



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

Testing Accommodations Guide

2023-24 School Year

**A Guide to the Selection and Identification of Accessibility Features and
Accommodations on District of Columbia Statewide Assessments for Students with
Disabilities and English Learners**

Contents

| | |
|---|----|
| Updates – February 2024..... | 3 |
| Introduction | 3 |
| Overview of District of Columbia Statewide Assessments | 4 |
| System of Accessibility Features and Accommodations for Statewide Assessments in the District of Columbia | 5 |
| The Decision-Making Process | 7 |
| Test Administration and Implementation of Testing Accommodations..... | 7 |
| Part I: Accommodations for Students with Disabilities | 8 |
| Required Documentation of Testing Accommodations for Students with Disabilities | 8 |
| Testing Accommodations Available to Students with Disabilities in the District of Columbia..... | 8 |
| Table 1: Setting Accommodations | 9 |
| Table 2: Timing and Scheduling Accommodations | 10 |
| Table 3: Presentation Accommodations..... | 12 |
| Table 4: Response Accommodations | 23 |
| Part II: Accommodations for English Learners..... | 29 |
| Eligibility for English Learner Accommodations | 29 |
| Testing Accommodations Available to English Learners in the District of Columbia | 29 |
| Table 5: Accommodations for English Learners..... | 30 |
| APPENDIX A: DC CAPE Assessment Accommodations or Accessibility Features Items Not Available for Selection as an Accommodation on the IEP | 34 |
| APPENDIX B: ACCESS for ELLs Assessment Accommodations or Accessibility Features Items Not Available for Selection as an Accommodation on the IEP for English Learners with Disabilities | 35 |

Updates – February 2024

Guidance was updated for the following accommodations or accessibility features:

- Table 1: Guidance for accommodations 03. and 04., Preferential Seating and Location with Minimal Distractions, have been collapsed for DC CAPE into “Specified Area or Setting.”
- Table 3: Guidance for implementation of accommodation 011., Magnification, has been updated for DC CAPE.
- Table 5: Guidance for accommodation 043., Human Reader or Text-to-Speech in Spanish, has been updated for DC CAPE.

Introduction

The Office of the State Superintendent of Education (OSSE) supports the use of appropriate testing accommodations for all District of Columbia students with disabilities (SWDs), English learners (ELs) and ELs with disabilities. The 2023-24 Testing Accommodations Guide (TAG) was created to ensure that:

- Participation in assessments for SWDs and ELs is consistent in all District of Columbia local education agencies (LEAs), schools and programs;
- Appropriate accessibility features are provided to students who need them;
- Appropriate accommodations are provided to all eligible qualified students; and
- Accommodations used in assessment are also used in daily instruction.

The information and requirements described in Part I of this guide apply to students with disabilities, i.e., students who have an individualized education program (IEP) or a Section 504 plan (504 plan), in all District of Columbia public schools and to students in nonpublic settings whose education is supported by District of Columbia public funding. Part II of this guide applies to ELs taking content-specific statewide assessments and to ELs taking the WIDA ACCESS for ELLs assessment. Please note that the accommodations for ELs taking content-specific statewide assessments may not be appropriate for the English language proficiency test, because it focuses on language proficiency rather than content area knowledge and skills. ELs with a disability are eligible for both categories of accommodations.

This guide is meant to be a guide for IEP teams, Section 504 teams and EL teams, as it provides an overview of each accommodation, its intended use and eligibility criteria. Additionally, this guide connects each accommodation as listed in students’ documentation to its equivalent accommodation, accessibility feature or administrative consideration specific to each DC statewide assessment.

Additional materials and technical assistance are available to help school personnel become more familiar with information presented in this guide and in other associated resources. Please contact the OSSE Office of Assessments for further information at OSSE.Assessment@dc.gov or visit the [OSSE Testing Accommodations website](#).

NEW FOR THE 2023-24 SCHOOL YEAR

Transition from SEDS to Special Programs Database

In 2023, OSSE transitioned from the Special Education Data System (SEDS or “EasyIEP”) to the Special Programs database. During this first year of implementation (the 2023-24 school year), current documentation that has been migrated from SEDS will be acceptable and assessment process and guidance documents may contain references to both SEDS and Special Programs due to the ongoing migration of student documentation to the new system. It is the responsibility of educators, support staff and administrators to ensure that the information pertaining to students with special needs is current and accurate. Throughout the 2023-24 school year, IEP teams should work to fully transition student documentation to Special Programs.

Transition to DC CAPE

DC has implemented a new name for its general statewide assessment system, which includes assessments in English language arts/literacy (ELA), mathematics and science – DC CAPE. While the vast majority of available accommodations has not changed, specific instructions for administration of specific accommodations may have been updated. Additionally, the Student Registration/Personal Needs Profile (SR/PNP) has been replaced with the Accommodations Registration File (ARF).

Overview of District of Columbia Statewide Assessments

The District of Columbia administers multiple assessments annually in accordance with District and federal law. These statewide assessments are an important source of data on students’ progress and performance relative to the District’s educational standards. The District of Columbia administers a system of Next Generation Assessments (NGA) aligned to the [Common Core State Standards](#) (CCSS), [Next Generation Science Standards](#) (NGSS) and [English Language Development Standards](#) which have been adopted by the DC State Board of Education. These assessments are also technology- and computer-enhanced. While this shift has been a major transition, it allows students in the District to demonstrate their knowledge in a more accurate and engaging way. Statewide assessments in the District of Columbia include:

- The [District of Columbia Comprehensive Assessments of Progress in Education \(DC CAPE\)](#) in ELA, mathematics and science
- [Multi-State Alternate Assessment \(MSAA\) in ELA and mathematics](#)
- [Dynamic Learning Maps Alternate Assessment \(DLM\) in science](#)
- [WIDA ACCESS for ELLs English Language Proficiency Assessment and Alternate ACCESS Assessment](#)

The **District of Columbia Comprehensive Assessments of Progress in Education (DC CAPE)** is the general statewide assessment system and includes assessments in English language arts/literacy (ELA), mathematics and science. Together, these assessments create a comprehensive system that provides important information on students’ progress and proficiency relative to DC’s educational standards.

The **Multi-State Alternate Assessment (MSAA)** in ELA and mathematics were developed to ensure that all students with significant cognitive disabilities are able to participate in an assessment that measures what they know and can do in relation to grade-level state content standards. The MSAA is designed to meet the requirements of the Every Student Succeeds Act (ESSA) and Individuals with Disabilities Education Act (IDEA). These laws mandate that all students participate in assessments that measure

student achievement on grade-level content standards. As such, students with disabilities who qualify for the alternate assessment may be in need of testing accommodations.

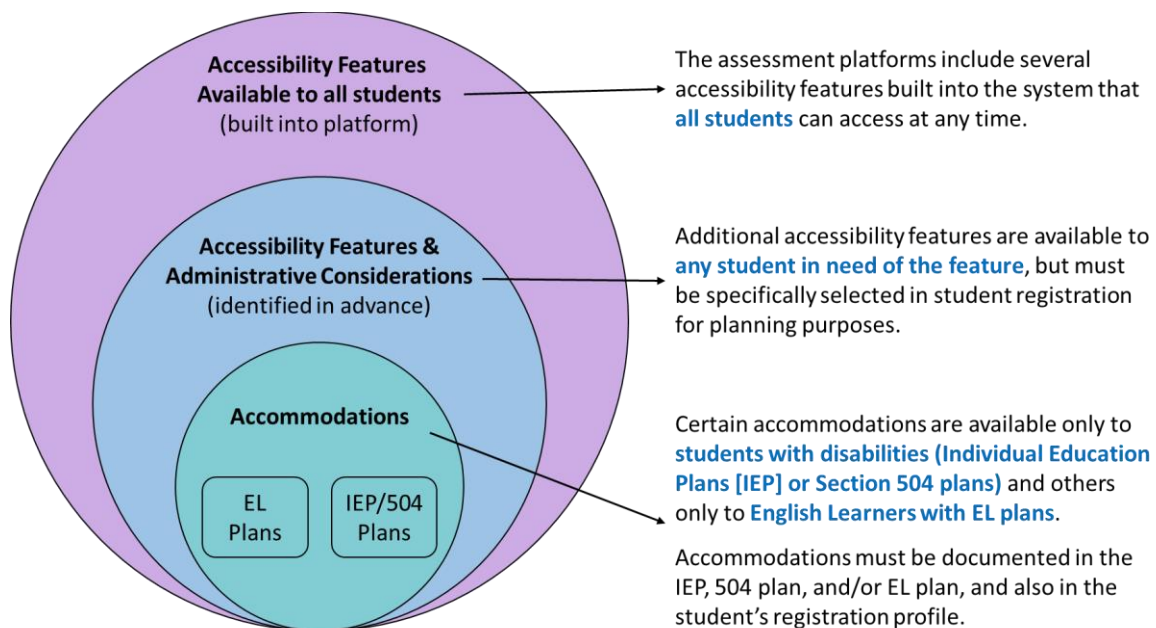
The **Dynamic Learning Maps (DLM) Alternate Assessment** in science assesses what students with the most significant cognitive disabilities know and can do in grades 5, 8 and high school Biology. Students taking the DLM alternate assessment require extensive, direct instruction and substantial supports to achieve measurable gains. The DLM alternate assessment provides accessibility by design and is guided by the core beliefs that all students are to have access to challenging, grade-level content and that test administrators must adhere to the highest levels of integrity in providing instruction and in administering assessments based on this challenging content.

