New Hampshire Statewide Assessment System:
Designated Supports, Accommodations, and Universal Tools Guide

The New Hampshire Statewide Assessment System Designated Supports and Accommodations Guide describes the universal tools, designated supports and accommodations that students are permitted to use while participating in the New Hampshire Statewide Assessment System. This Guide provides guidelines for school-level personnel and decision-making teams to use in selecting universal tools, designated supports, and accommodations for students who need them.

After school-level personnel and decision-making teams determine which universal tools, designated supports, and accommodations are appropriate for a student, their choices must be entered into the TIDE system so they are reflected in the assessment the student receives and so that an accurate record is kept of the student's testing environment.

These tools, designated supports, and accommodations can be entered into TIDE in two different ways:

- For an individual student: School- or District-level personnel can go to the Test Setting and Tools - View/Edit Test Settings and Tools page in TIDE and individually check boxes to indicate which testing tools the student will receive. This must be done prior to testing to ensure that all embedded supports and accommodations are present in the student's test.
- For multiple students: School- or District-level personnel can go to the Test Setting and Tools - Upload Test Setting and Tools page in TIDE and download a template that can be completed with the testing tools for multiple students.

What Are Designated Supports?

Designated Supports are available for use by **only those students** for whom the need has been identified by a team of educators (in the school) in collaboration with the parent/guardian. Designated Supports are not modifications. They yield valid scores that count as participation in the New Hampshire Statewide Assessment. It is necessary to use the Designated Supports in a manner that is consistent with the guidelines that are part of the ESSA requirements. It is **highly recommended** that a consistent process be used to determine these supports for individual students. At no time should Designated Supports be used as a Universal Tool. All educators making these decisions should be trained on the process of assigning Designated Supports and be made aware of such. The NH Department of Education has identified digitally-embedded and non-embedded Designated Supports for students for whom an education team has indicated a need.

Designated Supports need to be identified prior to assessment administration. Embedded supports must be entered into TIDE. Any non-embedded designated supports (i.e., human reader, human scribe) must be acquired prior to testing.

What Are Accommodations?

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

Accommodations need to be identified prior to assessment administration. Accommodations must be entered into TIDE. Any non-embedded accommodations (i.e., human reader, human scribe) must be acquired prior to testing.

What Are Universal Tools?

Universal tools are access features of the assessment that are either provided as digitally-delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection. The Universal Tools listed in the document are not modifications. Universal tools all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the Guidelines.

Accommodation, Designated Support, or Tool	Description	Recommendations for Use	Student Settings File Upload Details		
			ELA	Math	Science
American Sign Language Tool Type: *Designated Support* *Accommodation*	Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed.	Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.	Available Values: *On* or *Off*	Not Available Human signer acceptable	Not Available Human signer acceptable
Audio Playback Controls Tool type: *Universal Tool*	Audio tools that allow the student to alter the speed, pitch, and volume of embedded test audio.	Universal tools are accessibility resources of the assessment that are either provided as digitally-delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.	Available	Available	Available

Accommodation, Designated Support, or Tool	Description	Recommendations for Use	Student Settings File Upload Details		
			ELA	Math	Science
Braille Type Tool Type: *Designated Support* *Accommodation*	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 (thermoform). Contracted and non-contracted braille is available; Nemeth code is available for math. IMPORTANT NOTE: In order for Braille to appear on the test, Presentation/Braille must also be selected. See Presentation below.	Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. Due to limitations with refreshable braille technology and math braille codes, refreshable braille is available only for ELA. For math, braille will be presented via embosser; embosser-created braille can be used for ELA also. Alternative text descriptions are embedded in the assessment for all graphics. The type of braille presented to the student (contracted or non-contracted) is set TIDE. The use of this accommodation may result in the student needing additional overall time to complete the assessment.	Available Values: *Contracted* or *Not Available*	Available Values: *Nemeth* or *Not Available*	Not Available for 17-18 administration
Color Choices Tool Type: *Designated Support*	Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background.	Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the student's needs.	Available Values: *Black on White, Blue, Light Blue, Reverse Contrast, Black on Rose,* or *Yellow on Blue*	Available Values: *Black on White, Blue, Light Blue, Reverse Contrast, Black on Rose,* or *Yellow on Blue*	Available Values: *Black on White, Blue, Light Blue, Reverse Contrast, Black on Rose,* or *Yellow on Blue*

