech, American Sign Language, or an assistive communication device. The guiding principle in scribing is to ensure the student has access to and is able to respond to test content.

Qualifications for Scribes

- The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during 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 state administration and security policies and procedures as articulated in state test administration manuals, guidelines, and related documentation.
- Scribes must be a currently employed educator and/or approved employee of the state or county, or a currently employed educator of a nonpublic school.
- Scribes must hold a valid West Virginia teaching license or certification granted by the Office of Certification.
- Scribes must have been trained and must have on file a signed Examiner's/Scribe's Secure Materials and Test Procedures Agreement (See Policy 2340) for the purpose of administering or assisting with the administration of an assessment included in the WV-MAP.

Preparation

- Scribes must 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 should be familiar with the Individualized Education Program (IEP) or 504 Plan if the student for whom they are scribing has a disability, so there are plans in place for providing all needed accommodations.
- Scribes should also have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and tools available on assessments.
- Scribes should review the Scribing Protocol for Assessments with the student at least one to two days prior to the test event.
- Even if the scribe is familiar with the student, the scribe should practice the process with the student at least once prior to the scribing test session.

General Guidelines

- Scribing must be administered so the interaction between a scribe and a student does not interrupt other test-takers, or inadvertently reveal the correct answers.
- If not in a separate setting, the scribe should be situated near enough 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 available 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 tools within the test environment.

- Scribes may respond to procedural questions asked by the student (e.g., test directions, 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 their 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 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.
- Demonstrate proficiency in signing (ASL and/or signed English) if serving as both the interpreter and scribe.
- Remain silent while students are dictating or signing.
- Record the interpreter's response.
- Produce legible text so the written portion of the test can be scored.
- When transcribing from a handwritten or word-processed response, record punctuation, capitalization, and spelling as provided by the student.
- Request clarification from the student about the use of capitalization, punctuation, and the spelling of key words.
- Refrain from editing student work or completing a student's incomplete essay.
- Refrain from discussing the student's essay with the student or any other person.

After the Assessment

- WVGSA/SAT School Day/DLM/ELPA21-Alt-ELPA - Enter the student's responses into the appropriate testing platform, unless responses were directly entered into the test session through the student's username.
- Fill out the Scribe Verification Form ([Appendix L: West Virginia Assessment Scribe/Interpreter/Translator Verification](#) Form in this book) at the end of the transcription.
 - List the names and enrollment grades of the students whose responses were transcribed and send the form to the principal/building level coordinator upon completion.

The use of a scribe can be either an accommodation or a modification, depending on how the scribing is provided. *Modifications on WV-MAP are not allowed and result in invalidation of results.* Any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores is considered a modification.

Notes: An examiner may be a substitute teacher or an aide serving as an examiner for special needs students when instructionally assigned. *All aides and nonpublic school educators must be approved by the WVDE.*

Student teachers may not serve as examiners or scribes. Much skill is involved in being a scribe, a skill that requires extensive practice. Individuals who serve as scribes need to be carefully prepared to ensure they know the vocabulary involved and understand the boundaries of the assistance to be provided.

English Language Arts Content - Specific Guidelines

Selected Response Items (Single and Multiple Answer)

- The student must point to or otherwise indicate their selection(s) from the options provided.
- Scribes are expected to comply with student directions regarding screen and test navigation and use of test platform tools available for a given item.
- The student will confirm the selected answer and indicate to the scribe when they are 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 secluded from another 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., than and then; to, two, and too; there, their, and they're.
- 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 they are 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 secluded from another students' view.
- The scribe will 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., than and then; to, two, and too; there, their, and they're.
- 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 they are 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 Content - Specific Guidelines

Selected Response Items (Single and Multiple Answer)

- The student must point to or otherwise indicate their selection from the options provided.
- The scribe will comply with student directions, including requests regarding screen and test navigation and use of test platform tools available for the question.
- The student will confirm their selections and indicate to the scribe when they are 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 edits what the scribe has written.

Constructed/Equation Response Items

- The student must point or otherwise direct the scribe in developing their 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 they are ready to move to the next item.

Post - Administration

- The scribe will submit online or paper-based student responses and collect scratch (lined or unlined paper) 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 F. Guidelines for Simplified Test Directions

Simplified test directions is an accommodation allowable on WVGSA – all grades. Students with difficulties in auditory processing, short-term memory, attention, or decoding may benefit from having test directions simplified for them. This accommodation **will** require testing in a separate setting to avoid distracting other test takers.

A test administrator who provides the simplified test directions accommodation is an adult who simplifies the script within the SAY boxes in the Online Summative Test Administration Manual (TAM). Test administrators should not deviate from the test directions found in the TAM in ways that impact the content being measured. The student depends on the test administrator to read the script in the TAM accurately, pronounce words correctly, and speak in a clear voice. When a student needs additional support understanding the test directions found in the TAM, the test administrator may simplify or paraphrase the language in the script and verify the student’s understanding.

Simplifying test directions should be consistent with classroom instruction and includes repeating or rephrasing. This may include breaking TAM directions into parts or segments or using similar words or phrases, but it should exclude defining words or concepts. The test administrator must be trained in administering the assessment and must follow the Simplified Test Directions presented here. The test administrator must ensure the student understands the directions in the TAM. Only the script in the TAM may be simplified. Test content, including test items, words from items, or instructions for individual items may NOT be simplified or paraphrased.

Qualifications for Test Administrators Who Simplify Test Directions

- The test administrator who simplifies test directions should be an adult who is familiar with the student, and who is typically responsible for providing this accommodation during educational instruction and assessments.
- Test administrators must be trained on the administration of the assessment in accordance with member policy and be familiar with the terminology and symbols specific to the directions and related conventions for standard oral communication.
- Test administrators must be trained in accordance with state policies and procedures.
- Test administrators must be familiar with the vocabulary used in the TAM directions and be able to speak clearly and at a normal pace with clear pronunciation.
- Test administrators must be willing to be patient and repeat test directions.

Prior to Test Administration

In addition to the guidelines noted in the TAM, test administrators who simplify test directions should:

- Be trained in administering the assessment per the requirements noted in test specific Test Administrator Manuals.
- Familiarize themselves with the testing environment and format in advance of the testing session.
- Have a strong working knowledge of the embedded and non-embedded universal tools and accommodations available on assessments.
- Have extensive practice in simplifying test directions and must be familiar and comfortable with the process before working directly with the student.
- Be familiar with the student’s needs, including the Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional accommodations. This will ensure there are plans in place for providing all the necessary accommodations.
- Be familiar with any assistive technology or approved accommodations the student requires. In addition to the simplified test directions accommodation, students may make use of any other approved accessibility resource during the test as appropriate and in accordance with the *2025-2026 Participation Guidelines for West Virginia State Assessments* document.
- It is recommended the same test administrator be assigned to students for each day of testing.

Day of Test Administration

In addition to the guidelines noted in the Test Administrators Manual, test administrators who simplify test directions should:

- Be prepared to restate the language in the script.
- Read the directions aloud in paraphrased, clarified, or simplified form, rather than reading the script verbatim.
- Follow the TAM guidelines for assisting the student with taking the test.
- Not prompt the student in any way that would result in a different response to a test item.
- Not influence the student’s response in any way.
- Spell any words in the script if requested by the student.
- Adjust their reading speed and volume if requested by the student.
- Not paraphrase, interpret, define, or translate any aspect beyond the script provided in the TAM. They should NOT read aloud any parts of the test content, including items, words, or instructions as this would be a violation of test security.
- If the student is also registered for the read aloud accommodation in conjunction with the simplified test directions accommodation, the test reader should follow the Guidelines for Read Aloud.