WIDA ACCESS for ELLs is the District of Columbia's annual assessment of English proficiency. It is administered annually to students in grades K-12 who have been identified as ELs to monitor progress in learning academic English. Students are assessed in the four domains of listening, speaking, reading and writing. **WIDA Alternate ACCESS** is available to students with significant cognitive disabilities who qualify for alternate assessments.

Students determined eligible to participate in an alternate assessment, via the alternate assessment eligibility determination process set forth by OSSE, will take both the **MSAA** and **DLM** in applicable grades or courses. Students who are EL will take the **WIDA Alternate ACCESS** assessment. Further information about available accommodations and implementation guidance is found on OSSE's [Alternate Assessments](#) page.

For more information, visit the [OSSE Statewide Assessments](#) website.

System of Accessibility Features and Accommodations for Statewide Assessments in the District of Columbia



Accommodations are adjustments to the test format or test administration intended to provide equitable access and are only available to students with disabilities, ELs and ELs with disabilities. Some accommodations are built into the test and others must be provided by the test administrator. All accommodations must be approved and documented in advance in an IEP, 504 plan or an English Learner Plan. To the extent possible, accommodations should:

- Provide equitable access during instruction and assessments;
- Mitigate the effects of a student’s disability;
- Not reduce learning or performance expectations;
- Not change the construct being assessed; and
- Not compromise the integrity or validity of the assessment.

Accommodations are intended to reduce and/or eliminate the effects of a student’s disability and/or English language proficiency level; however, **accommodations should never reduce learning expectations by reducing the scope, complexity or rigor of an assessment.** Moreover, accommodations provided to a student on statewide assessments must be generally consistent with those provided for classroom instruction and classroom assessments.

Accessibility features increase access to test content on a particular test and are available for use by ***all students who need them***, not just SWDs and ELs. Some features are available on demand for all students because they are built into the test platform. These do not need to be identified in advance for test administration planning purposes. Other accessibility features are also available to any student but only when activated or “turned on,” within a student’s individual test platform, therefore they must be identified in advance. For DC CAPE, this is done through the ARF for students who need them. For other statewide assessments, consult the guidance issued by vendors to activate appropriate accessibility features. Further information about DC CAPE accessibility features can be found in the *DC CAPE Accessibility Features and Accommodations (AF&A) Manual*.

Similarly, **administrative considerations** may be granted to any student who may benefit from them, at the discretion of school leaders. Administrative considerations are not tied to the testing platform, but rather, are decisions made about a student’s testing environment (e.g., small group testing, special seating arrangement or frequent breaks). School leaders must decide in advance which students need these features, as the school test plan must reflect them.

NOTE: For students with disabilities who need certain accessibility features and/or administrative considerations, these should be documented as accommodations in the IEP/504 plan in order to ensure that the student has a legal guarantee to receive the feature as an accommodation during classroom instruction, on other statewide assessments that limit the feature to students with disabilities or during tests that do not include embedded accessibility features.

If an IEP team/504 team determines that a student needs an accommodation which is not listed below, then the team must submit a Unique Accommodations Request Form to OSSE for approval. Detailed test administration guidance on the accessibility features for all students available for the DC CAPE assessments can be found in the *DC CAPE AF&A Manual*.

The Decision-Making Process

To ensure students with disabilities are engaged in standards-based instruction and assessments, every IEP and 504 plan team member must be knowledgeable about the District of Columbia educational standards, including the CCSS, NGSS and accompanying assessments. Effective decision-making about the provision of appropriate accommodations begins with making good instructional decisions. Making appropriate instructional decisions is based on gathering and reviewing all available information about the student's disability and level of performance in relation to the state and district academic standards. The team makes the decision regarding appropriate accommodations to ensure access to the general education curriculum and instruction based on the CCSS and the NGSS. This should be a thoughtful process in which all team members engage in the discussion and decision-making process, including the student and their family, when appropriate, to 'level the playing field' so students with disabilities have equal opportunities to successfully learn and participate in instruction and assessment.

Accommodations used in assessment should also be used in daily instruction. When these accommodations are used according to plan, students should be able to validly demonstrate what they know and can do for both instruction and assessments.

Additional guidance on the selection of appropriate accessibility features and accommodations for the DC CAPE assessments can be found in the *DC CAPE Accessibility Decision-Making Process Supplement*.

Test Administration and Implementation of Testing Accommodations

Each District of Columbia statewide assessment has its own guidelines for test administration. The implementation of each accommodation may vary from assessment to assessment. Differences in administration and implementation of an accommodation across tests do not affect the eligibility of each student to use this accommodation. Eligibility requirements remain consistent across all statewide assessments. LEA and school testing coordinators should ensure all staff members who will assist in the administration of each assessment are familiar with all applicable guidelines for DC testing.

Accommodations are intended to reduce the effects of a student's disability and/or English language proficiency level but not to reduce learning expectations. Additionally, accommodations should never be used for the first time on a state assessment. Testing accommodations should be introduced to the student in a classroom or practice environment prior to statewide assessments to determine their appropriateness and effectiveness. Accommodations used by students on statewide assessments should be generally consistent with those they receive during classroom instruction.

Part I: Accommodations for Students with Disabilities

Required Documentation of Testing Accommodations for Students with Disabilities

A student who qualifies for testing accommodations must have each applicable accommodation documented on their IEP/504 plan prior to participating in any statewide assessment. This documentation typically occurs as part of a student’s annual IEP/504 plan review and update. During this meeting, IEP teams/504 teams are encouraged to use this guide in considering, selecting and documenting appropriate accommodations for the student. IEP documentation must occur in the Special Programs database. For the 2023-24 school year, documentation that has been migrated from SEDS will also be acceptable. 504 plan documentation occurs in the LEA’s designated 504 plan documentation system.

If the time of the annual review of the IEP/504 plan has passed, but the team determines that an additional accommodation is needed, the current IEP/504 plan must be amended in accordance with the [OSSE IEP Amendment Policy](#) and [IEP Amendment Guidance](#). More information about the current list of available accommodations in Special Programs and on statewide assessments can be found in the testing accommodations crosswalks below.

Testing Accommodations Available to Students with Disabilities in the District of Columbia

Students with disabilities have access to a wide range of accommodations and accessibility features on statewide assessments. All accommodations for statewide testing must be listed on a student’s IEP or 504 plan. Additionally, although accessibility features are available to all students, IEP teams or 504 plan coordinators may need to also include accessibility features on a student’s IEP or 504 plan if the student requires this feature because of their disability. If an accessibility feature is listed on an IEP or 504 plan, it must be made available to a student during testing and is treated as an accommodation for that student.

The tables below outline the accommodations available for students with disabilities for each statewide assessment, along with brief administration guidance. They also provide a crosswalk to the terminology used in Special Programs/SEDS. Accessibility features and administrative considerations are also included in this chart because while they are not listed as official accommodations, they must be treated as such if they are indicated on a student’s IEP or 504 plan.

Each table below shows a different category of accommodations:

- Table 1: Setting Accommodations
- Table 2: Timing and Scheduling Accommodations
- Table 3: Presentation Accommodations
- Table 4: Response Accommodations

All available Special Programs/SEDS accommodations are listed in the left-hand column, with the applicable definitions spanning across the rows for each assessment. All statewide assessments are listed in the top row across the table. Any accommodation not allowed on a particular assessment will not be reflected in the assessment column.

IMPORTANT NOTE: All Test Coordinators, Test Administrators and other staff responsible for selecting, administering and monitoring accommodations for statewide assessments should review the full detailed guidance found in assessment-specific manuals. This guide does not include full administrative guidance for each feature/accommodation.

