

# Accessibility and Accommodations Manual

School Year 2020-2021



# Louisiana's ELPS and ELPT

## Table of Contents

List of Tables and Figures .....	2
Introduction .....	3
Intended Audience and Recommended Use .....	3
ELPS/ELPT Assessment Features .....	3
Accessibility Features and Accommodations Conceptual Model .....	4
Recognizing Accessibility Needs in All Students .....	5
The English Language Proficiency Screener (ELPS) .....	7
Structure of This Document .....	8
Section I: ELPS/ELPT Universal Features .....	9
What Are Universal Features? .....	9
Embedded Universal Features .....	9
Non-embedded Universal Features .....	10
What Are Designated Features? .....	12
Who Makes Decisions About Designated Features? .....	12
Embedded Designated Features .....	12
Non-embedded Designated Features .....	14
Section III: ELPS/ELPT Accommodations .....	17
What Are Accommodations? .....	17
Who Makes Decisions About Accommodations? .....	17
Additional Accommodation Information .....	17
Non-embedded Accommodations .....	17
Resources .....	20
Appendices .....	21
Appendix A: Optional Scratch Paper Log .....	21
Appendix B: Personal Needs Profile (PNP) Planning Tool .....	22
Appendix C: Examples of Allowable Assistive Technology .....	23
Appendix D: Scribe Guidelines .....	24
Appendix E: Non-standard Accommodations .....	26

## List of Tables and Figures

Figure 1. Conceptual Model of Assessment Accessibility Features and Accommodations.....	5
Figure 2. English Language- and Disability-related Needs Affecting Accessibility and Accommodation Decisions .....	7
Table 1. Embedded Universal Features Available to All Students.....	9
Table 2. Non-embedded Universal Features Available to All Students .....	11
Table 3. Embedded Designated Features Identified in Advance.....	12
Table 4. Non-embedded Designated Features Identified in Advance .....	14
Table 5. Non-embedded Accommodations Available with an IEP or 504 Plan .....	18
Table 6. Non-standard Accommodations Available with an IEP or 504 Plan .....	26

## Introduction

The Louisiana Department of Education (LDOE) is committed to providing assessments that best measure rigorous English Language standards, [LA Connectors for ELs](#), that correspond to college- and career-ready content standards in mathematics, English language arts, and science. The assessments are designed to provide information for instruction and to facilitate the acquisition of academic English proficiency needed for college and career success after high school. LDOE is selecting its next-generation assessments with all English learners (ELs) in mind, including those who have disabilities, recognizing that the validity of assessment results depends on every student having appropriate access to the assessment. This *ELPS/ELPT Accessibility and Accommodations Manual* was developed to guide the selection and administration of appropriate universal features, designated features, and accommodations for individual students to produce valid assessment results.

The universal features, designated features, and accommodations for the ELPS/ELPT may be different from those available for previous assessments of English language proficiency. We will ensure valid scores and secure administration of the ELPS/ELPT if LEAs only make available to students those universal features, designated features, and accommodations, as appropriate, that are included in this manual. If additional or alternative universal features, designated features, and accommodations are identified in the future based on empirical and research recommendations, this manual will be updated to reflect these changes.

### Intended Audience and Recommended Use

The *ELPS/ELPT Accessibility and Accommodations Manual* is intended for district and school-level personnel, as well as decision-making teams, including Individualized Education Program (IEP) teams, as they prepare for and implement the EL assessments. The manual provides information for classroom teachers, English development educators, special education teachers, and related services personnel to use in selecting and administering universal features, designated features, and accommodations for those students who need them. The manual is also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The *ELPS/ELPT Accessibility and Accommodations Manual* applies to all students who take the EL assessments. It emphasizes an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale EL assessments. This manual focuses on ELPS/ELPT universal features, designated features, and accommodations. The manual also highlights the Personal Needs Profile (PNP) as a means of identifying and administering designated features and accommodations available for students. At the same time, this manual supports important instructional decisions about accessibility and accommodations for students who participate in the ELPS/ELPT. It recognizes the critical connection between accessibility and accommodations in instruction and accessibility and accommodations during assessment.

### ELPS/ELPT Assessment Features

LDOE acknowledges that ELs are a diverse group. As such, all ELs are capable of making progress toward English language proficiency, and ELs must acquire discipline-specific language practices that enable them to produce, interpret, and effectively collaborate on content-related, grade-appropriate tasks.