Following Test Administration

Test administrators who simplify test directions should follow any guidelines for “Following Test Administration”, in the test specific TAM.

Example of Simplified Test Directions

Full Log-in Directions	Simplified Log-in Directions
Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I’ll be checking you have correctly entered the test session ID and other information. Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID. Raise your hand if you need help typing this information on your keyboard.	Now we are ready to log in. Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID.
Now click “Sign In.” Once you have successfully logged in, you will see a screen with your first name and other information about you. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.	Now click “Sign In.” Make sure your personal information on the next screen is correct and click YES to continue. If it is not correct, raise your hand.
On the next screen, select the [INSERT NAME OF TEST]. After you have selected your test, you will see a screen with a moving bar and a message saying you are waiting for Test Administrator approval. Please wait quietly while I verify each of your tests.	On the next screen, select the [INSERT NAME OF TEST]. Then wait.

Full Log-in Directions	Simplified Log-in Directions
<p>After I approve you to begin testing, you will see a screen asking you to check your test content area and settings. If all the information is correct, you may select YES, START MYTEST. If any of it is incorrect, please raise your hand. Before your test appears, you will see a tutorial page listing the test tools and buttons you may use during the test or that will appear on the test. Please read this carefully. You can also find this information during your test by clicking the HELP button in the top right corner.</p>	<p>After I approve you to begin testing, make sure you have the right test and settings. If any of the test information is incorrect, please raise your hand. If the information is correct, click YES, START MY TEST.</p>
<p>When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.</p>	<p>When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.</p>

Appendix G. Use of Human Translators Agreement

State of West Virginia
County of _____

West Virginia Board of Education
West Virginia Measures of Academic Progress

An allowance has been provided for the administration of the mathematics general assessment to include a non- embedded language accommodation for the translation glossaries. The provision provides the opportunity for a student with an EL plan to receive the language accommodation of a human translator when the test does not provide translation glossaries in the native language of a student.

It should be noted the non-embedded language accommodation of human translation is only allowed under the following conditions:

- The student must have an active EL plan, **and at least one of the following:**
 - P24: *Translator (Human)* be assigned to the student for *WVASA*, **or**
 - P30: *Translated Test Directions* be assigned to the student for *WVGSA* and *SAT School Day*, **or**
 - P32: *Embedded Spanish translations for computer-based assessments* be assigned to the student for *WVGSA* **or**
 - P41: *Provide translation glossary (paper/pencil tests)* be assigned to the student for *SAT School Day*

A protocol has been established to ensure human translators meet a quality of assurances and comply with existing state requirements. Counties electing to utilize human translators must ensure the following:

- A certified examiner, meeting the criteria established in WVBE Policy 2340, West Virginia Measures of Academic Progress, must be present during the entire testing session.
- The human translator must meet the following expectations:
 - The human translator must be proficient in both English and the native language for which the student is requesting human translation accommodation.
 - The human translator complies with all the examiner criteria establish in Policy 2340, West Virginia Measures of Academic Progress.
 - The human translator provides services only in a school in which they do not currently have a child enrolled.

Human translators are required to sign the agreement below **and** [WVBE Policy 2340](#), *West Virginia Measures of Academic Progress*, Examiner's/Scribe's Secure Materials and Test Procedures Agreement. Please print your name, sign, and return the *Use of Human Translators Agreement* to the appropriate school coordinator five instructional days prior to administering any assessment.

Signature: _____
Print Name: _____
Position: _____
School: _____ Date: _____

*If this form is not on file, it will be considered a breach of security by
the county and state boards of education.
This agreement is valid for the academic year of signatory date.*

Appendix H. Accessibility Tools

Accessibility Supports in the Classroom

Use this chart to track different aspects of how a student uses accessibility supports (universal tools and accommodations) in your classroom. This will help inform decision making on accessibility supports.

Student: _____ WVEIS: _____ Grade: _____ Date: _____
Languages: _____ Accessibility Support(s): _____

What accessibility supports does the student use in the classroom? List them in the chart. Then follow the questions in the chart.

ACCESSIBILITY SUPPORT

Team Members (e.g., teacher, parent, specialist, interventionist, paraprofessional)

1. Is the support noted in the student's IEP, 504, EL, or SAT plan?
2. For what types of task(s) is it used?
3. Does the student use it for that task every time? If not, how often?
4. Does the student use it alone or with assistance? (e.g., aide, peers)
5. If the accessibility support is presented differently on the test (e.g., an online calculator, embedded speech-to-text), how can you give the student opportunities to practice using it?
6. Does the student's plan need to be updated?

After-test Accessibility Questions

Use this form after a test to interview a student about the accessibility supports (universal tools and accommodations) provided, used, whether they were useful, and whether they should be used again. Also note any adjustments or difficulties experienced by the student in either how the accessibility support was administered or in using the accessibility support during the assessment. Students in higher grades may do this independently or filling out this form could be facilitated through a discussion between a teacher and a student.

Student: _____ WVEIS: _____ Grade: _____ Date: _____
 Accessibility support(s) used: _____

Supports Available (List)							
1.		2.		3.		4.	
Was the accessibility support used? (Circle Yes or No and record optional comments.)							
Yes	No	Yes	No	Yes	No	Yes	No
Was the accessibility support useful? (Circle Yes or No and record optional comments.)							
Yes	No	Yes	No	Yes	No	Yes	No
Were there any difficulties with the accessibility support? (Are adjustments needed?) (Circle Yes or No and record optional comments.)							
Yes	No	Yes	No	Yes	No	Yes	No
Should the accessibility support be used again? (Circle Yes or No and record optional comments.)							
Yes	No	Yes	No	Yes	No	Yes	No

Accessibility Selection Questions for Teams

Teams can use the following questions to guide the initial selection of appropriate accessibility supports and to revisit supports students are currently using:

Student: _____ WVEIS: _____ Grade: _____ Date: _____

	Questions	Comments
1.	What are the student's language learning strengths and areas of further improvement (applicable to all students, not just EIs)?	
2.	How do the student's learning needs affect the achievement of grade-level standards?	
3.	What specialist instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level standards?	
4.	What accessibility supports will increase the student's access to instruction and assessment by addressing the student's learning needs?	
5.	What accessibility supports are regularly used by the student during instruction, assessments, and at home?	
6.	How does the student's performance on assignments and assessments compare when accessibility supports are used, versus when they are not used?	
7.	Which support does the student use at home to complete homework?	
8.	What difficulties does the student experience when using accessibility supports?	
9.	What are the perceptions of the student, parents or guardians, teachers, and other specialists regarding how well the accessibility support "worked"?	
10.	Should the student continue to use an accessibility support, are changes needed, or should the use of the accessibility support be discontinued?	