Table 1: Setting Accommodations

| Setting Accommodations | | | | | | | | | |
|--|--|-------------|---------|--|-----|---|---|---|----------------|
| Special Programs/ SEDS Statewide Testing Accommodations | DC CAPE | | | MSAA ELA & Mathematics | DLM | ACCESS for ELLs (ELs with disabilities) | | | |
| | ELA | Mathematics | Science | | | L | R | S | W ¹ |
| 01. Specialized Equipment, Furniture or Lighting | <p align="center">Adaptive and Specialized Equipment or Furniture (<i>administrative consideration</i>)</p> <p align="center"><i>Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).</i></p> | | | | | | | | |
| 02. Noise Buffer or Headphones | <p align="center">Headphones or Noise Buffer (<i>accessibility feature</i>)</p> <p align="center"><i>Student uses headphones or noise buffers to minimize distraction or filter external noise during testing. If headphones are used only as noise buffers, they should not be plugged into the student's device.</i></p> | | | | | | | | |
| 03. Preferential Seating | <p align="center">Specified Area or Setting (<i>administrative consideration</i>)</p> <p align="center"><i>Student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, etc.).</i></p> | | | <p align="center">Specified Area or Setting (<i>administrative consideration</i>)</p> <p align="center"><i>Student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, etc.).</i></p> | | | | | |
| 04. Location with Minimal Distractions | | | | <p align="center">Separate or Alternate Location (<i>administrative consideration</i>)</p> <p align="center"><i>Student is tested in a location other than their originally scheduled testing classroom.</i></p> | | <p align="center">Specific Seating (<i>administrative consideration</i>)</p> <p align="center"><i>Student is tested in a location other than their originally scheduled testing classroom.</i></p> | | | |
| 05. Individual Testing | <p align="center">Small Group Testing (<i>administrative consideration</i>)</p> <p align="center"><i>Student is tested in a separate location individually or with a small group of students with matching accessibility features, accommodations or testing needs as appropriate.</i></p> | | | <p align="center">n/a</p> <p align="center"><i>MSAA and DLM are administered in a one-on-one setting.</i></p> | | <p align="center">Individual or Small Group Setting (<i>administrative consideration</i>)</p> <p align="center"><i>Student is tested in a separate location individually or with a small group of students with matching accessibility features, accommodations or testing needs as appropriate.</i></p> | | | |
| 06. Small Group Testing | | | | | | | | | |
| Unique/ Non-Standard Accommodation | <p align="center">Statewide Unique Accommodation Request</p> <p align="center"><i>Student may require a unique/non-standard accommodation that is not listed above and does not change the construct being measured by the test. A separate request form must be submitted to OSSE for review. Please see osse.dc.gov/service/testing-accommodations to access the form and view instructions on submission to OSSE. If approved, the accommodation must be listed in the IEP or 504 plan.</i></p> | | | | | | | | |

¹ ACCESS for ELLs assesses students in four domains, listening, reading, speaking and writing (L, R, S, W). Allowable accommodations for specific domains are indicated by the letter representing that domain.

Table 2: Timing and Scheduling Accommodations

| Timing and Scheduling Accommodations | | | | | | | | | |
|--|--|-------------|---------|---|-----|---|---|---|---|
| Special Programs/ SEDS Statewide Testing Accommodations | DC CAPE | | | MSAA ELA & Mathematics | DLM | ACCESS for ELLs (ELs with disabilities) | | | |
| | ELA | Mathematics | Science | | | L | R | S | W |
| 07. Extended Time | Extended Time | | | n/a | | Extended Time of a Test Domain Over Multiple Days (EM) | | | |
| | <p><i>Student has until the end of the school day to complete a single test unit administered during the prescribed testing window. It is recommended to test students receiving the extended time accommodation in a separate setting to minimize distractions to other students and to schedule these students for testing in the morning to allow adequate time for completion of a test unit by the end of the school day. If needed, each unit of the assessment may be administered on a separate day.</i></p> | | | <p><i>MSAA and DLM are untimed tests.</i></p> | | <p><i>In rare cases and only when absolutely necessary, due to an illness, disability or extended interruption in testing, with the prior approval of OSSE, students may extend the testing session over multiple days.</i></p> <p style="text-align: center;">L, R, S, W</p> | | | |
| | | | | | | <p style="text-align: center;">Extended Speaking Test Response Time (ES)</p> <p><i>May be used to support students with cognitive, language processing, physical or communication disabilities who need additional processing time for spoken language. This accommodation must be selected in WIDA AMS prior to the student beginning the test.</i></p> <p style="text-align: center;">S</p> | | | |
| | | | | <p style="text-align: center;">Extended Testing Time Within the School Day (ET) (administrative consideration)</p> <p><i>May be used to support students with cognitive, language processing, physical or communication disabilities who need additional time to complete one or more test sections.</i></p> <p><i>Extended time is considered 1.5 times the anticipated testing time, however, if a student is actively engaged in testing, the TA may extend the testing time up to the end of the school day.</i></p> | | | | | |
| 08. Flexibility in Scheduling | <p>Time of Day (administrative consideration)</p> <p><i>Student is tested during a specific time of day based on their individual needs.</i></p> | | | | | | | | |

| Timing and Scheduling Accommodations | | | | | | | | | |
|--|--|-------------|---------|---|---|--|---|---|---|
| Special Programs/ SEDS Statewide Testing Accommodations | DC CAPE | | | MSAA ELA & Mathematics | DLM | ACCESS for ELLs (ELs with disabilities) | | | |
| | ELA | Mathematics | Science | | | L | R | S | W |
| 09. Frequent Breaks | <p>Frequent Breaks (<i>administrative consideration</i>)</p> <ul style="list-style-type: none"> • Medical Break: Student takes a break due to existence or sudden onset of a temporary or long-term medical condition. Student's testing time <u>stops</u> during a medical break. • Individual Bathroom Break: Student requests a bathroom break within their overall allotted testing time. Student's testing time <u>does not</u> stop. • In-Chair Stretch Break: Student pauses and stretches. Student's testing time <u>does not</u> stop. | | | <p>Frequent Breaks²</p> <p>Every student is different and has varying degrees of stamina and ability to stay on task. TAs may pause testing to take a break at any time. A test session for a student may consist of one or two items at a time or 10 or more items. The test is not timed and can be paused for a variety of reasons, including frustration, lack of engagement, refusal to participate or sickness.</p> | <p>Frequent Breaks</p> <p>Students may take as many breaks as needed throughout the completion of a testlet. During the administration of a testlet, Student Portal can sit inactive for as long as 90 minutes before timing out. After 88 minutes and 30 seconds of inactivity in the testlet, the system prompts the student with a warning message.</p> | <p>Frequent or Additional Supervised Breaks (<i>administrative consideration</i>)</p> <p>Students may take breaks as needed. Frequent breaks refer to multiple, planned, short breaks during testing based on a student's specific needs (e.g., fatigues easily, overly anxious).</p> | | | |
| Unique/ Non-Standard Accommodation | <p align="center">Statewide Unique Accommodation Request</p> <p>Student may require a unique/non-standard accommodation that is not listed above and does not change the construct being measured by the test. A separate request form must be submitted to OSSE for review. Please see osse.dc.gov/service/testing-accommodations to access the form and view instructions on submission to OSSE. If approved, the accommodation must be listed in the IEP or 504 plan.</p> | | | | | | | | |

² For MSAA only, the TA may pause and resume the administration of the test as often as necessary during the whole administration window. A break may consist of a few minutes to a few days, depending on the student's needs.

Table 3: Presentation Accommodations

| Presentation Accommodations | | | | | | | | | | | |
|---|--|-------------|---------|--|-----|---|---|---|---|--|--|
| Special Programs/ SEDS Statewide Testing Accommodations | DC CAPE | | | MSAA ELA & Mathematics | DLM | ACCESS for ELLs (ELs with disabilities) | | | | | |
| | ELA | Mathematics | Science | | | L | R | S | W | | |
| 010. Audio Amplification | <p>Audio Amplification (<i>accessibility feature</i>)</p> <p><i>Student raises or lowers the volume control, as needed, prior to testing. Final volume must be set prior to testing. Student uses amplification device assistive technology (e.g., FM System) provided by the school or student. The student brings familiar auditory aid assistive technology to the test administration. If needed, the test administrator tests technology prior to test administration (e.g., during an “Infrastructure Trial”).</i></p> | | | <p>Increase Volume (<i>accessibility feature</i>)</p> <p><i>To increase the volume on the computer, laptop or tablet, use the built-in volume control options. Students may need headphones depending on testing location.</i></p> | | <p>Audio Aids (<i>universal tools</i>)</p> <p><i>Student uses a tool to amplify or diminish sound. Audio aids may include amplification device, noise buffer (headphones, earbuds) or white noise machine.</i></p> | | | | | |
| 011. Magnification | <p>Magnification / Enlargement Device (<i>accessibility feature</i>)</p> <p><i>Device Magnification: The student may use keyboard shortcuts (e.g., Ctrl+) for PCs or pinch/zoom for tablets to magnify content displayed on the screen (while preserving clarity, contrast, and color).</i></p> <p><i>Magnifier: The student can also select “Enable Magnifier” in the user drop-down menu. The student enlarges text and graphics onscreen via a magnification square (200%). The student may disable this feature by selecting, “Disable Magnifier” in the user drop-down menu.</i></p> | | | <p>Magnification Tool (<i>accessibility feature</i>)</p> <p><i>The embedded magnification tool increases the size of the text and graphics only in the selected area. The magnification tool is attached to the cursor so it will highlight any section the mouse hovers over.</i></p> <p>Increase/Decrease Size of Text and Graphics (<i>accessibility feature</i>)</p> <p><i>Computers, laptops and tablets provide zoom-in and zoom-out functions. Projection systems, video magnifiers and smart boards may also be used to increase the size of</i></p> | | <p>Magnification Tool</p> <p><i>Magnification allows test administrators to choose the degree of screen magnification during assessment. Test administrators can choose between a magnification of 2x, 3x, 4x or 5x.</i></p> <p><i>If the student has a severe visual impairment and needs a larger presentation of content than the 5x magnification setting provides, the test administrator may use an interactive whiteboard, projector or any magnification device that works with the computer screen.</i></p> | | <p>Low-Vision Aids or Magnification Devices (<i>universal tool</i>)</p> <p><i>Student uses a magnifier button to increase the size of graphics and text by 1.5x or 2x.</i></p> | | | |