This manual applies to ELPS/ELPT, the EL assessment system, which includes a screener and a summative assessment of English proficiency in the language domains of reading, writing, listening, and

speaking and supports individual ELs and their schools and districts by:

- determining initial identification of ELs through the use of ELPS;
- monitoring ELs' annual progress in the attainment of English proficiency for academic purposes;
- measuring school system success in meeting ESSA Title I and Title III accountability benchmarks; and
- informing decisions about exiting students from EL services.

For more information on English Learners, visit

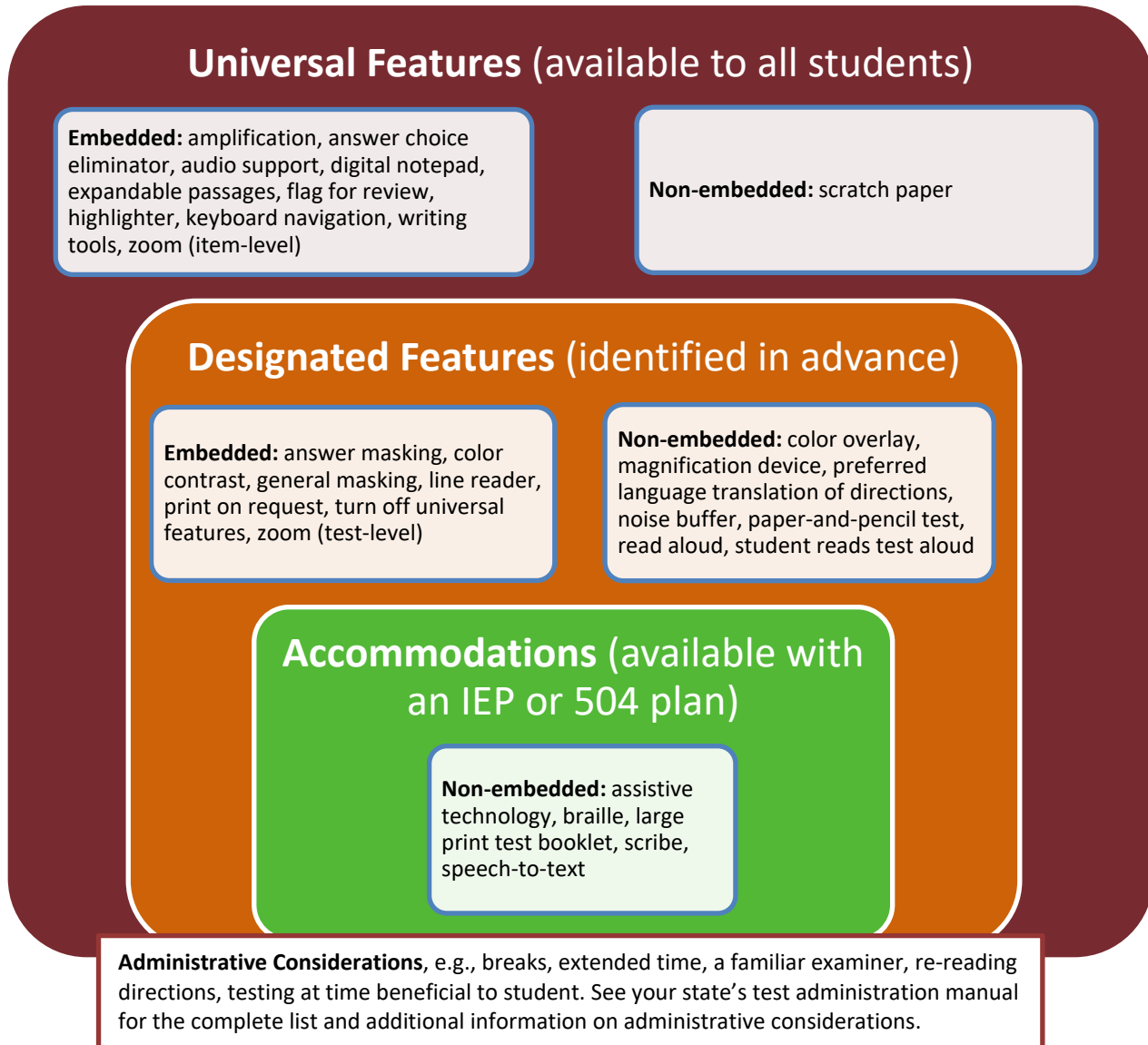
<https://www.louisianabelieves.com/resources/library/english-learners>.