11.	<p>When matching accessibility supports with students' characteristics, have educators ensured:</p> <ul style="list-style-type: none"> • The student's willingness to learn to use the accessibility support; • Opportunities for the student to learn to use the accessibility support in classroom settings; and • Conditions for use of support(s) on state assessments? 	
12.	<p>What are the characteristics of the test? Consider grade-level content standards, cognitive complexity (i.e., read through test blueprint), proficiency level, performance-level descriptors, etc.</p>	
13.	<p>Are tasks on the test like classroom assessment tasks? Do classroom tasks expose the student to the same cognitive complexities, level of mastery (based on achievement or performance-level descriptions), and range of difficulty for each content standard as the test?</p>	
14.	<p>Is there ample opportunity for the student to practice similar tasks prior to testing?</p>	
15.	<p>Does the student use an accessibility support for a classroom task, and is it allowed on the district or state tests?</p>	
16.	<p>Does the student use an accessibility support in the classroom that could compromise the construct being assessed?</p>	
17.	<p>Are there other barriers which could be removed by using an accessibility support that is different from what is already offered or in use (e.g., scheduling accommodation or universal feature)?</p>	

Adapted with permission from: Lazarus, S., Goldstone, L., Wheeler, T., Paul, J., Prestridge, S., Sharp, T., Hochstetter, A., and Warren, S. (2021). *CCSSO Accessibility Manual: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students*. The Council of Chief State School Officers (CCSSO).

Appendix I. Request to Utilize Other Personnel for WV MAPS

West Virginia Assessment Administration, 2025-2026

You must circle the assessment this request is for, if you do not circle one it will **NOT** be processed.

WVGSA

WVASA(DLM)

SAT School Day

ELPA21

Alt-ELP Assessment

Benchmark

Name of School (no initials): _____ County: _____ Principal: _____

Please complete the following for all long-term aides and teachers on permit for whom you are requesting permission. If necessary, you may attach additional documentation. All approved personnel will need to be trained and sign the appropriate security agreements prior to testing. **All information must be completed for each employee for whom you are requesting approval.**

Employee's Name (Last, First)	Employee's Job Title	Student Name and WVEIS number (Must list each student individually.)	Does employee currently work with this student and for how long?	Requesting Permission to:	Justification of Request (Give a specific reason why it is necessary to use this employee to administer a West Virginia Summative Assessment.)
	<input type="checkbox"/> Long-term Aide <input type="checkbox"/> Other (specify): _____ _____		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> < 1 yr. <input type="checkbox"/> > 1 yr.	<input type="checkbox"/> Scribe <input type="checkbox"/> Administer WVGSA or SAT <i>School Day w/out supervision</i> <input type="checkbox"/> Other (specify) _____	
	<input type="checkbox"/> Long-term Aide <input type="checkbox"/> Other (specify): _____ _____		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> < 1 yr. <input type="checkbox"/> > 1 yr.	<input type="checkbox"/> Scribe <input type="checkbox"/> Administer WVGSA or SAT <i>School Day w/out supervision</i> <input type="checkbox"/> Other (specify) _____	
	<input type="checkbox"/> Long-term Aide <input type="checkbox"/> Other (specify): _____ _____		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> < 1 yr. <input type="checkbox"/> > 1 yr.	<input type="checkbox"/> Scribe <input type="checkbox"/> Administer WVGSA or SAT <i>School Day w/out supervision</i> <input type="checkbox"/> Other (specify) _____	

Signature of Principal

Date

Signature of County Test Coordinator

Date

County Test Coordinator – Instructions will be provided for how to submit this request.

Appendix J. Request for Exclusion from Participation Rate due to Catastrophic Medical Emergency

Student Name (last, first)		WVEIS	Grade
School (no initials)		School WVEIS Code	
Date of Birth	County	County WVEIS Code	

Assessment Requesting Waiver from Participation Rate Accountability	<input type="checkbox"/> <i>WVGSA</i> <input type="checkbox"/> <i>SAT School Day (Grade 11)</i> <input type="checkbox"/> <i>WVASA</i>	<input type="checkbox"/> <i>ELPA21</i> <input type="checkbox"/> <i>Alt-ELP Assessment</i>
Content Area (check all that apply)	<input type="checkbox"/> Math <input type="checkbox"/> ELA <input type="checkbox"/> Science (Only Grades 5, 8, and 11)	
Dates of Condition	Start Date:	End Date:
Academic plan(s) student receives services through (check all that apply)	<input type="checkbox"/> IEP <input type="checkbox"/> 504 Plan	<input type="checkbox"/> EL Plan <input type="checkbox"/> Health Care Plan
Is the student receiving homebound services during the state test window?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Is the school aware the homebound teacher can be trained to administer most state summative assessments?	If yes, please list date homebound services began _____ and date of the last review of eligibility for homebound services _____.	
What accommodations or accessibility supports have been used to support this student's needs? Are these supports successful in the classroom/during instruction? Why would they not suffice during the state summative assessment(s)?		

_____ County _____ Student WVEIS number _____	
<p><u>Overview of Request</u> (Brief description – include how the diagnosis prevents the student from successfully participating in the state summative assessment at <u>any</u> point in the state test window.)</p>	
<p><u>Attached Documentation</u></p> <p><i>Failure to provide the necessary information may result in the request be denied.</i></p>	<ul style="list-style-type: none"> □ Attendance □ Signed statement from the student’s treating physician/Health care provider which should contain: <ol style="list-style-type: none"> 7. Description of the nature of the condition or treatment. 8. Assertion that the condition or treatment has prevented the student from accessing educational services. 9. A beginning and an end date or future anticipated end date. 10. Any other relevant information to help in the review process. 5. Any other documentation that is relevant to the request. <p>Describe below:</p>

My signature below certifies the above information is true to the best of my knowledge and I will retain the appropriate signatures and other documentation in storage for a period of at least three years from the date of submission.

I understand during this time the documentation may be subject to an audit led by the Office of Research, Accountability and Data Governance.

County Required Signatures:

Principal: _____ Date: _____

*Special Education Director/504 Coordinator or Title III Director: (for students with disabilities or English language learners)

_____ Date: _____

County Test Coordinator: _____ Date: _____

County Test Coordinator – Instructions will be provided for how to submit this request.

Appendix K. Request for Accommodations for Temporary Medical Conditions

Process for Requesting Accommodations for Temporary Medical Conditions¹

1. Acute situation
2. Student treated for acute situation
3. Student reports acute situation to school
4. Classroom accommodations in place
5. Principal completes and signs Temporary Medical Condition Form requesting accommodations (see next page)
6. Principal sends form to county test coordinator
7. County test coordinator reviews form and signs if appropriate
8. County test coordinator forwards form to the WVDE Office of Assessment
9. WVDE Office of Assessment reviews request; approves or denies and signs form
10. WVDE Office of Assessment sends copy of form with decision to county test coordinator
11. County test coordinator informs school of decision regarding testing accommodation

¹Temporary Medical Condition – an acute medical occurrence limiting student’s ability to access the assessment (i.e., a broken arm).

Accommodations Request for Student with Temporary Medical Condition

Student Name (last, first)	WVEIS	Grade
School (no initials)	County	
Date of Birth	AI code (SAT School Day test only)	

Please indicate the test the student will take:

WVGSA
 WVASA
 SAT School Day
 ELPA21
 Alt-ELPA

Describe accommodation requested (retain any documentation received): _____

Describe the injury or medical condition, include the date of onset: _____

Principal Name: _____

Principal Signature: _____ Date: _____

County Test Coordinator Name: _____

County Test Coordinator Signature: _____ Date: _____

* Temporary Medical Condition – an acute medical occurrence limiting student’s ability to access the assessment (i.e., a broken arm).

If this request includes the use of a scribe/translator/interpreter, please note [Appendix L: West Virginia Assessment Scribe/Interpreter/Translator Verification Form](#) must be completed following the assessment.

County Test Coordinator – Instructions will be provided for how to submit this request.