| Presentation Accommodations | | | | | | | | | | |
|---|--|-------------|---------|--|------------|---|--|---|---|--|
| Special Programs/ SEDS Statewide Testing Accommodations | DC CAPE | | | MSAA ELA & Mathematics | DLM | ACCESS for ELLs (ELs with disabilities) | | | | |
| | ELA | Mathematics | Science | | | L | R | S | W | |
| | | | | <i>the text and graphics. Zoom may also be used to reduce the size of the text or graphics in order to view more item information on one page.</i> | | | | | | |
| 012. Large Print Edition | Large Print Edition <i>Student with a visual impairment who is unable to take a computer-based assessment uses a large print paper-based form of each assessment.</i> | | | n/a | | Large Print <i>Available with paper administration only</i> L, R, S, W | | | | |
| 013. Paper-Based Edition | Paper-Based Edition <i>Student who is unable to take a computer-based assessment due to a disability may take a paper-based version of the assessment.</i> | | | Paper Version <i>A paper version of the test may be downloaded and printed from the MSAA Online Assessment System in PDF format. After testing, all printed assessment materials must be given to the TC for secure shredding and all downloaded files must be deleted from any computer or laptop used for testing.</i> | n/a | | Participate in Different Testing Format (Paper) <i>Student who is unable to take a computer-based assessment due to a disability may take a paper-based version of the assessment.</i> | | | |
| 014. Clarification/ Repetition of Directions | General Administration Directions Read Aloud and Repeated General Administration Directions Clarified (<i>accessibility feature</i>) <i>Test administrator reads aloud, repeats and/or clarifies the general administration directions only. No passages or test items may be clarified. A student may raise his or her hand and request the directions be repeated.</i> | | | | | Repeat Item Audio (RA) <i>May be used to support students who need repetition based on language and processing needs or attention/focus needs due to a documented disability.</i> L, S, W | | | | |

| Presentation Accommodations | | | | | | | | | |
|---|---|-------------|---------|--|--|--|---|---|---|
| Special Programs/ SEDS Statewide Testing Accommodations | DC CAPE | | | MSAA ELA & Mathematics | DLM | ACCESS for ELLs (ELs with disabilities) | | | |
| | ELA | Mathematics | Science | | | L | R | S | W |
| 015. Directions Available in ASL | <p align="center">Human Signer for Test Directions</p> <p><i>Human signer signs the test directions to a student. The student may either be tested in a small group or a separate setting based on the student's experiences during classroom assessments.</i></p> | | | <p>Sign Interpretation of Text – MSAA Only</p> <p><i>For students who use American Sign Language (ASL), Pidgin Sign English (PSE) or Sign Exact English (SEE), the TA may translate passages, items, answer options and directions. Review the vocabulary lists for ELA and Mathematics to determine which words the student may need practice with prior to testing. Required Documents: It is important to adhere to the Sign Language Protocol in Appendix C of the MSAA Test Administrator Manual as it will help signers avoid cueing the student.</i></p> <p>Sign Interpretation of Text – DLM Only</p> <p><i>Test administrators may sign the content to students using American Sign Language (ASL), Signing Exact English or personalized sign systems.</i></p> | <p>Interpreter Signs Test Directions in ASL (SD)</p> <p><i>May be used to help students who use ASL become familiar with test logistics, directions and practice items.</i></p> <p align="center">L, R, S, W</p> | | | | |
| 016. Student Reads Assessment Aloud to Themselves | <p>Student Reads Assessment Aloud to Self (accessibility feature, ARF)</p> <p><i>The student's ARF must have this feature identified in advance. Student reads aloud the assessment to themselves. Students may use an external device such as a whisper phone. The student must be tested in a separate setting.</i></p> | | | n/a | | <p>Read Aloud to Self (administrative consideration)</p> <p><i>Student reads aloud the assessment to themselves. Students may use an external device such as a whisper phone. The student must be tested in a separate setting.</i></p> | | | |
| 017. Masking Tools | <p>Line Reader Mask Tool (accessibility feature)</p> <p><i>Student can utilize masking tools to cover or uncover portions of the test, including passages or answer options, by using a ruler, blank card, removable markers (e.g., small strips of paper to indicate they are eliminating an answer) or similar items. A student may also utilize electronic masking features (when available), such as a custom on-screen mask or electronic answer eliminator tool.</i></p> | | | <p>Line Reader</p> <p><i>The embedded line reader tool allows the entire item to be shaded and an adjustable box allows attention to be focused on one line or a few lines at a time. The box can be adjusted by the student or the TA.</i></p> | <p>Masking</p> <p><i>Test administrators may use a piece of paper to cover portions of the screen to reduce visual clutter without otherwise affecting the information.</i></p> | <p>Line Guide or Tracking Tool (universal tool)</p> <p><i>Student uses line guide tool to guide his or her eyes while reading text on the computer screen.</i></p> | | | |

| Presentation Accommodations | | | | | | | | | |
|---|--|--|---------|---------------------------|-----|---|--|-----|---|
| Special Programs/ SEDS Statewide Testing Accommodations | DC CAPE | | | MSAA ELA & Mathematics | DLM | ACCESS for ELLs (ELs with disabilities) | | | |
| | ELA | Mathematics | Science | | | L | R | S | W |
| | 017. Masking Tools (cont.) | <p>Answer Masking (<i>accessibility feature, ARF</i>)</p> <p><i>Student can utilize masking tools to cover or uncover portions of the test, including passages or answer options, by using a ruler, blank card, removable markers (e.g., small strips of paper to indicate they are eliminating an answer) or similar items. A student may also utilize electronic masking features (when available), such as a custom on-screen mask or electronic answer eliminator tool.</i></p> | | | | <p>Answer Masking Tool (<i>accessibility feature</i>)</p> <p><i>The embedded answer masking tool allows students and TAs to electronically cover and reveal individual answer options as needed.</i></p> | <p>Answer Masking</p> <p><i>Test administrators may use a piece of paper to cover portions of the screen to reduce visual clutter without otherwise affecting the number of response options.</i></p> | n/a | |
| <p>Eliminate Answer Choices/Answer Eliminator (<i>accessibility feature</i>)</p> <p><i>Student can utilize masking tools to cover or uncover portions of the test, including passages or answer options, by using a ruler, blank card, removable markers (e.g., small strips of paper to indicate they are eliminating an answer) or similar items. A student may also utilize electronic masking features (when available), such as a custom on-screen mask or electronic answer eliminator tool.</i></p> | | | n/a | | n/a | | | | |
| 018. Markup Tools | <p>Bookmark – flag items for review (<i>accessibility feature</i>)</p> <p><i>Student uses various markup tools to assist in reading, recalling and/or emphasizing text and to flag items for later review. Markup tools can include highlighters, templates, place markers, masking devices, colored overlays, reading guide rulers, blank straight edges or onscreen tools to follow along with each line of text, electronic bookmarking tools.</i></p> | | | n/a | | n/a | | | |
| | <p>Highlight Tool (<i>accessibility feature</i>)</p> <p><i>Student uses various markup tools to assist in reading, recalling and/or emphasizing text and to flag items for later review. Markup tools can include highlighters, templates, place markers, masking devices, colored overlays, reading guide rulers, blank straight edges or onscreen tools to follow along with each line of text, electronic bookmarking tools.</i></p> | | | n/a | | <p>Highlight Tool (<i>universal tool</i>)</p> <p><i>Student uses highlighter button to mark text in yellow. This is only available with mouse control.</i></p> | | | |