## Accessibility Features and Accommodations Conceptual Model

Louisiana worked with a group of states to develop the conceptual model for accessibility and accommodations, and to determine which universal features, designated features, and accommodations are needed for equitable access and valid assessment results. The conceptual model, shown in Figure 1, highlights: (a) universal features (supports available to all students), (b) designated features (supports available for individual students that must be assigned to students in advance of testing), and (c) accommodations (supports available to individual students with Individualized Education Programs – IEPs – or 504 plans; accommodations must be assigned to students in advance of testing). In addition, it shows some of the administrative considerations that support the participation of students in the ELPS/ELPT. These administrative considerations, as well as additional information on accessibility features and accommodations, are provided in the Test Administration Manual (TAM). **Note: To ensure valid scores and secure administration of the ELPS/ELPT, only those universal features, designated features, and accommodations explicitly identified in this manual should be used during test administration.** If other accessibility features and accommodations are used, there is a risk that the assessment will no longer be measuring the intended constructs, and thus will invalidate the results from the assessment. If you have questions about other accessibility features or accommodations, contact [assessment@la.gov](mailto:assessment@la.gov).

Figure 1 also lists the embedded supports (provided digitally as components of the test administration system) and non-embedded supports (provided locally with human assistance). The identified universal features, designated features, and accommodations all yield valid scores that count as participation in the ELPS/ELPT when used in a manner consistent with this manual.

**Figure 1. Conceptual Model of ELPS/ELPT Accessibility Features and Accommodations**



This conceptual model was developed to ensure that the ELPS/ELPT meet students' accessibility needs. It also recognizes that some students may have characteristics and access needs that require the use of accommodations during instruction and when they participate in the ELPS/ELPT.

This *ELPS/ELPT Accessibility and Accommodations Manual* presents the universal features, designated features, and accommodations adopted by Louisiana to ensure valid assessment results for all students participating in the EL assessments.

### **Recognizing Accessibility Needs in All Students**

Both Title I and Title III of the Elementary and Secondary Education Act (ESEA) require states and local education agencies to annually assess the English language proficiency of all ELs in the state enrolled in public schools in grades kindergarten through twelve in the domains of Reading, Writing, Listening, and Speaking (Sections 1111(b)(2)(G), 1111(b)(1)(F), and 34 CFR

§ 200.5(a)(2) of the ESEA).

The ELPS and ELPT are designed for all ELs, including those who have disabilities. To better understand student populations served by these assessments, educators should consider the following two definitions:

1) **English learners (ELs)** are students who meet the following federal definition<sup>1</sup>: the term "limited English proficient," when used with respect to an individual, means an individual –

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) who was not born in the United States or whose native language is a language other than English;
  - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
  - (II) 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; or
  - (iii) 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 dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
  - (i) the ability to meet the State's proficient level of achievement on State assessments described in Section 1111(b)(3);
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society.

2) **English learners (ELs) with disabilities** are ELs who have a 504 accommodation plan or an Individualized Education Program (IEP). Those with an IEP may be identified as having one or more categories of disability (autism, deaf blind, developmental delay, emotional disturbance, hearing impairment and deafness, intellectual disability, multiple disabilities, other health impairment, orthopedic impairment, specific learning disability, speech language impairment, traumatic brain injury, and visual impairment and blindness).

According to guidance released by the U.S. Department of Education (June 28, 2017), all ELs with disabilities are required to participate in annual summative state EL assessments. If needed, students must be provided individually-appropriate accommodations in accordance with a student's Individualized Education Plan (IEP). The IEP team for an EL with a disability should include at least one person who is an expert in English language acquisition. The IEP team is responsible for deciding how an EL with a disability should participate in EL assessments – in regular EL assessments without accommodations, in regular EL assessments with accommodations that do not invalidate the test constructs, or in alternate EL assessments<sup>2</sup>, when available.

To ensure that ELs with disabilities are receiving appropriate accessibility features and accommodations, IEP team members should consider the degree of each student's language- and disability-related needs. As shown in Figure 2, accessibility and accommodation decisions

---

<sup>1</sup> U.S. Department of Education. Laws and Guidance/Elementary and Secondary Education: Title IX – General Provisions: <http://www2.ed.gov/policy/elsec/leg/esea02/pg107.html>

<sup>2</sup> U.S. Department of Education. Questions and Answers Regarding Inclusion of English Learners With Disabilities in English Language Proficiency Assessments and Title III Annual Measurable Achievement Objectives: <http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/q-and-a-el-p-swd.pdf>