Office use only: _____ (date received)
Approved: _____ (yes) _____ (no) _____ (initials)
Follow up needed? _____

Appendix L. West Virginia Assessment Scribe/Interpreter/Translator Verification Form

This form is to be completed following the assessment.

Student Name (last, first)	WVEIS	Grade
School (no initials)	County	
Date of Birth	AI code (SAT School Day test only)	

Please indicate the test the student required the use of a scribe:

_____ WVGSA _____ WVASA _____ SAT School Day _____ ELPA21 _____ Alt-ELPA

This is to verify the student's responses have been:

- accurately scribed from Test Book Number _____ into the testing platform.
- directly entered to the testing platform (Kite Student Portal, TDS, Bluebook, etc.).

In case of "unintelligible student responses," please list the content area and test item number(s) that are considered unintelligible. _____

Please check one of the following reasons for transcribing the student answers to the booklet/computer:

- IEP/504 – Scribe (including sign interpreter)
- EL – Scribe (including language translator)
- Short Term Medical Condition
- Damaged Booklet (Test Booklet Number _____)

Provide a brief explanation: _____

The following signatures are needed:

Examiner: _____ Date: _____

Scribe: _____ Date: _____

Principal: _____ Date: _____

Keep a copy for the school file and submit a copy to the County Test Coordinator.

County Test Coordinator: _____ Date: _____

* Students participating in the WVASA are not required to have this form completed as their test platform requires the test administrator to frequently enter responses for the student. The only exception would be if the student is typically able to enter their own responses but is unable to do so due to injury (i.e., broken wrist, etc.).

Appendix M. West Virginia Alternate Summative Assessment Testlet Name Chart

State Operational Test Window: _____

Student: _____ School: _____ Grade: _____

Testlet	Date	Start Time	Ending Time	Complete Testlet Name
Example	April 23, 2026	8:30 am	8:47 am	SP ELA 4.1.B DP 1234
1				
2				
3				
4				
5				
6				
7				
8				
9				

Teacher/Examiner Signature

Principal/BLC Signature

***Examiners must attach and return all printed tickets and TIPS to the Principal/BLC.

***Principal/BLC will:

- Shred all test tickets and TIPS
- Keep a copy of the security checklists at the school.
- Submit the original security checklists to the County Test Coordinator no later than 5 days after the closing of the test window.

Appendix N. EL Plan Participation Forms

EL: ELPA21 Assessment Participation Form		
Date:		County:
School:		Student's Name:
Grade:	WVEIS:	EL Teacher:
Universal Tools		
These tools are available by default to all students .		
Embedded Universal Tools		Non-embedded Universal Tools
Amplification Answer choice eliminator Audio support/text-to-speech Digital notepad Expandable passages Flag for review Highlighter Keyboard navigation Unlimited replays Unlimited re-recordings Writing Tools Zoom (item-level)		Scratch (lined or unlined paper) paper Technological assistance with test navigation
Accommodations for students with EL Plans		
These tools are identified in advance by an informed educator. These tools are not available unless selected in WVEIS. Check all that apply.		
Embedded Accommodations		Non-embedded Accommodations
<input type="checkbox"/> P22- Enlarge text on screen test-level (beyond what the Universal Tool can provide) <input type="checkbox"/> P28-High color contrast <input type="checkbox"/> P37-Masking <input type="checkbox"/> P44- Line tracker		<input type="checkbox"/> P02-Human read aloud, excluding ELA reading passages <input type="checkbox"/> P23-Magnification device <input type="checkbox"/> P30- Translated test directions <input type="checkbox"/> P39-Color overlay <input type="checkbox"/> P42-Noise buffer <input type="checkbox"/> T03-Extra breaks (no studying) <input type="checkbox"/> T07-Flexible scheduling (delayed start; no studying) <input type="checkbox"/> T09-Separate setting (small group) (do not pair with T10) <input type="checkbox"/> T10-Separate setting (1:1 – student can read aloud to self) (do not pair with T09) <input type="checkbox"/> T12-Preferential seating <input type="checkbox"/> T13- Outside of traditional school setting <input type="checkbox"/> T14-Flexible scheduling-limited timed testing <input type="checkbox"/> T15-Extended breaks <input type="checkbox"/> T16-Breaks as needed
Accommodations from IEP or 504 Plan		
Please list any accommodation(s) the student has identified on either an IEP or 504 plan. ONLY students found eligible for either an IEP or 504 will have anything listed in the box(es) below.		
Accommodations from IEP:		Accommodations from 504:
(Optional) Domains being requested for exemption (student cannot be exempted from all 4 domains):		<input type="checkbox"/> Reading Domain <input type="checkbox"/> Writing Domain <input type="checkbox"/> Listening Domain <input type="checkbox"/> Speaking Domain <i>Domain exemptions can only be applied for by the county's Title III director. See Appendix O: ELPA21 & Alt-ELPA Domain Exemption Guidance for additional information.</i>
EL Committee Members' Signatures:		

EL: WVGSA Participation Form

Date:		County:	
School:		Student's Name:	
Grade:	WVEIS:	EL Teacher:	

Universal Tools

These tools are available by default to **all students**.

Embedded Universal Tools		Non-Embedded Universal Tools
Breaks Digital Notepad Expandable Passages Highlighter Mark for review Spell check Writing tools	Calculator (only Grades 6-8) English Dictionary Global Notes Keyboard Navigation Math tools (embedded ruler/protractor) Strikethrough Zoom (1.5 X to 3.0X)	Breaks English Dictionary Scratch (lined or unlined paper) Paper Thesaurus

Accommodations for Students with EL Plans

These tools are identified in advance by an informed educator. These tools are not available unless selected in WVEIS. Check all that apply.

Embedded Accommodations	Non-Embedded Accommodations
<input type="checkbox"/> P01- Text-to-speech (excluding ELA passages) <input type="checkbox"/> P22- Enlarge text on computer screen (beyond what the Universal Tool can provide) <input type="checkbox"/> P28- Color contrast <input type="checkbox"/> P32-Translations for computer-based assessment (Spanish only; math & science areas only) <input type="checkbox"/> P37- Masking <input type="checkbox"/> P44-Line tracker	<input type="checkbox"/> P02-Human read aloud, excluding ELA reading passages <input type="checkbox"/> P18-Simplified test directions <input type="checkbox"/> P23-Magnification <input type="checkbox"/> P27-Bilingual dictionary <input type="checkbox"/> P30-Translated Test Directions <input type="checkbox"/> P38-Color contrast <input type="checkbox"/> P39-Color overlays <input type="checkbox"/> P42-Noise buffers <input type="checkbox"/> P46-Read aloud in language other than English or ASL (math and science only) <input type="checkbox"/> R15-Bilingual word-to-word glossary (utilize the glossary the student is accustomed to accessing for instruction) <input type="checkbox"/> T03-Extra breaks (no studying) <input type="checkbox"/> T07-Flexible scheduling (delayed start; no studying) <input type="checkbox"/> T09-Separate setting (small group) (do not pair with T10) <input type="checkbox"/> T10-Separate setting (one-to-one) (do not pair with T09) <input type="checkbox"/> T12-Preferential seating <input type="checkbox"/> T13-Non-traditional setting (change in location; home/hospital) <input type="checkbox"/> T14-Flexible scheduling-limited timed testing <input type="checkbox"/> T15-Extended breaks <input type="checkbox"/> T16-Breaks as needed

Accommodations from IEP or 504 Plan

Please list any accommodation(s) the student has identified on either an IEP or 504 plan. **ONLY** students found eligible for either an IEP or 504 will have anything listed in the box(es) below.