| Presentation Accommodations | | | | | | | | | |
|---|--|---|---------|---|---|--|---|---|---|
| Special Programs/ SEDS Statewide Testing Accommodations | DC CAPE | | | MSAA ELA & Mathematics | DLM | ACCESS for ELLs (ELs with disabilities) | | | |
| | ELA | Mathematics | Science | | | L | R | S | W |
| 018. Markup Tools (cont.) | <p>Line Reader Mask Tool (accessibility feature)</p> <p><i>Student uses various markup tools to assist in reading, recalling and/or emphasizing text and to flag items for later review. Markup tools can include highlighters, templates, place markers, masking devices, colored overlays, reading guide rulers, blank straight edges or onscreen tools to follow along with each line of text, electronic bookmarking tools.</i></p> | | | <p>Line Reader Tool (accessibility feature)</p> <p><i>The embedded line reader tool allows the entire item to be shaded and an adjustable box allows attention to be focused on one line or a few lines at a time. The box can be adjusted by the student or the TA.</i></p> | n/a | <p>Line Guide or Tracking Tool (universal tool)</p> <p><i>Student selects the line guide button to move the line guide. This is only available with mouse controls.</i></p> | | | |
| 019. Read Aloud for Non-ELA/Literacy Assessments | n/a | <p>Text-to-Speech for Mathematics & Science (accessibility feature, ARF)</p> <p>Human Reader/Human Signer for Mathematics (accessibility feature, ARF)</p> <p><i>(See 020. below for ELA/Literacy guidance)</i></p> <p><i>Student uses a human reader, human signer, text-to-speech function or audio file to have the test questions and passages read aloud. Non-ELA/Literacy assessments include the DC Math assessment and DC Science assessment.</i></p> | | <p>Audio Player Tool (accessibility feature)</p> <p><i>The embedded audio player reads each line automatically and can be paused, resumed and made to repeat segments as needed. The pace of reading can be controlled by the student or TA so that text may be slowed or sped up depending on student needs.</i></p> <p>Read Aloud by TA (accessibility feature)</p> <p><i>The TA may read the directions, answer options or passage as often as is reasonable to obtain a student's response to an item. All text</i></p> | <p>Spoken Audio</p> <p><i>Synthetic Spoken Audio is read from left to right and top to bottom. Three preferences are available for Spoken Audio: text only, text and graphics and nonvisual (this preference also describes page layout for students who are blind or have visual impairments).</i></p> <p>Human Read Aloud</p> <p><i>Test administrators may read the assessment aloud to students. Alternate text for test administrators who will deliver the human read aloud will include descriptions of graphics and</i></p> | n/a | | | |

| Presentation Accommodations | | | | | | | | | |
|---|---------|-------------|---------|---|--|--|---|---|---|
| Special Programs/ SEDS Statewide Testing Accommodations | DC CAPE | | | MSAA ELA & Mathematics | DLM | ACCESS for ELLs (ELs with disabilities) | | | |
| | ELA | Mathematics | Science | | | L | R | S | W |
| 019. Read Aloud for Non- ELA/Literacy Assessments (cont.) | | | | <p><i>must be read to students exactly as written, with no paraphrasing or word substitution.</i></p> <p>Alternative Text Read Aloud by TA (accessibility feature)</p> <p><i>Alternative text includes descriptive statements for graphics (e.g., tables, charts, graphs, timelines, etc.) that may need to be described verbally in order for the student to understand. Alternative text can be read by the embedded audio player or the TA. If the TA will read the alternative text, it is included in the DTA and should be read as indicated.</i></p> <p>Sign Language</p> <p><i>For students who use American Sign Language (ASL), Pidgin Sign English (PSE) or Sign Exact English (SEE), the TA may translate passages, items, answer options and directions. Review the vocabulary lists</i></p> | <p><i>alternate text descriptions of images.</i></p> | | | | |

| Presentation Accommodations | | | | | | | | | |
|---|---|-------------|---------|---|-----|---|---|---|---|
| Special Programs/ SEDS Statewide Testing Accommodations | DC CAPE | | | MSAA ELA & Mathematics | DLM | ACCESS for ELLs (ELs with disabilities) | | | |
| | ELA | Mathematics | Science | | | L | R | S | W |
| 019. Read Aloud for Non-ELA/Literacy Assessments (cont.) | | | | <p><i>for ELA and Mathematics to determine which words the student may need practice with prior to testing. Required Documents: It is important to adhere to the Sign Language Protocol in Appendix C of the MSAA Test Administrator Manual as it will help signers avoid cueing the student.</i></p> | | | | | |
| 020. Read Aloud for ELA/Literacy Assessments | <p>Text-to-Speech, Human Reader, Human Signer for ELA/Literacy (Does not apply for mathematics or science. See 019. above for mathematics and science guidance)</p> <p><i>Student uses a human reader, human signer or text-to-speech function to hear the test questions, response options and passages read aloud for ELA/Literacy assessments. This accommodation is intended to provide access to printed or written texts on ELA/Literacy assessments to a very small number of students with print-related disabilities who would otherwise be unable to participate in the assessment because their disability severely limits or prevents their ability to access printed text by decoding. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level.</i></p> <p><i>Students with a visual impairment who are unable to read braille and students with a hearing impairment that severely limits their ability to decode text may also qualify for this accommodation.</i></p> <p><i>For more guidance on the read aloud accommodation and to access a decision-making tool for IEP and 504 teams, please see the AF&A Manual, Appendix D</i></p> | | | <p>Read Aloud by TA (accessibility feature)</p> <p><i>The TA may read the directions, answer options or passage as often as is reasonable to obtain a student's response to an item. All text must be read to students exactly as written, with no paraphrasing or word substitution.</i></p> | | <p>In-Person Human Reader (IR)</p> <p><i>This accommodation applies only to text. The administrators read labels or caption but never describe images. Answer choices may be read aloud only during the Listening domain tests.</i></p> <p><i>This accommodation may support students with a documented need for an in-person human reader. For example, this may include needs related to reading/print or focusing attention. The paper-format test may be used to provide lip reading support.</i></p> <p>L, S, W</p> <p>Repeat In-Person Human Reader (RP)</p> <p><i>When test administrators provide this accommodation, they follow the guidelines for the In-Person Human</i></p> | | | |

| Presentation Accommodations | | | | | | | | | |
|---|---------|---|---|--|-----|--|---|---|---|
| Special Programs/ SEDS Statewide Testing Accommodations | DC CAPE | | | MSAA ELA & Mathematics | DLM | ACCESS for ELLs (ELs with disabilities) | | | |
| | ELA | Mathematics | Science | | | L | R | S | W |
| | | | | | | | | | |
| <p>021. ASL Presentation of Non-ELA/Literacy Assessments</p> | n/a | <p>Human Signer for Mathematics and Science</p> <p>Student uses a human signer to have the test questions communicated to them. Non-ELA/Literacy assessments include the DC Math assessment and DC Science assessment.</p> | <p>Sign Language</p> <p>For students who use American Sign Language (ASL), Pidgin Sign English (PSE) or Sign Exact English (SEE), the TA may translate passages, items, answer options and directions. Review the vocabulary lists for ELA and Mathematics to determine which words the student may need practice with prior to testing. Required documents: It is important to adhere to the Sign Language Protocol in Appendix C of the MSAA Test Administrator Manual as it will help signers avoid cueing the student.</p> | <p>Sign Interpretation of Text</p> <p>Test administrators may sign the content to students using American Sign Language (ASL), Signing Exact English or personalized signs</p> <p>Sign Language</p> <p>The test administrator may sign the text, spelling unfamiliar words and adapting or interpreting the language as needed. The test administrator may use signs that are familiar to the student.</p> | n/a | | | | |

| Presentation Accommodations | | | | | | | | | |
|---|--|-------------|---------|---|---|--|---|-----|---|
| Special Programs/ SEDS Statewide Testing Accommodations | DC CAPE | | | MSAA ELA & Mathematics | DLM | ACCESS for ELLs (ELs with disabilities) | | | |
| | ELA | Mathematics | Science | | | L | R | S | W |
| | 022. Closed-Captioning of Multimedia Closed-Captioning of Multimedia on the ELA Assessments <i>A student who is deaf or hearing-impaired views captioned text embedded in multimedia (i.e., video) segments of the assessment.</i> | n/a | | | | n/a | | n/a | |
| 023. Braille Edition | Hard-Copy Braille Edition <i>The Braille Edition accommodation is intended for students who are blind or visually impaired. Tactile graphics will also be embedded in the hard copy braille edition assessments, when needed.</i> | | | Braille <i>Intended for students who are blind or visually impaired. LEAs should inform OSSE about the number of braille copies needed. MSAA forms are available in United English Braille (UEB).</i> | Braille <i>The DLM supplies braille forms in uncontracted Unified English Braille (UEB) that may also include Nemeth code as needed. Braille is to be selected only if the student is proficient in reading braille; it should not be selected for emerging braille readers. When the system assigns a testlet, the braille form is delivered as a file that will need to be embossed locally and provided to the student. As students take the braille testlet on the embossed paper version, they indicate each response to the test administrator as they normally would</i> | Braille with Tactile Graphics (BR) <i>May be used to provide access to the assessment for a braille-proficient EL who is blind. Only available for paper-based administration.</i> L, R, W | | | |