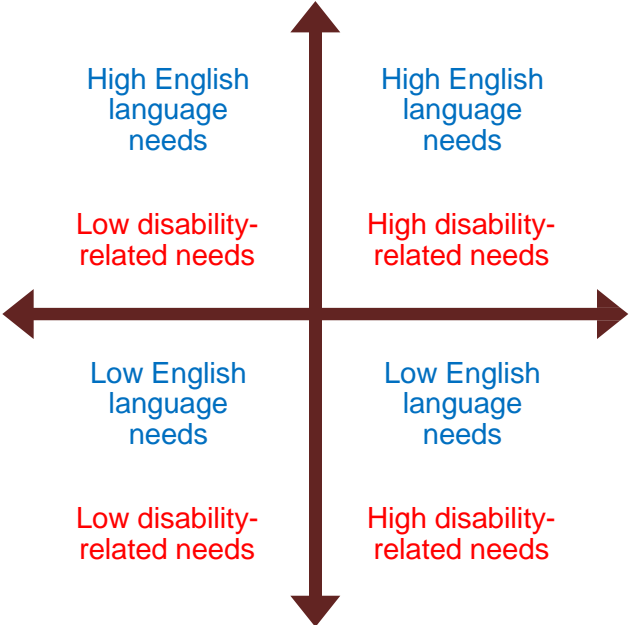
should be individualized based on the particular language- and disability-related challenges faced by ELs with disabilities. Students with high English language needs and low disability-related needs will require more language-based supports while their counterparts with high disability-related needs and low English language needs will require more supports that remove disability-related barriers. At the same time, students with high English language needs and high disability-related needs will benefit from more intensive language- and disability-related supports while students with low English language needs and low disability-related needs will require fewer supports that alleviate linguistic and disability-related assessment challenges.

**The English Language Proficiency Screener (ELPS)**

The ELPS is used when a student moves to a new state or school district and has a need to be screened via a Home Language Survey that indicates a potential language of other than English. Screening may occur outside of the regular school year, as new students register for school. In some cases, an IEP or 504 plan may not yet be in place for the student to be screened with approved individual accommodations in place. In this case, school district staff conducting the screening should contact the LDOE ([assessment@la.gov](mailto:assessment@la.gov)) for guidance with procedures and policies for an assessment prior to the documentation of an IEP or 504.

The accessibility features in this manual refer to the ELPS/ELPT that may be administered during the school year, or sometimes outside of the regular school year in the case of the screener administrations.

**Figure 2. English Language- and Disability-related Needs Affecting Accessibility and Accommodation Decisions**



*Figure 2. English Language- and Disability-related Needs Affecting Accessibility and Accommodation Decisions. From "Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment of English language learners with disabilities," by Shyyan, Christensen, Touchette, Lightborne, Gholson, and Burton, 2013. Reprinted with permission.*



## Structure of This Document

In addition to this **Introduction**, the *ELPS/ELPT Accessibility and Accommodations Manual* consists of the following parts:

- **Section I:** This section features the ELPS/ELPT universal features.
- **Section II:** This section features the ELPS/ELPT designated features.
- **Section III:** This section features the ELPS/ELPT accommodations.
- **Resources:** This section lists some resources that provide additional information on accessibility features and accommodations.
- **Appendices:** This section includes appendices with additional information on the ELPS/ELPT.

## Section I: ELPS/ELPT Universal Features

### What Are Universal Features?

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

### Embedded Universal Features

The ELPS/ELPT include a wide range of embedded universal features. These features are available to all students as part of the technology platform.

Table 1 lists the embedded universal features available to all students for digitally-delivered EL assessments. It also includes a description of each feature. Although these features are generally available to all students, educators may determine that one or more might be distracting for a particular student, and thus might indicate that the feature should be turned off for the administration of the assessment to the student (see Section II – Designated Features).

**Table 1. Embedded Universal Features Available to All Students**

Universal Feature	Description
Amplification	The student raises or lowers the volume control, as needed, using headphones.
Answer choice eliminator	The student uses this feature to eliminate those answer choices that do not appear correct to the student.
Audio support	The student uses this feature to hear pre-recorded audio of most tasks. With the exception of the text in drag-and-drop text and the text in a word bank, audio support is available for the following: Speaking – most tasks have audio support for most (but not all) components; Listening – all tasks have audio support for all components; all tasks can be replayed one additional time unless the student is assigned an unlimited replays accommodation; Writing – all tasks have audio support for all components except for inline editing tasks; and Reading – audio support is available only for read-along tasks and for all kindergarten tasks and items.
Digital notepad	The student uses this feature as virtual scratch 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 segment, or after a break of more than 20 minutes.