Accommodations from IEP:	Accommodations from 504:
---------------------------------	---------------------------------

EL Committee Members' Signatures

EL: SAT School Day Participation Form

Date:		County:	
School:		Student's Name:	
Grade:	WVEIS:	EL Teacher:	
Universal Tools			
These tools are available by default to all students .			
Embedded Universal Tools		Non-Embedded Universal Tools	
<input type="checkbox"/> Annotator <input type="checkbox"/> Answer eliminator <input type="checkbox"/> Color Contrast <input type="checkbox"/> Calculator <input type="checkbox"/> Clock display <input type="checkbox"/> Expand passage or item <input type="checkbox"/> Mark for review <input type="checkbox"/> Math reference sheet <input type="checkbox"/> Question navigator <input type="checkbox"/> Zoom		<input type="checkbox"/> Breaks <input type="checkbox"/> Scratch (lined or unlined paper) Paper	
Accommodations for Students with EL Plans			
These tools are identified in advance by an informed educator. These tools are not available unless selected in WVEIS. Check all that apply.			
Embedded Accommodations		Non- Embedded Accommodations	
<input type="checkbox"/> P38-Color contrast (available as Universal Tool) <input type="checkbox"/> T03-Extra breaks (no studying) <input type="checkbox"/> T15-Extended breaks <input type="checkbox"/> T16-Breaks as needed <input type="checkbox"/> T17-"time and one-half" 50% extra time – Reading* <input type="checkbox"/> T19-"time and one-half" 50% extra time - Math		<input type="checkbox"/> P23-Magnification <ul style="list-style-type: none"> ▪ P23a – Other ____ (device name) <input type="checkbox"/> P30-Translated test directions*** <input type="checkbox"/> P39-Color overlays <input type="checkbox"/> P41-Provide translation glossary (only approved glossaries)** <input type="checkbox"/> P42-Noise buffers <input type="checkbox"/> R15-Bilingual word-to-word glossary (only approved glossaries)** <input type="checkbox"/> T07-Flexible scheduling (delayed start; no studying) <input type="checkbox"/> T09-Separate setting (small group) (do not pair with T10) <input type="checkbox"/> T10-Separate setting (one-to-one) (do not pair with T09) <input type="checkbox"/> T12-Preferential seating <input type="checkbox"/> T13-Non-traditional setting (change in location; home/hospital) <input type="checkbox"/> T14-Flexible scheduling-limited timed testing	
Accommodations from IEP or 504 Plan			
Please list any accommodation(s) the student has identified on either an IEP or 504 plan. ONLY students found eligible for either an IEP or 504 will have anything listed in the box(es) below.			
Accommodations from IEP:		Accommodations from 504:	
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"></div> <div style="width: 48%;"></div> </div>			
EL Committee Members' Signatures			

*If 50% extra time for the **reading** section is selected, the extra time will automatically apply to all section(s) on the *SAT School Day* assessment.

** <https://collegereadiness.collegeboard.org/pdf/sat-sd-college-board-approved-glossaries.pdf>

*** <https://collegereadiness.collegeboard.org/sat/k12-educators/sat-school-day/downloads>

Only students who have been identified by their Special Education team as being eligible for the Alt-ELPA assessment should be administered this assessment.

EL: Alt-ELPA Participation Form

Date:	County:
School:	Student's Name:
Grade:	WVEIS:
EL Teacher:	

Universal Tools

These tools are available by default to **all students participating in the Alt-ELPA.**

Embedded Universal Tools	Non-Embedded Universal Tools		
<ul style="list-style-type: none"> <input type="checkbox"/> Zoom (1.5 X to 3.0X) <input type="checkbox"/> Expandable Passages <input type="checkbox"/> Notepad <input type="checkbox"/> Highlighter <input type="checkbox"/> Keyboard Navigation <input type="checkbox"/> Mark for review <input type="checkbox"/> Strikethrough <input type="checkbox"/> Volume Control 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Breaks <input type="checkbox"/> Scratch (lined or unlined paper) Paper <input type="checkbox"/> Focusing prompts <input type="checkbox"/> Hearing Asst. Tech <input type="checkbox"/> Directions adjusted <input type="checkbox"/> Medical devices <input type="checkbox"/> Navigational assistance <input type="checkbox"/> Verbal description of graphics <input type="checkbox"/> Human read aloud (grades K-3 – this is a universal tool for these grades only) </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Object representation <input type="checkbox"/> Setting <input type="checkbox"/> Student use of preferred communication mode <input type="checkbox"/> Student reads aloud to self <input type="checkbox"/> Tactile graphics or symbols <input type="checkbox"/> Text navigation assistance <input type="checkbox"/> Verbal encouragement that does not assist the student to produce or correct responses </td> </tr> </table>	<ul style="list-style-type: none"> <input type="checkbox"/> Breaks <input type="checkbox"/> Scratch (lined or unlined paper) Paper <input type="checkbox"/> Focusing prompts <input type="checkbox"/> Hearing Asst. Tech <input type="checkbox"/> Directions adjusted <input type="checkbox"/> Medical devices <input type="checkbox"/> Navigational assistance <input type="checkbox"/> Verbal description of graphics <input type="checkbox"/> Human read aloud (grades K-3 – this is a universal tool for these grades only) 	<ul style="list-style-type: none"> <input type="checkbox"/> Object representation <input type="checkbox"/> Setting <input type="checkbox"/> Student use of preferred communication mode <input type="checkbox"/> Student reads aloud to self <input type="checkbox"/> Tactile graphics or symbols <input type="checkbox"/> Text navigation assistance <input type="checkbox"/> Verbal encouragement that does not assist the student to produce or correct responses
<ul style="list-style-type: none"> <input type="checkbox"/> Breaks <input type="checkbox"/> Scratch (lined or unlined paper) Paper <input type="checkbox"/> Focusing prompts <input type="checkbox"/> Hearing Asst. Tech <input type="checkbox"/> Directions adjusted <input type="checkbox"/> Medical devices <input type="checkbox"/> Navigational assistance <input type="checkbox"/> Verbal description of graphics <input type="checkbox"/> Human read aloud (grades K-3 – this is a universal tool for these grades only) 	<ul style="list-style-type: none"> <input type="checkbox"/> Object representation <input type="checkbox"/> Setting <input type="checkbox"/> Student use of preferred communication mode <input type="checkbox"/> Student reads aloud to self <input type="checkbox"/> Tactile graphics or symbols <input type="checkbox"/> Text navigation assistance <input type="checkbox"/> Verbal encouragement that does not assist the student to produce or correct responses 		

Accommodations Available for Students with IEPs for Alt-ELPA Assessment

These tools are identified in advance by an informed educator-based team. These tools are not available unless selected in the student's IEP. Check all that apply.