| Presentation Accommodations | | | | | | | | | |
|---|--|-------------|---------|--|---|--|---|---|---|
| Special Programs/ SEDS Statewide Testing Accommodations | DC CAPE | | | MSAA ELA & Mathematics | DLM | ACCESS for ELLs (ELs with disabilities) | | | |
| | ELA | Mathematics | Science | | | L | R | S | W |
| | | | | | on other braille assignments during instruction. The test administrator inputs each student response into the testlet in Student Portal. Responses are scored by the system, in the same way as non-braille forms. | | | | |
| 024. Screen Reader Edition | Human Reader <u>or</u> Text-to-Speech and Human Scribe <i>Students who have Screen Reader listed in their IEP may access DC CAPE assessments through a combination of Human Reader or Text-to-Speech and a Human Scribe. For further guidance on administering the Human Scribe portion of this accommodation, please see the AF&A Manual, Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</i> | | | n/a | | n/a | | | |
| 025. Tactile Graphics | Braille with Tactile Graphics <i>The Braille edition accommodation is intended for students who are blind or visually impaired. Tactile graphics are embedded in the hard copy braille edition assessments, when needed.</i> | | | Tactile Graphics <i>Tactile graphics may be used during the test if they are already used by the student on a regular basis. Review the vocabulary lists for ELA and Mathematics prior to testing to ensure that students have time to learn and become familiar with any new tactile graphics. TAs are responsible for creating any tactile graphics the student may require.</i> | Paper Braille Tactile Graphics <i>Tactile graphics are not included with the DLM braille forms. Instead, the DLM alternate assessment typically uses objects for concrete representations of content. The test administrator may use familiar objects or create tactile graphics to represent graphics that appear on screen.</i> | Braille with Tactile Graphics (BR) <i>Embossed tests with graphics provided in either contracted or uncontracted braille for Tier B.</i> L, R, W | | | |

| Presentation Accommodations | | | | | | | |
|---|--|-------------|---------|--|---|--|---|
| Special Programs/ SEDS Statewide Testing Accommodations | DC CAPE | | | MSAA ELA & Mathematics | DLM | ACCESS for ELLs (ELs with disabilities) | |
| | ELA | Mathematics | Science | | | L | R |
| 026. Redirect Student to Test | <p style="text-align: center;">Redirect Student to the Test (accessibility feature)</p> <p style="text-align: center;"><i>The test administrator redirects the student’s attention to the test without coaching or assisting the student in any way. There is no limit to the number of times a test administrator can redirect a student back to the test. Examples: Providing reminders to stay on task and focused during the assessments; Providing a visual cue to the student to remain on task.</i></p> | | | | | | |
| 027. Color Contrast | <p style="text-align: center;">Color Contrast (accessibility feature, ARF)</p> <p><i>Student uses an alternate onscreen background and/or font color based on need or preference.</i></p> | | | <p style="text-align: center;">Alternate Color Theme Tool (accessibility feature)</p> <p><i>The student or TA can change the onscreen background color and/or text color based on need or preference.</i></p> | <p style="text-align: center;">Color Contrast</p> <p><i>Allows test administrators to choose from color schemes for the background and font.</i></p> <p style="text-align: center;">Color Overlay</p> <p><i>The test administrators may select from the alternate colors of blue, green, pink, gray and yellow.</i></p> | <p style="text-align: center;">Color Contrast (universal tool)</p> <p><i>Student uses an alternate onscreen background and/or font color based on need or preference.</i></p> | |
| | <p style="text-align: center;">Color Overlay (universal tool)</p> <p><i>Student uses an alternate onscreen background color with black text based on need or preference.</i></p> | | | | | | |
| Unique/ Non-Standard Accommodation | <p style="text-align: center;">Statewide Unique Accommodation Request</p> <p style="text-align: center;"><i>Student may require a unique/non-standard accommodation that is not listed above and does not change the construct being measured by the test. A separate request form must be submitted to OSSE for review. Please see osse.dc.gov/service/testing-accommodations to access the form and view instructions on submission to OSSE. If approved, the accommodation must be listed in the IEP or 504 plan.</i></p> | | | | | | |

Table 4: Response Accommodations

| Response Accommodations | | | | | | | | | |
|--|--|--|---------|---|--|-----------------|---|---|---|
| Special Programs/ SEDS Statewide Testing Accommodations | DC CAPE | | | MSAA ELA & Mathematics | DLM | ACCESS for ELLs | | | |
| | ELA | Mathematics | Science | | | L | R | S | W |
| 028. Braille Writer or Note-Taker Device | <p align="center">Braille Note-Taker and Braille Writer</p> <p><i>A student who is blind or has a visual impairment may use a braille writer or an electronic braille note-taker. If these tools are not available, the student may use a human scribe.</i></p> | | | n/a | | n/a | | | |
| 029. Non-Standard Calculation Device on Calculator Sections | n/a | <p>Calculation Device (on Calculator Sections of Mathematics & Science Assessments)</p> <p><i>Student uses a specific calculation device that is different from the embedded grade-level calculator on the calculator section of the assessment (e.g., large key, talking or other adapted calculator).</i></p> | | <p>Manipulatives for Mathematics</p> <p><i>Directions for the use of manipulatives are described in the DTA; to the extent possible, these should be the tools the student uses during instruction. Manipulatives are not provided by MSAA because not all students use the same tools. Possible manipulatives and tools required for testing include:</i></p> <p><i>1. Ruler, thermometer, clock, abacus, talking calculator, raised line graph/grid paper, tiles, blocks, etc. 2. Calculator. Each item includes information for</i></p> | <p>Individualized Manipulatives</p> <p><i>Students may use familiar manipulatives (abacus, unit cubes, interlocking blocks, counters, linking letters).</i></p> <p>Calculator</p> <p><i>Students may use a calculator on mathematics test unless it interferes with the construct of the test.</i></p> | n/a | | | |

| Response Accommodations | | | | | | | | | |
|--|---------|--|---------|---|-----|-----------------|---|---|-----|
| Special Programs/ SEDS Statewide Testing Accommodations | DC CAPE | | | MSAA ELA & Mathematics | DLM | ACCESS for ELLs | | | |
| | ELA | Mathematics | Science | | | L | R | S | W |
| | | | | <i>the TA on whether a calculator is allowable. Most items do allow the use of a calculator, but it is important to note which ones do not.</i> | | | | | |
| 030. Calculation Device on Non-Calculator Sections | n/a | Calculation Device and Mathematics Tools (on Non-Calculator Sections of Mathematics Assessments) <i>The purpose of the calculation device on the non-calculator sections is to provide access for students with a disability that severely limits or prevents their ability to perform basic calculations (i.e., student is unable to perform single-digit addition, subtraction, multiplication or division). For additional guidance to assist IEP or 504 teams in identifying students for this accommodation and for a complete list of permissible calculation devices, please review this accommodation in the DC CAPE AF&A Manual.</i> | n/a | n/a | n/a | | | | n/a |

| Response Accommodations | | | | | | | | | |
|---|---|-------------|---------|--|--|-----------------|---|---|---|
| Special Programs/ SEDS Statewide Testing Accommodations | DC CAPE | | | MSAA ELA & Mathematics | DLM | ACCESS for ELLs | | | |
| | ELA | Mathematics | Science | | | L | R | S | W |
| 031. Human Scribe, Speech-to- Text, Human Signer or External Assistive Technology for Selected Responses on ELA/Literacy Assessments | <p>ELA/Literacy Selected Response Options: Speech-to-Text, Human Scribe, Human Signer, External Assistive Technology Device</p> <p><i>Student dictates responses either verbally, using an external speech-to-text device or an augmentative/assistive communication device. The student must be familiar with any assistive technology external device used for test administration. For further guidance on administering this accommodation, please see the AF&A Manual, Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.</i></p> | n/a | | <p>Scribe – MSAA Only</p> <p><i>A TA may record student responses for all or part of the test, including the writing prompt. Anyone performing as a scribe for the student must read and follow the MSAA Scribe Accommodation Protocol in Appendix A of this document. Here are three ways a scribe can support the student’s independence during testing:</i></p> <ol style="list-style-type: none"> <i>1. A student is able to use a mouse to select a response to the selected response items but cannot use the keyboard to type a response to the writing prompt. In this case, the scribe can type the student’s writing response but may not need to help with any other part of the Test.</i> <i>2. A student is able to use the mouse but becomes physically fatigued easily. The scribe can select the response the student indicates as needed. The scribe can assist with recording and typing the student’s writing response.</i> <i>3. A student is able to complete the paper version of the test that the TA printed. The TA enters the student’s responses into the MSAA Online Assessment System when the student has completed the Test, after each testing session or after several items are completed.</i> | <p>Scribe (SR)</p> <p><i>May be used for an EL who:</i></p> <ol style="list-style-type: none"> <i>1. Has a physical disability that prevents independent computer input even with adaptive equipment.</i> <i>2. Has a physical inability to hold a writing instrument</i> <i>3. Has a physical disability that prevents expressing written communication.</i> <p><i>This includes students with reduced ability to record responses due to pain, fracture, paralysis, loss of function or loss of endurance.</i></p> <p>L, R, W</p> | | | | |