Universal Feature	Description
Expandable passages	The student is able to expand each passage so that it takes up a larger portion of the screen as the student reads. The student can then retract the passage to its original size.
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 feature 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 feature 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 features 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 feature 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 features to work in conjunction with other accessibility features and accommodations provided

## Non-embedded Universal Features

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

**Table 2. Non-embedded Universal Features Available to All Students**

Universal Feature	Description
Scratch paper	<p>The student uses scratch paper or an individual erasable whiteboard to make notes or record responses. All scratch 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 paper (see Appendix A for an example of an optional scratch paper log). 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 paper as long as the device is approved by the ELPA21 consortium. Test administrators have to ensure that all the notes taken on an assistive technology device are deleted after the test.</p>
Technological Assistance with test navigation	<p>Students in Kindergarten through 12th grade without the necessary computer skills to participate in ELPA21 may have a trained Test Administrator help with mouse point-and-click and drag-and-drop, onscreen tool/button navigation (i.e., back, next, submit, start/stop recording, play Speaking recording). Students in grades 2-12 are expected to have the ability to "hunt and peck" on a keyboard in order to create their own writing constructed responses. A Test Administrator is not allowed to have the student hand-write responses and expect the Test Administrator to type them into the writing space. For students who are incapable of typing their own response, see the "Scribe" non-embedded accommodation.</p> <p>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.</p>

## Section II: ELPS/ELPT Designated Features

### What Are Designated Features?

**Designated features** for the ELPS/ELPT are those features (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). Designated features must be assigned to a student in advance of test administration by trained educators or teams using a consistent process.

### Who Makes Decisions About Designated Features?

Decisions about designated features should be made by educators (or teams of educators, with parent/guardian and student if appropriate) who are familiar with the student's characteristics and needs. Decisions should reflect those supports that the student uses during instruction and for other assessments. Student input to the decision, particularly for older students, is recommended.

For students with Individualized Education Program (IEP) or 504 accommodation plans, their corresponding IEP or 504 teams should make decisions on what designated features need to be provided on these students' assessments.

The following section highlights designated features and provides recommendations to districts or schools that do not have an existing process in place to make decisions about designated features. The Personal Needs Profile (PNP), created for each testing platform, is used to document which designated features a student needs and that will be made available to that student during the assessment. All embedded designated features must be activated via the PNP prior to testing. Appendix B includes a PNP planning tool.

### Embedded Designated Features

Table 3 shows the ELPS/ELPT embedded designated features. It includes a description of each feature along with recommendations for when a student might benefit from using the feature.

**Table 3. Embedded Designated Features Identified in Advance**

Designated Feature	Description	Recommendations for Use
Answer masking	The student is able to block off answer choices.	Students with attention difficulties may need to mask answer choices that may be distracting during the assessment. This feature also may be needed by students with print disabilities (including learning disabilities) or visual impairments.

<b>Designated Feature</b>	<b>Description</b>	<b>Recommendations for Use</b>
Color contrast	<p>The student is able to 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:</p> <ol style="list-style-type: none"> <li>1) black text on cream background;</li> <li>2) black text on light blue background;</li> <li>3) black text on light pink background;</li> <li>4) yellow text on blue background;</li> </ol> <p>and</p> <ol style="list-style-type: none"> <li>5) white text on black background.</li> </ol>	<p>Students with attention difficulties may need this feature 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.</p>
General masking	<p>The student is able to block off content that is not of immediate need or that may be distracting. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus. The student is able to focus his/her attention on a specific part of a test item by masking.</p>	<p>Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This feature also may be needed by students with print disabilities (including learning disabilities) or visual impairments.</p>
Line reader	<p>The student is able to use this feature as a guide when reading text.</p>	<p>Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading.</p>
Print on request	<p>The student uses paper copies of individual test items.</p>	<p>This feature is contingent on state policy or practice. Students may not be able to interact with items online (due to visual impairments, lack of familiarity with the computer-based format, or other cultural reasons), and as a result may need a paper copy of test items. The use of this accommodation may result in the student needing additional time to complete the assessment. A very small percentage of students should need this designated feature. Educators should follow security procedures when administering this feature.</p>

<b>Designated Feature</b>	<b>Description</b>	<b>Recommendations for Use</b>
Turn off universal features*	This feature allows disabling any universal feature that might interfere with student performance, or be distracting to the student.	Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal features. Having evidence of which specific features may be distracting is important for determining which features to turn off.
Zoom (test-level)	The test platform is pre-set to be enlarged for the student before the test begins.	Students with visual impairments may need to increase the size of text and other item features beyond the 4X zoom universal feature provided by the test platform. A larger computer screen may be needed for this feature to function effectively.

\*This feature can vary by testing vendor. Turning off all universal features is generally not advisable, but many universal features are programmable.