Accommodation, Designated Support, or Tool	Description	Recommendations for Use	Student Settings File Upload Details		
			ELA	Math	Science
Desmos Calculator Tool Type: *Universal Tool*	An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator button. This tool is available only with the specific items for which the NH SAS Item	Specifications indicated that it would be appropriate. When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).	Not Necessary	Available	Available

Accommodation, Designated Support, or Tool	Description	Recommendations for Use	Student Settings File Upload Details		
			ELA	Math	Science
Dictionary Tool Type: *Universal Tool*	English Merriam Webster's dictionary available in Elementary, Intermediate, and School versions.	The use of this universal tool may result in the student needing additional overall time to complete the assessment.	Available Values: *Elementary,* *Intermediate* *School,* or *Off*	Not Available	Not Available

Accommodation, Designated Support, or Tool	Description	Recommendations for Use	Student Settings File Upload Details		
			ELA	Math	Science
Embossing Tool Type: *Designated Support* *Accommodation*	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and non-contracted braille is available; Nemeth code is available for math.	Students with visual impairments may read Braille via embosser technology. For math, braille will be presented via embosser; embosser-created braille can be used for ELA also. Alternative text descriptions are embedded in the assessment for all graphics. The type of braille presented to the student (contracted or non-contracted) is set in TIDE. The use of this accommodation may result in the student needing additional overall time to complete the assessment.	Available	Available	Not Available for 17-18 administration

Accommodation, Designated Support, or Tool	Description	Recommendations for Use	Student Settings File Upload Details		
			ELA	Math	Science
Enhanced Contrast Tool Type: *Universal Tool*	Change the contrast on the menu button so that it is more visible to low vision students.	Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the student's needs.	Available	Available	Available

Accommodation, Designated Support, or Tool	Description	Recommendations for Use	Student Settings File Upload Details		
			ELA	Math	Science
Expandable Items Tool Type: *Universal Tool*	Allows the students to expand the items similar to the expandable passage feature.	Students needing more space on the screen for items and/or passages may use this tool.	Available	Available	Available

Accommodation, Designated Support, or Tool	Description	Recommendations for Use	Student Settings File Upload Details		
			ELA	Math	Science
Expandable Passages Tool Type: *Universal Tool*	Each passage or stimulus can be expanded so that it takes up a larger portion of the screen.	Students needing more space on the screen for items and/or passages may use this tool.	Available	Available	Available

Accommodation, Designated Support, or Tool	Description	Recommendations for Use	Student Settings File Upload Details		
			ELA	Math	Science
Global Notes Tool Type: *Universal Tool*	Global Notes is a notepad that is available for the ELA assessment where students complete the writing segment. The writing segment is the second part of a ELA assessment. The student clicks on the notepad icon for the notepad to appear.	Students needing an area to collect notes and or jot down ideas may use this tool	Available	Not Available	Not Available

Accommodation, Designated Support, or Tool	Description	Recommendations for Use	Student Settings File Upload Details		
			ELA	Math	Science
Highlight Tool Type: *Universal Tool*	A digital tool for marking desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment.	Students needing a tool to help them organize and denote ideas can use this too.	Available	Available	Available

Accommodation, Designated Support, or Tool	Description	Recommendations for Use	Student Settings File Upload Details		
			ELA	Math	Science
Mark for Review Tool Type: *Universal Tool*	Allows students to flag items for future review during the assessment. Markings are not saved when the student moves on to the next segment or after a break of more than 20 minutes.	Allows the student a method to remind them to review an item before submitting the test.	Available	Available	Available

Accommodation, Designated Support, or Tool	Description	Recommendations for Use	Student Settings File Upload Details		
			ELA	Math	Science
Masking Tool Type: *Universal Tool*	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.	Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus.	Available Values: *On* or *Off*	Available Values: *On* or *Off*	Available Values: *On* or *Off*