| Response Accommodations | | | | | | | | | |
|--|---|-------------|---------|---------------------------|---|-----------------|---|---|---|
| Special Programs/ SEDS Statewide Testing Accommodations | DC CAPE | | | MSAA ELA & Mathematics | DLM | ACCESS for ELLs | | | |
| | ELA | Mathematics | Science | | | L | R | S | W |
| 032. Human Scribe, Speech-to- Text, Human Signer or External Assistive Technology for Constructed Responses on ELA/Literacy Assessments | <p>ELA/Literacy Constructed Response Options: Speech-to-Text, Human Scribe, Human Signer, External Assistive Technology Device</p> <p><i>Student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device. The student must be familiar with any assistive technology external device used for test administration. IEP and 504 teams should consider whether the student has a physical disability that severely limits or prevents the student's motor process of writing through keyboarding or a disability that severely limits or prevents the student from expressing written language, even after varied attempts to do so.</i></p> <p><i>For further guidance on administering this accommodation,</i></p> | n/a | | | <p>Test Administrator Entering Student Responses – DLM Only</p> <p><i>If students are unable to physically input their response options, they may indicate their responses through their typical response mode and/or forms of communication (eye gaze, gesture). Test administrators may key in those responses only when students are unable to independently and accurately record their responses in Student Portal.</i></p> | | | | |

| Response Accommodations | | | | | | | | | | |
|---|---|---|---------|---------------------------|--|-----------------|-----|---|---|--|
| Special Programs/ SEDS Statewide Testing Accommodations | DC CAPE | | | MSAA ELA & Mathematics | DLM | ACCESS for ELLs | | | | |
| | ELA | Mathematics | Science | | | L | R | S | W | |
| | <p><i>please see the AF&A Manual, Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.</i></p> | | | | | | | | | |
| 033. Human Scribe, Speech-to-Text, Human Signer or External Assistive Technology for Responses on Non-ELA/Literacy Assessments | | <p>Mathematics Response Options: Speech-to-Text, Human Scribe, Human Signer, External Assistive Technology Device</p> <p><i>Student dictates responses either verbally, using an external speech-to-text device or an augmentative/assistive communication device. The student must be familiar with any assistive technology external device used for test administration. For further guidance on administering this accommodation, please see the AF&A Manual, Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.</i></p> | | | | | n/a | | | |
| 034. Word Prediction External Device | <p>Word Prediction External Device</p> <p><i>Student uses an external word prediction device that provides a bank of frequently or recently used words onscreen after the student enters the first few letters of a word. The student must be familiar with the use of the device prior to assessment. IEP and 504 teams should consider whether the student has a disability that severely limits or prevents the student from writing or keyboarding responses or a disability that severely limits or prevents the students from recalling, processing and expressing written language, even after varied and repeated attempts to do so.</i></p> <p><i>For additional guidance to assist IEP or 504 teams in identifying students for this accommodation, please review this accommodation in the DC CAPE AF&A Manual.</i></p> | | | n/a | <p>Word Prediction Software</p> <p><i>Word prediction is an intelligent word processing feature that can alleviate writing breakdowns for a range of students simply by reducing the number of keystrokes necessary for typing words and it removes motor barriers to typing in order to reduce the gap</i></p> | n/a | | | | |

| Response Accommodations | | | | | | | | | |
|---|---|-------------|---------|---------------------------|--|-----------------|---|---|---|
| Special Programs/ SEDS Statewide Testing Accommodations | DC CAPE | | | MSAA ELA & Mathematics | DLM | ACCESS for ELLs | | | |
| | ELA | Mathematics | Science | | | L | R | S | W |
| | | | | | <i>between generating ideas and capturing them in writing.</i> | | | | |
| 035. Answers Recorded in Test Book (Paper-Based Edition) | Answers Recorded in Test Book <i>Student records answers directly in the test booklet while taking a paper-based version of the assessment. For further guidance on administering this accommodation, please see the AF&A Manual, Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.</i> | | | n/a | | n/a | | | |
| Unique/ Non- Standard Accommodation | Statewide Unique Accommodation Request <i>Student may require a unique/non-standard accommodation that is not listed above and does not change the construct being measured by the test. A separate request form must be submitted to OSSE for review. Please see osse.dc.gov/service/testing-accommodations to access the form and view instructions on submission to OSSE. If approved, the accommodation must be listed in the IEP or 504 plan.</i> | | | | | | | | |

Part II: Accommodations for English Learners

Eligibility for English Learner Accommodations

Accommodations detailed in Part II of this guide are available only to students who meet the following eligibility requirements:

- Any student identified as EL, including those students whose parents have refused English language instructional program services, is eligible for EL accommodations on any statewide assessment;
- Any student in their first two years of “EL Monitoring” status or a student who scored an overall composite score of 4.5 or above on ACCESS for ELLs in grades 1-12 or 5.0 or above on Kindergarten ACCESS, is exited from an English language instructional educational program and is monitored for academic success. *Please note that students in EL Monitoring status are eligible for only certain accommodations³; or*
- An EL who has either an IEP or a 504 Plan is considered EL with disabilities and may receive additional accommodations as identified in that plan. ELs with disabilities are eligible for accommodations in both Part I and Part II of this guide.

Students are identified as EL once they have been appropriately identified and screened. For further information, refer to OSSE’s English learner identification and screening guidance in “Delivering Education Services to English Learners: A Guidebook for Administrators, Instructional Leaders and Teachers in the District of Columbia.” Please see osse.dc.gov/publication/delivering-education-services-english-learners-policies-and-procedures-administrators for details.

Accommodations must be documented in the student’s registration profile for each applicable statewide assessment and in the student’s EL plan (if applicable). The registration profile may not capture all accommodations that an EL student may receive. However, the student’s EL Plan should document all accommodations.

Testing Accommodations Available to English Learners in the District of Columbia

Table 5 below outlines the accommodations available for ELs for each statewide assessment and brief administration guidance. The table also provides a crosswalk to the terminology used in Special Programs/SEDS. This table **does not** include the full list of accessibility features and administrative considerations available to all students, including English learners. Please refer to the assessment-specific test administrator manuals and accommodations manuals for a full list of the accessibility features available to all students.

IMPORTANT NOTE: All Test Coordinators, Test Administrators and other staff responsible for selecting, administering and monitoring accommodations for statewide assessments should review the full detailed guidance found in assessment-specific manuals. This guide **does not** include full administrative guidance for each feature/accommodation.

³ Students in their first two years of EL monitoring status are eligible *only* for the extended time and word-to-word dictionary accommodations.

Table 5: Accommodations for English Learners

| Accommodations for English Learners | | | | | | | | | |
|--|--|-------------|---------|--|-----|--|---|------------|---|
| Special Programs/ SEDS Statewide Testing Accommodations | DC CAPE | | | MSAA ELA & Mathematics | DLM | ACCESS for ELLs | | | |
| | ELA | Mathematics | Science | | | L | R | S | W |
| 036. Extended Time <i>(Allowable for EL students and students in EL Monitoring status)</i> | Extended Time <i>Student has until the end of the school day to complete a single test unit administered during the prescribed testing window. It is recommended to test students receiving the extended time accommodation in a separate setting to minimize distractions to other students and to schedule these students for testing in the morning to allow adequate time for completion of a test unit by the end of the school day.</i> | | | n/a <i>MSAA and DLM are untimed tests.</i> | | Extended Testing Time Within the School Day (ET) <i>May have up to twice the recommended time to complete testing.</i> | | | |
| 037. General Administration Directions Clarified in Student’s Native Language (by Test Administrator) | General Administration Directions Clarified as Needed in Student’s Native Language (by Test Administrator) <i>Test administrator clarifies general administration instructions only. No part of the test may be clarified or translated. Test administrators providing this accommodation should be literate and fluent in English, as well as in the student’s native language. If this is not feasible, then the test administrator may be assisted by a translator who speaks the language of the student. Students should be given ample time to process directions and ask clarifying questions about the directions. Students must be tested in a separate setting with other students needing the same accommodation to minimize distractions.</i> | | | n/a | | General Administration Directions Clarified as Needed in Student’s Native Language (by Test Administrator) <i>Test administrator clarifies general administration instructions only.</i> | | n/a | |
| 038. General Administration Directions Read Aloud and Repeated as Needed in Student’s Native Language (by test administrator) | General Administration Directions Read Aloud and Repeated in Student’s Native Language (by Test Administrator) <i>Test administrator reads aloud and/or repeats the general administration directions only. No passages or test items may be clarified. Test administrators providing this accommodation should be literate and fluent in English, as well as the student’s native language. Students should be given ample time to process directions and ask clarifying questions. Students must be tested in a separate setting with other students needing the same accommodation to minimize distractions. Test administration directions are provided in the following languages: Spanish, Amharic, French, Chinese Mandarin, Vietnamese and Korean.</i> | | | n/a | | General Administration Directions Read Aloud and Repeated in Student’s Native Language (by Test Administrator) <i>Test administrator reads aloud and/or repeats the general administration</i> | | n/a | |