## Non-embedded Designated Features

Some designated features may need to be provided outside of the digital-delivery system. These features are shown in Table 4. They are to be provided locally for those students unable to use the embedded designated features.

**Table 4. Non-embedded Designated Features Identified in Advance**

<b>Designated Feature</b>	<b>Description</b>	<b>Recommendations for Use</b>
Color Overlay	The student is able to overlay a semitransparent color onto paper-based test content.	This designated feature only works with black text on white background.
Magnification device	The student adjusts the size of specific areas of the screen (e.g., text, formulas, tables, and graphics) with an assistive technology device. Magnification allows increasing the size to a level not provided for by the zoom universal feature.	Student with visual impairments may need to increase the size of text and other item features beyond the 4x zoom universal feature provided by the test platform.
Noise buffer	The student uses noise buffers to minimize distraction or filter external noise during testing. Any noise buffer must be compatible with the requirements of the test (e.g., 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)

Designated Feature	Description	Recommendations for Use
Paper-and-pencil test	The student takes a paper-and-pencil version of the test.	Due to cultural considerations or based on an individual disability, some students may be precluded from using the online test version. These students may need to take a pencil-and-paper version of EL assessments. This option should be based on a student's individual needs only and should not be applied on a group basis.
Preferred language translation of directions	<p>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 or the test platform.</p> <p>Note: Please reference <a href="https://la.portal.airast.org/">https://la.portal.airast.org/</a> to verify which languages other than English are provided.</p>	Students who have limited English language skills can use the translated directions option.
Read aloud	The student has test content that is provided by an audio file in a computer-based test, read by a qualified human reader (see Appendix C for read aloud guidelines).	<p>Student who use the paper-and-paper version of the test can have the same test content read aloud this is supported through audio in a computer-based version. With the exception of the text in drag-and-drop text and the text in a word bank, audio support is available for the following:</p> <ul style="list-style-type: none"> <li>Speaking – most tasks have audio support for most components;</li> <li>Listening – all tasks have audio support for all components;</li> <li>Writing – all tasks have audio support for all components except for inline editing tasks; and</li> <li>Reading – audio support is available only for read-along tasks and for all kindergarten tasks and items.</li> </ul> <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>



<b>Designated Feature</b>	<b>Description</b>	<b>Recommendations for Use</b>
Student reads test aloud	The student reads the test content aloud. This feature must be administered in a one-on-one test setting.	Students who are beginning readers may need to hear themselves read in order to comprehend text. Students who tend to rush through assessments and not read text fully may need to read the test aloud.

## Section III: ELPS/ELPT Accommodations

### What Are Accommodations?

**Accommodations** are changes in procedures or materials that increase equitable access during the ELPS/ELPT 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 504 accommodation plan so that these students show what they know and can do on the ELPS/ELPT.<sup>3,4</sup>

### Who Makes Decisions About Accommodations?

IEP teams and educators for 504 plans make decisions about accommodations. For ELs with disabilities, these teams should include an expert in the area of English language acquisition. These decision makers provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plan. Decision makers are responsible for entering information on accessibility features and accommodations for ELPS/ELPT from the IEP/504 plan into the PNP so that all needed features 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.

EL screening (ELPS) may occur outside of the regular school year, as new students register for school. In some cases, an IEP or 504 plan may not yet be in place for the student to be properly screened with accessibility needs in mind. In this case, school district staff conducting the screening should contact [assessment@la.gov](mailto:assessment@la.gov) for guidance with procedures and policies for an assessment administered prior to the documentation of an IEP or 504.

### Additional Accommodation Information

Because the ELPS/ELPT assesses a student's English language proficiency, read aloud is not an available accommodation for these assessments. Most items on the ELPS/ELPT provide audio support as a universal feature, see [Universal Features](#) section. Items without audio support cannot be read aloud in order to ensure items are assessing the appropriate domain of English language proficiency.

For students who are deaf/hard of hearing, signing/cueing of items is permitted for questions without word support. To request a Domain Exemption for a student who has a hearing or speech disability which prohibits participation in an applicable test domain, contact [assessment@la.gov](mailto:assessment@la.gov).

### Non-embedded Accommodations

Table 5 shows the ELPS/ELPT 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.

---

<sup>3</sup> The exception to the IEP or 504 requirement is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer and do not yet have a 504 plan. These students may use the speech-to-text or the scribe accommodations (if they have had sufficient experience with the use of these), as noted in this section.