Embedded Accommodations	Non-Embedded Accommodations
<ul style="list-style-type: none"> <input type="checkbox"/> P28- High contrast <input type="checkbox"/> P37- Masking <input type="checkbox"/> P38-Color contrast/choices <input type="checkbox"/> P40-Print on demand <input type="checkbox"/> P43-Streamline mode <input type="checkbox"/> P44-Line reader <input type="checkbox"/> R11 – Assistive Technology (alternate <u>response</u> options) <input type="checkbox"/> R21-Permissive mode <p style="background-color: yellow; padding: 2px;">Note: Alt-ELPA does not support P01 Text-to-speech nor R31 Embedded speech-to-text.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> P02-Human read aloud, excluding ELA reading passages (grades 4 and above for Alt-ELPA) <input type="checkbox"/> P23-Magnification (beyond print size/zoom) <input type="checkbox"/> P30-Translated test directions <input type="checkbox"/> P39-Color overlays <input type="checkbox"/> P42-Noise buffers <input type="checkbox"/> P50-Sign language <input type="checkbox"/> R04-Scribe <input type="checkbox"/> T03-Extra breaks (no studying) <input type="checkbox"/> T07-Flexible scheduling (delayed start; no studying) <input type="checkbox"/> T09-Separate setting (small group) (do not pair with T10) <input type="checkbox"/> T10-Separate setting (one-to-one) (do not pair with T09) <input type="checkbox"/> T12-Preferential seating <input type="checkbox"/> T13-Non-traditional setting (change in location; home/hospital) <input type="checkbox"/> T14-Flexible scheduling-limited timed testing <input type="checkbox"/> T15-Extended breaks <input type="checkbox"/> T16-Breaks as needed

<p>(Optional) Domains being requested for exemption (student cannot be exempted from all 4 domains):</p>	<input type="checkbox"/> Reading Domain <input type="checkbox"/> Writing Domain <input type="checkbox"/> Listening Domain <input type="checkbox"/> Speaking Domain
<p style="text-align: center;"><i>Domain exemptions can only be applied for by the county's Title III director. See Appendix O: ELPA21 & Alt-ELPA Domain Exemption Guidance for additional information.</i></p>	

EL Committee Members' Signatures

Appendix O. ELPA21 & Alt-ELPA Domain Exemption Guidance

Domain exemptions are available for the English Language Proficiency Assessment for 21st Century (ELPA21), ELPA21 Dynamic Screener, and the Alternate English Language Proficiency Assessment (Alt-ELPA) for students with the most significant cognitive disabilities. Counties can reach out to the West Virginia Department of Education (WVDE) Office of Federal Programs if the student's disability prohibits the student from participating in the stated domain.

In determining which student situation might be applicable for a domain exemption, administrators and teachers must determine that:

- The student has a documented disability or impairment (IEP or 504) applicable to the domain;
- Even with available accommodations, the student cannot engage with (access) the domain (not just anticipated low scores); and
- The 504 plan or IEP team, in consultation with the educator(s) supporting student's English language development, have established a need for a domain exemption. It is essential for the determination process, that IEP team include participants who have the requisite knowledge of the child's English language development needs.

If all three criteria above are affirmed, the County Test Coordinator or County Title III Director will contact the WVDE Office of Federal Programs with the domain exemption request form. WVDE Office of Federal Programs Title III Coordinator will register participating students in Test Information Distribution Engine (TIDE) in advance of the testing window and will indicate exemptions under test settings and tools.

The county's Title III director has additional information for consideration if a team suspects a student may be eligible for a domain exemption.

Domain Exemption

Please complete this form to request that a student be exempted from one or more of the domains of the ELPA21 Summative Assessment. Please complete this form by January 15th. The Domain Exemption Procedures can be found under the Title III Teams Group.

* Required

1. Which Domain(s) are you requesting the exemption for? *

- Listening
- Writing
- Reading
- Speaking

2. Does the student have an IEP or 504 Plan? *

- Yes
- No

Submit

Appendix P. Guidelines for *NOCTI* Career Technical Education Assessments

NOCTI provides Career Technical Education (CTE) state-approved programs of study with a credible means of verifying the knowledge and skills expected by industry. In addition, NOCTI provides schools, counties, and state entities with the ability to accurately assess student and program needs, gaps, growth, and/or strengths, thus creating a high-quality CTE ecosystem across the state.

NOCTI and the West Virginia Education Information System (WVEIS) developed and implemented a communication tool to assist schools in easily transferring student data and assessment results between platforms, alleviating time management challenges, and duplication of information for school personnel.

***NOCTI* Roles and Access**

Administrators

Individuals who are responsible for supervising the NOCTI assessment process. Various reports can be used to evaluate performance data to identify individual and program strengths and gaps.

Site Coordinators

Individuals (the administrators or the administrator's designee) who manage the NOCTI technical assessments for the institution. The site coordinators are responsible for setting up the NOCTI system and ordering pre-tests, post-tests, and digital study guides. The site coordinators also arrange:

- scheduling pre-test and post-test dates,
- assigning student user codes,
- make-up dates
- coordinate late arrivals/early dismissals, and
- accommodations for students.

Instructors

Individuals can view reports, practice questions, and other resources via their NOCTI account. The pre-test and post-test will provide the instructor with data to support program improvement goals and track student growth throughout the program.

Proctors

Individuals administering the *NOCTI* technical assessment that is not the instructor of the classroom or an instructor in a related field. The assessments are implemented online, but paper/pencil tests can be ordered if needed. Accommodations are available for students, and some are automatically assigned in WVEIS. Proctors will:

- distribute assessments and user access codes,
- read instructions, including instructions for finishing early
- monitor assessments and maintain security
- collect materials, and
- complete forms.

Students

Individuals with access to view data reports highlighting their technical progress in comparison to the workforce entry levels, technical standards, and state and national averages.

Resources

Blueprints

Blueprints provide an overview of the specific skills measured on the *NOCTI* post-test that align with a state-approved program of study. Each Blueprint details the standards and competencies covered in the assessment. Additionally, each Blueprint outlines the percentage of the test covered by each standard.

Digital Study Guides

Study Guides are available for each of the NOCTI-developed post-tests. Each NOCTI Digital Study Guide contains 30 practice questions and is accompanied by the *Teacher Companion Guide*. Please note that other partner organization tests may not have study guides.

Micro-Credentials

Micro-credentials allow students to confirm familiarity with targeted set of knowledge and skills within a career pathway. The credentials focus on nationally validated, industry-based standards and competencies. Micro-credentials are a resource that may be used by the county/school. The cost is \$5.00 per micro-credential per student. The WVDE does not pay for this resource.

Remote Proctoring

A resource that can be utilized if the student cannot make it to the school to take the test. NOCTI's remote proctoring costs are \$25 per student per assessment and can be ordered through *Shop NOCTI* at the county's/school's expense.

Student Certificates

Printable certificates (West Virginia Workforce Entry Certificate, Workforce Competency Credential, and College Credit) are available for students meeting target scores on the NOCTI assessments.

Assessments

Accommodations

Accommodations are available for students through the West Virginia Education Information System (WVEIS) and can be assigned by site coordinators or instructors. For CTE technical assessments, the WVDE recognizes the following accommodations from a student's current IEP/504 Plan's state assessment accommodations.

- P13 – Text to Speech
- P14 – Human Read Aloud
- P18 – Simplified Test Directions
- P24 – Translator (Human)
- T09 – Separate setting – small group
- T10 – Separate setting one-to-one
- T14 – Flexible scheduling
- T17 and T19 – 50% Extended Time
- T20 and T22 – 100% Extended Time

However, only P13, T17, T19, T20, and T22 can be sent to NOCTI via WVEIS. If testing accommodations change after students have been sent to NOCTI, they must be manually updated.

Pre-Tests

Pre-tests are optional online assessments that provide a baseline measurement of student proficiency. Pre-tests are only available during the same school year as the student will complete the post-test. The WVDE covers the costs of the pre-tests.