| Accommodations for English Learners | | | | | | | | | |
|--|---|---|---------|---------------------------|---|--|---|---|---|
| Special Programs/ SEDS Statewide Testing Accommodations | DC CAPE | | | MSAA ELA & Mathematics | DLM | ACCESS for ELLs | | | |
| | ELA | Mathematics | Science | | | L | R | S | W |
| | | | | | directions only. | | | | |
| 039. Scribe or Speech-to-Text: Responses Dictated in English | n/a | Mathematics and Science Response Speech-to-Text or Human Scribe <i>Student dictates responses verbally, in English, the DC CAPE Math and Science items either to a human scribe or through speech-to-text technology. Students must be tested in a separate setting. For further guidance on administering this accommodation, please see the AF&A Manual, Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.</i> | | n/a | | Scribe (SR) <i>Available to ELs who have physical disabilities that prevent independent computer input event with adaptive equipment, the inability to hold a writing instrument or express written language. Responses must be scribed verbatim on screen or appear in the test booklet at the time of testing by the test administrator.</i> L, R, W | | | |
| 040. Word-to-Word Dictionary <i>(Allowable for EL students and students in EL Monitoring status)</i> | Word-to-Word Dictionary (English/Native Language) <i>Student uses a published bilingual, word-to-word dictionary that does not include definitions, phrases, sentences or pictures. The student should be familiar with the dictionary they will use on the test. Students should be given ample time to complete the test using this accommodation. If no printed word-to-word dictionary can be found for a specific language, an electronic translator may be used. The device may not connect to the internet or store information; therefore, web-based translators are not allowed.</i> | | | n/a | Word-to-Word Dictionary (English/Native Language) <i>Student uses a published bilingual, word-to-word dictionary that does not include definitions, phrases, sentences or pictures.</i> | n/a | | | |
| 041. Transadaptation in Spanish | n/a | Online Transadaptation of the Mathematics and Science Assessments in Spanish <i>Student takes DC CAPE Math and Science computer-based assessments with all test content presented in Spanish. This accommodation is also available to non-EL students enrolled in bilingual/Spanish math classes, at the discretion of the school. Transadaptation of the full DC CAPE math and</i> | | n/a | Transadaptation in Spanish <i>Transadaptation must be conducted in real time as test administrators are not allowed to access testlets in advance of a</i> | n/a | | | |

| Accommodations for English Learners | | | | | | | | | | |
|--|---------|--|---------|---------------------------|-------------------------|---|-----|---|---|--|
| Special Programs/ SEDS Statewide Testing Accommodations | DC CAPE | | | MSAA ELA & Mathematics | DLM | ACCESS for ELLs | | | | |
| | ELA | Mathematics | Science | | | L | R | S | W | |
| | | <i>Science test content is only available for Spanish and is not available in any other language. Ad-hoc translation of secure test content by test administrators or other personnel is not allowed and will result in a test security violation and test invalidation.</i> | | | <i>student testing.</i> | | | | | |
| 042. Paper-Based Edition in Spanish <i>(Available for students with disabilities only)</i> | n/a | Paper-Based Edition of the Mathematics & Science Assessments in Spanish <i>Student takes DC CAPE Math and Science paper-based assessment with all test content presented in Spanish. This accommodation is only to be used for students with disabilities who are also ELs. Transadaptation of the full DC CAPE math test content is only available for Spanish and is not available in any other language. Ad-hoc translation of secure test content by test administrators or other personnel is not allowed and will result in a test security violation and test invalidation.</i> | | | n/a | | n/a | | | |
| 043. Human Reader or Text-to-Speech in Spanish | n/a | Text-to-Speech for the Mathematics & Science Assessments in Spanish (accessibility feature, ARF) <i>The text-to-speech in Spanish accessibility feature presents all DC CAPE Math and Science test content in Spanish with the embedded text-to-speech software, in tandem with the Spanish online transadaptation. Students must be tested in a separate setting if unable to wear headphones. This accessibility feature is not available in any other languages. Ad-hoc translation of secure test content by test administrators or other personnel is not allowed and will result in a test security violation and test invalidation.</i> | | | n/a | Human Reader or Text-to-Speech in Spanish <i>The DLM alternate assessment supplies test administrators with instructions regarding allowable supports based on each student's unique combination of language-related and disability-related needs and on the specific construct measured by a particular testlet.</i> | n/a | | | |

| Accommodations for English Learners | | | | | | | | | |
|---|---------|-------------|---------|---------------------------|--|-----------------|---|---|---|
| Special Programs/ SEDS Statewide Testing Accommodations | DC CAPE | | | MSAA ELA & Mathematics | DLM | ACCESS for ELLs | | | |
| | ELA | Mathematics | Science | | | L | R | S | W |
| | | | | | <p><i>The test administrator will receive a TIP for each testlet. The TIP includes information about exceptions to the general rule of allowable translation. Unless exceptions are noted, test administrators may do the following:</i></p> <ul style="list-style-type: none"> <i>-translate the text</i> <i>-simplify testlet instructions</i> <i>-translate words on demand</i> <i>-provide synonyms or definitions</i> <p><i>(Students may use their version of a dictionary if needed, such as word lists and communication symbols. The dictionary is to be familiar to the student and have been used during instruction)</i></p> <ul style="list-style-type: none"> <i>-accept responses in either English or the student's native language</i> | | | | |

APPENDIX A: DC CAPE Assessment Accommodations or Accessibility Features Items Not Available for Selection as an Accommodation on the IEP

For administration guidance for the accommodations and accessibility features below, refer to the AF&A Manual.

| DC CAPE | | | Rationale for not including in Special Programs/ SEDS |
|--|-------------|---------|--|
| ELA | Mathematics | Science | |
| Extensions | | | List in Assistive Technology section of IEP |
| Notepad <i>(accessibility feature)</i> | | | Feature specific to TestNav platform and available to all students. Documentation not needed. |
| Pop-up Glossary <i>(accessibility feature)</i> | | | Feature specific to TestNav platform and available to all students. Documentation not needed. |
| Writing Tools <i>(accessibility feature)</i> | | | Feature specific to TestNav platform and available to all students. Documentation not needed. |
| Blank Scratch Paper <i>(accessibility feature)</i> | | | Documentation not needed. |
| Spell Check or External Spell Check Device <i>(accessibility feature)</i> | | | No documentation needed if the student will access the built-in spell check tool available to all students. If an external spell check device is used, it must be listed in the Assistive Technology section of IEP. |
| Monitor Test Response | | | Must use Unique/Non-Standard Accommodation form to request |

APPENDIX B: ACCESS for ELLs Assessment Accommodations or Accessibility Features Items Not Available for Selection as an Accommodation on the IEP for English Learners with Disabilities

For administration guidance for the accommodations and accessibility features below, refer to the [2023-24 WIDA Accessibility and Accommodations Manual](#).

| Feature | Description |
|--|---|
| <i>Audio Aids</i> (Universal tool) | Can be used to amplify or diminish sounds. |
| <i>Color Contrast</i> (Universal tool) | Can be used to change the text and background color. |
| <i>Color Overlay</i> (Universal tool) | Can be used to change the contrast between the text and the background color. |
| <i>Highlighters, Colored pencil or Crayons</i> (Universal tool) | Can be used to mark specific text. |
| <i>Keyboard Navigation</i> (Universal tool) | Can be used to change to different areas of the online test screen or move from screen to screen. |
| <i>Line Guide or Tracking Tool</i> (Universal tool) | Can guide the student's eyes while reading text on the screen. |
| <i>Low-Vision Aids or Magnification Devices</i> (Universal tools) | Can be used to increase the size of graphics and text. |
| <i>Sticky Notes</i> (Universal tools) | Can be used to make notes in preparing responses on the Writing test. |
| <i>Scratch Paper</i> (Universal tools) | Can be used for notes, drafts and diagrams. |
| <i>Manual Control of Item Audio</i> | May be used to support students with disabilities who need additional time for language processing or have attention/focus needs to due to a documented disability. |
| <i>Student responds using a recording device which is played back and transcribed by the student</i> | May be used to support students with writing processing issues, to allow ELs to separate the processes of responding and writing the response. |
| <i>Test may be administered in a non-school setting</i> | May be used to test students who are enrolled but unable to attend school due to hospitalization or other extended absences during the testing window. |
| <i>Word processor or similar keyboarding device to respond to test items</i> | May be used for a student who is unable to keyboard responses directly on the online assessment or use a pencil to respond on the paper-based test. |