**Table 5. Non-embedded Accommodations Available with an IEP or 504 Plan**

Accommodation	Description	Recommendations for Use
Assistive technology	The student is able to use assistive technology, which includes such supports as typing on customized keyboards, assistance with using a mouse, mouth or head stick or other pointing devices, sticky keys, touch screen, and trackball, speech-to-text conversion, or voice recognition. <a href="#">Appendix C</a> includes the preliminary list of assistive technology devices available on the ELPS/ELPT, but this list is not considered comprehensive.	Students who have difficulty manipulating a mouse or standard keyboard may need an alternative device.
Braille	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). Contracted braille is available; Unified English Braille will be adopted for future assessments.	<p>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.</p> <p>All braille EL assessment responses must be transferred into the Data Entry Interface (DEI) system after the assessment is complete. The DEI can be accessed through the <a href="#">ELPT Portal</a>.</p>

Accommodation	Description	Recommendations for Use
Scribe	<p>The student dictates her/his responses to an experienced educator who records verbatim what the student dictates. Reference Appendix D of the <a href="#">Accommodations</a> manual for detailed scribe protocol.</p>	<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. The use of this accommodation may result in the student needing additional time to complete the assessment. For these students, dictating to a scribe is the only way to demonstrate their composition skills.</p>
Speech-to-text	<p>The student uses an assistive technology device to dictate responses or give commands during the test.</p>	<p>Students who have documented motor or processing disabilities (such as dyslexia) or who have had a recent injury that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.</p>

## Resources

- National Center on Educational Outcomes. (2009). *Accommodations bibliography*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at: <https://apps.cehd.umn.edu/nceo/accommodations/>
- Partnership for Assessment of Readiness for College and Careers. (2014). *PARCC accessibility features and accommodations manual*. Available at: <http://parcconline.org/sites/parcc/files/PARCCAccessibilityFeaturesandAccommodationsManualNovember2013.pdf>
- Rooney, Patrick. (2017). U.S. Department of Education update on English language proficiency assessments. Washington D.C.: ESEA Network. Available at: <http://www.eSeanetwork.org/news-and-resources/blogs/others/u-s-department-of-education-update-on-english-language-proficiency-assessments>
- Shyyan, 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*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at: <http://www.cehd.umn.edu/NCEO/OnlinePubs/ELLSWDAccommodationsManual.pdf>
- Shyyan, 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*. Washington, DC: CCSSO.
- Smarter Balanced Assessment Consortium. (2014). *Usability, accessibility, and accommodations guidelines*. Available at: [http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced\\_Guidelines\\_091113.pdf](http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf)

## Appendices

### Appendix A: Optional Scratch Paper Log

Test Administrator's Name: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_

#	Student's Name	Number of Sheets Received	Number of Sheets Returned After Assessment

## Appendix B: Personal Needs Profile (PNP) Planning Tool

<b>Universal Features</b>	
<p>These features are available by default to all students. As designated features, uncheck the selected features if they should not be made available. Uncheck all that apply.</p>	
<b>Embedded Universal Features</b>	<b>Non-embedded Universal Features</b>
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> amplification</li> <li><input checked="" type="checkbox"/> answer choice eliminator</li> <li><input checked="" type="checkbox"/> answer masking</li> <li><input checked="" type="checkbox"/> audio support</li> <li><input checked="" type="checkbox"/> color contrast</li> <li><input checked="" type="checkbox"/> digital notepad</li> <li><input checked="" type="checkbox"/> expandable passages</li> <li><input checked="" type="checkbox"/> flag for review</li> <li><input checked="" type="checkbox"/> general masking</li> <li><input checked="" type="checkbox"/> highlighter</li> <li><input checked="" type="checkbox"/> keyboard navigation</li> <li><input checked="" type="checkbox"/> line reader</li> <li><input checked="" type="checkbox"/> unlimited rerecordings</li> <li><input checked="" type="checkbox"/> unlimited replays</li> <li><input checked="" type="checkbox"/> writing tools</li> <li><input checked="" type="checkbox"/> zoom (item-level)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> scratch paper</li> <li><input checked="" type="checkbox"/> technological assistance with test navigation</li> </ul>
<b>Designated Features</b>	
<p>These features are identified in advance by an informed educator. These features are not available unless selected. Check all that apply.</p>	
<b>Embedded Designated Features</b>	<b>Non-embedded Designated Features</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> zoom (test-level)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> color overlay</li> <li><input type="checkbox"/> magnification device</li> <li><input type="checkbox"/> preferred language translation of directions</li> <li><input type="checkbox"/> noise buffer</li> <li><input type="checkbox"/> student reads test aloud</li> </ul>
<b>Accommodations</b>	
<p>These are identified in advance by an IEP or 504 team. These accommodations are not available unless selected. Check all that apply.</p>	
<b>Embedded Accommodations</b>	<b>Non-embedded Accommodations</b>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> assistive technology</li> <li><input type="checkbox"/> braille</li> <li><input type="checkbox"/> scribe</li> <li><input type="checkbox"/> speech-to-text</li> </ul>