The testing window for all pre-tests is September 1 to November 30.

Pre-tests cannot be administered by the classroom instructor or an instructor of a related field. Pre-tests must be administered by an instructor in an unrelated field or other school staff members, such as counselors or school administrators.

Pre-tests can be divided into one, two, or three sessions. The length of each session is determined by calculating the total assessment time and dividing it by the number of sessions set to be administered. Sessions can be started at the student's convenience but must be completed once the session has started. Tests must be administered at the school or use NOCTI's remote proctoring for students who are not physically in the school building.

Post-Test

Post-tests are online technical assessments used to measure technical skills obtained during the state-approved program of study. Post-tests should be administered 60 to 90 days after the pre-test. Post-tests may be administered when the school determines the students are ready to test.

Post-tests are paid for by the WVDE and are the only assessments required by the WVDE for a student to be considered a state-approved CTE completer. The WVDE will pay for one post-test per program of study unless the post-tests are identical, then the students' scores will count toward both programs of study.

The testing window for post-tests is September 1 to June 30 each year.

Post-tests cannot be administered by the classroom instructor or an instructor of a related field. Post-tests must be administered by an instructor in an unrelated field or other school staff members such as counselors or school administrators.

Post-tests can be divided into one, two, or three sessions. The length of each session is determined by calculating the total assessment time and dividing it by the number of sessions set to be administered. Sessions can be started at the student's convenience but must be completed once the session has started. Tests must be administered at the school or use NOCTI's remote proctoring for students who are not physically in the school building.

Performance Tests

Performance tests are hands-on, onsite assessments that allow students to showcase their skills in a technical field. Business and industry representatives from the community conduct the Performance tests and evaluate students as they rotate through a series of hands-on skills tests.

The WVDE does not require performance tests, but they are optional for schools to purchase via NOCTI. To receive the discounted pricing, the performance tests must be ordered at the same time as the post-tests. Schools are responsible for all costs of administering the performance tests, including materials.

Retakes

Students are eligible to retake a NOCTI post-test once before completing their state-approved program of study. There is a waiting period of five days from the test administration date before a retake can be ordered. The WVDE does not pay for retakes.

Reporting

CTE Annual Impact Review

The CTE Annual Impact Review (AIR) Report provides an overview of your school/county that includes data such as the number of completers; the number of students meeting/exceeding the workforce entry score; the average attendance rate, the number of B&I Reviews completed, etc.

Site/Instructor Summary Reports

Summary Reports are WVDE-customized reports highlighting key areas of interest in an easy-to-read format. The report is divided into two halves, with the top half serving as an overview of the average student performance on the pre-test and post-test compared to the workforce entry-level, state average, and national average. The lower half of the report looks at student(s) performance on individual standards compared to the state average and national average.

Standard/Competency Reports

Standard/Competency Reports offer a detailed look at the individual student and classroom data to showcase student proficiency in the standards and competencies within an assessment.

Scores

Workforce Entry Score

The Workforce Entry Score, Criterion-Referenced Cut Score, represents an individual sufficiently competent for a beginning position in a chosen field. The cut score is set by NOCTI's subject matter experts, a mix of educators and practicing industry members.

Governor's Workforce Credential (GWC) Score

The GWC score is defined by the top 10 percent of students (past and present) who have taken a specific NOCTI post-test. This GWC score will change yearly to include the new tests.

For more information about the NOCTI ecosystem, please see *CTE Connect: A Guide for Administrators*.

Appendix R. Braille Accommodations Selections and WVGSA

Available Braille Accommodations for WVGSA

P03 - Braille test book **This must be ordered in TIDE by the county test coordinator.**

P17 - Braille computer test – computer adaptive test format

P35 - Braille computer-based, fixed form, with paper booklet for tactile graphics (available for math only) **This must be ordered in TIDE by the county test coordinator.**

Scenario 1: Student will take the WVGSA using only paper braille test books

- Select only “P03 – Braille test book” in WVEIS IEP program.
- Do **not** select P17 and/or P35.
- P03 must be used for all subject areas, and a paper braille book for each subject will be shipped to the county for each student who has the P03 accommodation.
 - This student cannot mix-and-match paper braille books with computer-administered portions for different subjects with this accommodation.
- TIDE Notes:
 - The P03 accommodation translates to the “Braille” value for the **Paper Tester** field in TIDE.
 - Students must have “Braille” for the **Paper Tester** field in TIDE for a test administrator to transcribe responses from braille test books into the Response Entry System.

What to select for IEP accommodations in the WVEIS IEP Program for Scenario 1:		
Accommodation Code	Yes	No
P03	X	
P17		X
P35		X

Scenario 2: Student will take the WVGSA —computer adaptive forms for all subject areas

For computer adaptive test content to be delivered in a format compatible with refreshable braille devices and embossers across all subject areas, the student must have “P17 - Braille computer test – computer adaptive test format”, selected for ELA (reading and writing), math, and science in the WVEIS IEP program and in TIDE.

- Do not select P03 for **any** student who will be taking WVGSA assessment on via computer for any subjects.
- For science, ELA-Reading, ELA-Writing, and math subjects to be administered via a refreshable braille device, only select in the WVEIS IEP Program “P17 - Braille computer test –computer adaptive test format”.
- TIDE Notes:
 - The **Paper Tester** field shows the value of “Select” or “No.”
 - The P17 accommodation translates to the **P17-Language Choice** field in TIDE. Students that have a value of “Braille” in this field will take the computer-adaptive test for a given subject.
 - The **P17-Language Choice** field shows the value of “Braille” (indicating the student has P17) selected for all subject areas.
 - **P35 Braille** value is “OFF” in the Mathematics column.

What to select for IEP accommodations in the WVEIS IEP Program for Scenario 2:		
Accommodation Code	Yes	No
P03		X
P17	X	
P35		X

Scenario 3: Student will take the WVGSA —computer adaptive forms for ELA-Reading, ELA-Writing, and Science with mathematics completed using a fixed-form administration and tactile graphics booklet.

For test content to be delivered in a format compatible with refreshable braille devices and embossers for ELA-Reading, ELA-Writing, and science, the student must have “P17 - Braille computer test – computer adaptive test format”, selected for ELA (reading and writing), and science in TIDE. If the student will require the support of an embossed tactile graphics booklet for math, **additionally** select the accommodation “P35 - Braille computer-based, fixed form, with paper booklet for tactile graphics” in the WVEIS IEP program. The booklet will be sent from the test vendor.

- Do not select P03 for any student who will be taking the WVGSA assessment via a computer for any subjects.
- TIDE Notes:
 - The **Paper Tester** field shows the value of “Select” or “No.”

- The **P17-Language Choice** field shows the value of “Braille” (indicating student has P17) selected only for ELA Reading, ELA Writing, and science.
- **P17-Language Choice** field with the value of “English” for Mathematics
- **P35 Braille** value is “ON” (indicating student will take the fixed form mathematics test online using the supplementary tactile graphics booklet) in the mathematics column.