Accommodation, Designated Support, or Tool	Description	Recommendations for Use	Student Settings File Upload Details		
			ELA	Math	Science
Mouse Pointer (size and color) Tool Type: *Designated Support*	This embedded support allows the mouse pointer to be set to a larger size and also for the color to be changed. A test administrator sets the size and color of the Mouse Pointer prior to testing.	Students who are visually impaired and need additional enlargement or a mouse in a different color to more readily find their mouse pointer on the screen will benefit from the Mouse Pointer support. Students who have visual perception challenges will also find this beneficial. The size and color are set during registration and cannot be changed during the administration of the assessment. Students should have ample opportunity to practice during daily instruction with the size and color to determine student preference. The Mouse Pointer can be used with the Zoom universal tool.	Available Values: *Large Black, Extra Large Black, Large Green, Extra Large Green, System Default, Large Red, Extra Large Red, Large White, Extra Large White, Large Yellow, Extra Large Yellow*	Available Values: *Large Black, Extra Large Black, Large Green, Extra Large Green, System Default, Large Red, Extra Large Red, Large White, Extra Large White, Large Yellow, Extra Large Yellow*	Available Values: *Large Black, Extra Large Black, Large Green, Extra Large Green, System Default, Large Red, Extra Large Red, Large White, Extra Large White, Large Yellow, Extra Large Yellow*

Accommodation, Designated Support, or Tool	Description	Recommendations for Use	Student Settings File Upload Details		
			ELA	Math	Science
Periodic Table Tool Type: *Universal Tool*	Tabular arrangement of the chemical elements, ordered by their atomic number, electron configuration, and recurring chemical properties	Some items on the Science test require the use of the Periodic Table.	Not Available	Not Available	Available On by default

Accommodation, Designated Support, or Tool	Description	Recommendations for Use	Student Settings File Upload Details		
			ELA	Math	Science
Permissive Mode Tool Type: *Designated Support*	Must be enabled if a student is using speech-to-text or some alternative response options.	The Secure Browser blocks students from accessing non-standard hardware and software. If a student has a non-embedded accommodation that uses software and hardware that is not part of the test, Permissive Mode must be enabled to allow the student access to the non-standard hardware and software. Permissive mode is required for speech-to-text and external devices that must be plugged into the computer.	Available Values: *On* or *Off*	Available Values: *On* or *Off*	Available Values: *On* or *Off*

Accommodation, Designated Support, or Tool	Description	Recommendations for Use	Student Settings File Upload Details		
			ELA	Math	Science
Presentation Tool type: *Accommodation*	Displays test content in available alternate languages.	If the student requires an alternate language, as documented in their IEP or 504 plan, Presentation should be enabled and the appropriate language should be assigned. For the 17-18 administration, English and Braille are available for ELA, English, Braille, and Spanish are available for ELA, and English is available for Science. If another language is required, a human translator can be given to translate the test orally to the student.	Available Values: *English* *or* *Braille*	Available Values: *English,* *Braille,* *or* *Spanish*	Available Values: *English*

Accommodation, Designated Support, or Tool	Description	Recommendations for Use	Student Settings File Upload Details		
			ELA	Math	Science
Print on Request Tool Type: *Designated Support*	Sends a request to the TA for printing. For those students requiring this support, Print on Request must be first set in TIDE. Only one passage/stimuli/item can be individually requested by student at a time, individually approved by TA, and printed one at a time. The TA will print the items from the adaptive test, provide the copy to the student, then capture the student's answer in the student testing system, thereby maintaining the adaptive nature of the test.	Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment.	Available Values: *Stim&Items,* or *None*	Available Values: *Stim&Items,* or *None*	Available Values: *Stim&Items,* or *None*

Accommodation, Designated Support, or Tool	Description	Recommendations for Use	Student Settings File Upload Details		
			ELA	Math	Science
Print Size/Zoom Tool Type: *Universal Tool*	A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger by clicking the Zoom In button. The student can click the Zoom Out button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen. To increase the default print size of the entire test, the print size must be set for the student in TIDE or set by the TA prior to the start of the test.	The use of this universal tool may result in the student needing additional overall time to complete the assessment. Note: To use 5x, 10x, 15x, or 20x zoom, Streamlined Mode must be enabled.	Available Values: *1x,* *1.5x,* *1.75x,* *2.5x,* *3x,* *5x,* *10x,* *15x,* *20x*	Available Values: *1x,* *1.5x,* *1.75x,* *2.5x,* *3x,* *5x,* *10x,* *15x,* *20x*	Available Values: *1x,* *1.5x,* *1.75x,* *2.5x,* *3x,* *5x,* *10x,* *15x.* *20x*

Accommodation, Designated Support, or Tool	Description	Recommendations for Use	Student Settings File Upload Details		
			ELA	Math	Science
Streamlined Mode Tool Type: *Designated Support* *Accommodation*	This accommodation provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli. *Please note:* The TA can also assign Streamlined Mode in the TA interface prior to approving the student for testing.	This accommodation may benefit a small number of students who have specific learning and/or reading disabilities in which the text is presented in a more sequential format.	Available Values: *On* or *Off*	Available Values: *On* or *Off*	Available Values: *On* or *Off*