## **Appendix C: Examples of Allowable Assistive Technology**

BigKeys Keyboard

BIGtrack Trackball

Headmouse Extreme (Windows only)

Intellikeys Keyboard

KinderBoard Keyboard

Magnifying Glass

Roller II Joystick

Roller Plus Joystick

Switch Interface Pro (Windows only)



## Appendix D: Scribe Guidelines

### Background

A scribe is an adult who writes down or inputs onto the computer what a student dictates via speech or an assistive communication device. A guiding principle in providing a scribe during test administration is to ensure that the student has access to and is able to respond to test content.

Scribes are allowable on the ELPS/ELPT for students with IEPs or 504 plans who need to respond orally to a human scribe or transcriber. A scribe is considered a non-embedded accommodation on the ELPS/ELPT.

Reference Appendix E of the [Louisiana Accessibility and Accommodations](#) manual for detailed scribe protocol.

### Qualifications of Scribes

- The scribe should be an education professional who is familiar with the student, and who is typically responsible for providing this accommodation in the classroom.
- The scribe must be trained in accordance with accessibility and accommodations manuals, and related documentation. See Appendix E of the [Louisiana Accessibility and Accommodations Manual](#) for Louisiana scribe protocol.
- The scribe must have prior experience in providing scribing or transcribing services and must be familiar and comfortable with the process before providing this accommodation to a student during operational test administration.

### Preparation Procedures

- Scribes must read and sign a test security/confidentiality agreement prior to test administration.
- Scribes are expected to familiarize themselves with test format using the ELPT OTT as well as test environment in advance of the testing session if administering the scribe accommodation during operational testing.
- Scribes must be familiar with the Individualized Education Program (IEP) or 504 Plan if the student for whom they are scribing has a disability, so that there are plans in place for providing all needed designated supports and accommodations.
- Scribes must be aware if the student requires additional accessibility features or accommodations that have been approved for use during the test.
- Scribes should meet with the student in advance and practice scribing with the student prior to the assessment.

## Guidelines for Scribing

- Scribing must be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the embedded and non-embedded accessibility features and accommodations available for a given item and student.
- Scribes should comply with student requests regarding use of all available features within the test environment.
- Scribes must avoid conversing with the student about test items and record the student's responses **verbatim** even if they contain errors.
- 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 his or her response during or after the dictation to the scribe.
- Scribes may ask the student to restate words or parts of a sentence as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.
- Scribes may not question or correct student choices, alert students to errors, prompt or influence students in any way that might compromise the integrity of student responses.
- Scribes may not edit or alter student work in any way, and must record exactly what the student has dictated.
- The student must be allowed to review and edit what the scribe has written.

## Post-Administration

- The scribe must not discuss any portion of the test or the student's performance with others.

## Appendix E: Non-standard Accommodations

Table 6 shows the ELPS/ELPT non-standard 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 6. Non-standard Accommodations Available with an IEP or 504 Plan**

Accommodation	Description	Recommendations for Use
Word prediction software	The student uses a standalone device with word prediction software that provides a bank of words onscreen as a result of the student entering the first few letters of a word. The student's exact responses must be entered into the computer-based testing platform by a test administrator.	<p>Students who have documented motor or orthopedic impairments, moderate to severe learning disabilities that prevent them from recalling, processing or expressing written language, may need word prediction software.</p> <p>This accommodation is only to be used if there is a documented accommodation allowing the student the use of word prediction software for classroom instruction and/or use in their alternate content assessments.</p> <p>Any student responses recorded in the device or printed from the device become secure materials. The device must be cleared before and after each test session, any printed materials must be securely destroyed, and access to other functions or programs must be prevented. Students must only use the accommodation on the device (e.g., word prediction, speech to text); the student cannot use any other feature on the device. All documents, computer disks, or other materials containing test items or student responses must be returned to the school test coordinator and maintained in the locked, secure area until test scores are returned and any questions regarding the scores have been resolved. The school test coordinator also must verify that test items and student responses are removed from computer hard drives, including from the recycle bin (Windows) or trash (Mac). The word prediction software must not provide prompting for spell checking, grammar checking, or predicting of phrases. Automatic correction must be disabled.</p> <p>The use of this accommodation may result in the student needing additional time to complete the assessment. A very small percentage of students may need this designated feature. Educators should follow security procedures when administering this feature.</p>