What to select for IEP accommodations in the WVEIS IEP Program for Scenario 3 :		
Accommodation Code	Yes	No
P03		X
P17	X	
P35	X (for math)	

View/Edit Student: Demo DEMO

Birth Date (MMDDYYYY): (MMDDYYYY):

*Grade: 06

Paper Tester: **- Select -**

English Learner Entry Date (MMDDYYYY):

English Learner Exit Date (MMDDYYYY):

District assigned student identifier:

Title III Language Instruction Program Type: - Select -

Primary Disability Type: - Select -

+ Interim Eligibility

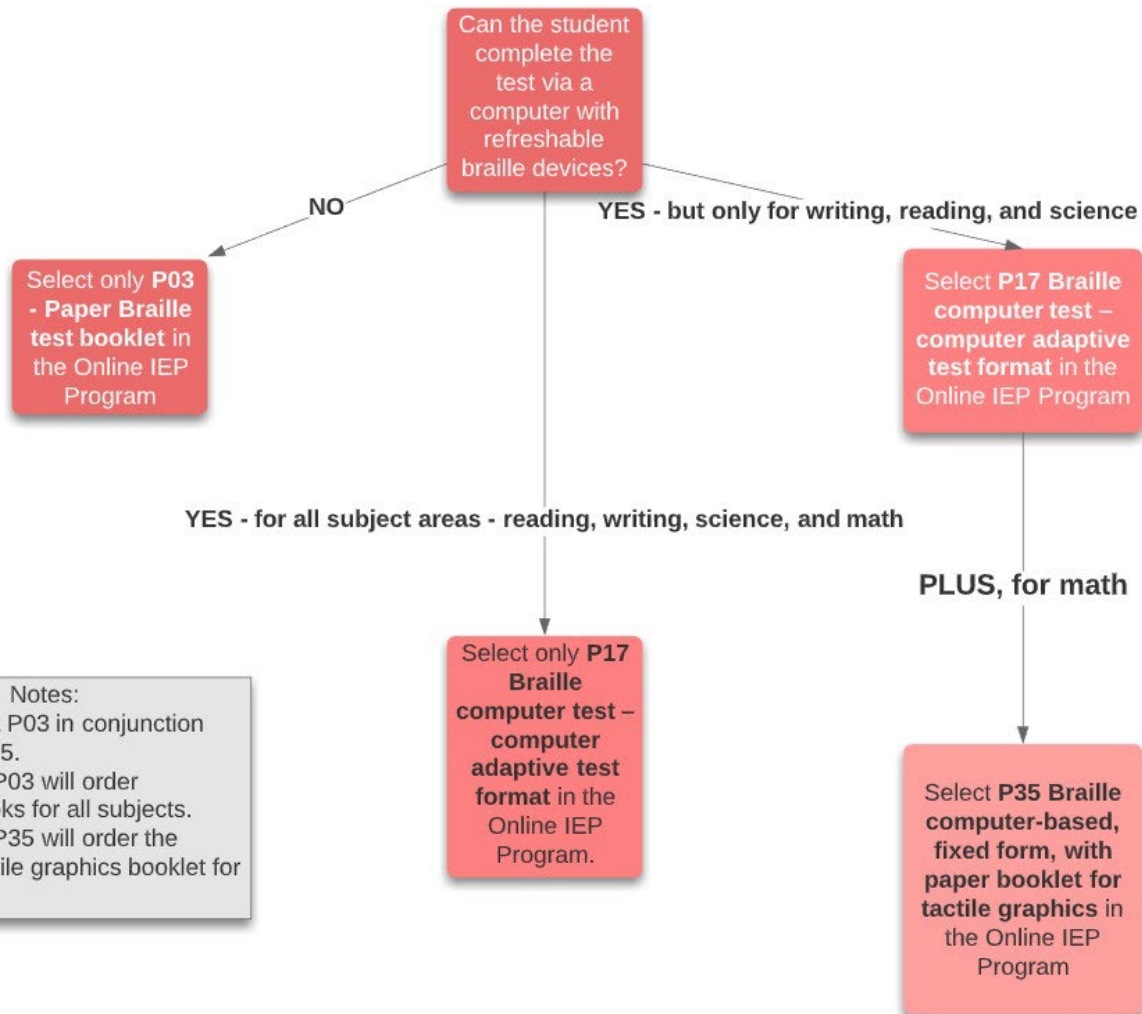
+ Race and Ethnicity

+ Student Participation

- Visual Assistance Tools

Visual Assistance Tools	1. ELA - Reading	2. ELA - Writing	3. Mathematics	4. Science
P17 - Language Choice	Braille	Braille	Braille	Braille
P35 Braille			OFF	

Braille Accommodations for WVGSA Grades 3-8 Decision Tree



Notes:

- * Do not select P03 in conjunction with P17 or P35.
- * Selection of P03 will order embossed books for all subjects.
- * Selection of P35 will order the embossed tactile graphics booklet for math.

P01, 54, 55, 57, 62, 128, 144, 245
P02, 55, 58, 133, 144, 244, 245
P03, 55, 60, 99, 101, 122, 129, 144, 254, 255, 256
P06, 56, 65, 100, 133, 144
P13, 55, 57, 62, 99, 101, 129, 144
P14, 55, 58, 100, 101, 133, 144
P15, 59, 133
P17, 56, 60, 129, 144, 254, 255, 256
P18, 61, 134, 144, 245
P19, 61, 122, 134
P21, 57, 58, 62, 134
P22, 62, 99, 101, 117, 129, 144, 244
P23, 63, 99, 101, 119, 134, 144, 244, 245, 246, 247
P24, 64, 100, 101, 232
P27, 64, 135, 245
P28, 64, 99, 101, 117, 130, 144, 244, 245, 247
P30, 65, 119, 135, 144, 232, 244, 245, 246, 247
P32, 66, 130, 144, 232, 245
P34, 67, 130, 144
P35, 56, 60, 67, 129, 144, 254, 255, 256
P36, 68, 131, 144
P37, 68, 118, 131, 144, 244, 245, 247
P38, 69, 135, 144, 245, 246
P39, 69, 119, 135, 144, 244, 245, 246, 247
P40, 69, 136, 144
P41, 64, 70, 232, 246
P42, 70, 120, 136, 144, 244, 245, 246, 247
P43, 70, 131, 144
P44, 71, 118, 244, 245
P46, 71, 136, 144, 245
P47, 71, 99, 101
P48, 71
P49, 72, 77
P50, 65, 72, 101, 136, 144

R03, 74, 137, 144
R04, 75, 100, 101, 123, 137, 144
R05, 76, 99, 101, 137, 144
R11, 76, 100, 101, 122, 138, 144
R15, 64, 78, 138, 144, 245, 246
R19, 78, 138, 144
R20, 79, 131, 144
R21, 77, 79, 132, 144
R23, 80, 132, 144
R24, 80, 101
R25, 80
R26, 81
R27, 81
R28, 81
R29, 82
R30, 82
R31, 79, 83, 132, 144
R32, 84
R34, 85
T03, 76, 86, 139, 144, 244, 245, 246, 247
T07, 86, 139, 144, 244, 245, 246, 247
T09, 87, 139, 144, 244, 245, 246, 247
T10, 55, 56, 58, 76, 87, 121, 140, 144, 244, 245, 246,
247
T11, 88, 140, 144
T12, 88, 140, 144, 244, 245, 246, 247
T13, 89, 101, 140, 144, 244, 245, 246, 247
T14, 89, 140, 144, 244, 245, 246, 247
T15, 89, 140, 144, 244, 245, 246, 247
T16, 90, 141, 144, 244, 245, 246, 247
T17, 56, 57, 58, 80, 90, 91, 246
T19, 91, 246
T20, 76, 80, 91, 92
T22, 56, 57, 58, 92



Michele L. Blatt
West Virginia Superintendent of Schools