Accommodation, Designated Support, or Tool	Description	Recommendations for Use	Student Settings File Upload Details		
			ELA	Math	Science
Strikethrough Tool Type: *Universal Tool*	Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.	Allows students to focus on potential answers without the distraction of other options.	Available	Available	Available

Accommodation, Designated Support, or Tool	Description	Recommendations for Use	Student Settings File Upload Details		
			ELA	Math	Science
Text to Speech Tool Type: *Designated Support* *Accommodation*	Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. **This accommodation is appropriate for a very small number of students.**	Text-to-speech is available as an <u>accommodation</u> for students whose need is documented in an IEP or 504 plan **or** a <u>designated support</u> for those students for whom this support has been deemed necessary by the school's educational support team prior to the test. Text-to-speech will not be an available accommodation for reading portion of the ELA test. It will be available for the writing portion of the ELA test. Content experts agree that this accommodation should not be provided during the reading portion because it would compromise the construct being measured. Reports can be run to indicate the percent of students who had access to text-to-speech on reading test passages. Students who use text-to-speech will need headphones unless tested individually in a separate setting.	Available **WRITING PORTION ONLY**	Available Values: *Instructions Passages and Items,* or *None*	Available Values: *Instructions Passages and Items,* or *None*

Accommodation, Designated Support, or Tool	Description	Recommendations for Use	Student Settings File Upload Details		
			ELA	Math	Science
Tutorial Tool Type: *Universal Tool*	A page that describes the various parts of the testing system and how to use them.	Students who need a reminder on how the testing system works may benefit from using the Tutorials.	Available	Available	Available

Accommodation, Designated Support, or Tool	Description	Recommendations for Use	Student Settings File Upload Details		
			ELA	Math	Science
Video Playback Controls Tool Type: *Universal Tool*	Common video playback functionality such as a scrubber, mute/unmute, and full screen.	For use when videos are present.	Available	Available	Available

Non-Embedded Designated Supports/Accommodations

Some designated supports and accommodations may need to be provided outside of the digital-delivery system. These supports, shown below, are to be provided locally for those students unable to use the designated supports or accommodations when provided digitally.

Accommodation/ Designated Support	Description	Recommendations for Use
American Sign Language – Human Signer Type: *Non-Embedded Designated Support* *Non-Embedded Accommodation*	Test is translated by a human signer.	Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.
Amplification Type: *Non-Embedded Designated Support*	The student adjusts the volume control beyond the computer's built in settings using headphones or other non-embedded devices.	Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource likely requires a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security.

Accommodation/ Designated Support	Description	Recommendations for Use
Bilingual Dictionary (for ELA writing) Type: *Non-Embedded Designated Support*	A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided for the writing segment of the ELA assessment.	For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.
Color Contrast Type: *Non-Embedded Designated Support*	Test content of online items may be printed with different colors. Used in conjunction with "Print on Request".	Students with attention difficulties may need this support for viewing the test when digitally-provided color contrasts do not meet their needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by evidence of those colors that meet the student's needs.

Accommodation/ Designated Support	Description	Recommendations for Use
Color Overlays Type: *Non-Embedded Designated Support*	Color transparencies are placed over a paper-based assessment.	Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs.
Magnification Type: *Non-Embedded Designated Support*	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, navigation buttons, and mouse pointer) may be adjusted by the student with an assistive technology device or software. Magnification allows increasing the size and changing of the color contrast, including the size and color of the mouse pointer, to a level not provided for by the zoom universal tool, color contrast designated support, and/or mouse pointer designated support.	Students used to viewing enlarged text or graphics, or navigation buttons with or without changes to color contrast, may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities. The use of this designated support may result in the student needing additional overall time to complete the assessment.
Noise buffers Type: *Non-Embedded Designated Support*	Ear mufflers, white noise, and/or other equipment used to block external sounds.	Student (not groups of students) wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.

Accommodation/ Designated Support	Description	Recommendations for Use
Read Aloud -- for Math, Science, and ELA Segment 2 Writing items. Not to be used by anyone for the ELA Segment 1 Reading test. Can be used to read aloud the passage that precedes the writing prompt Type: *Non-Embedded Accommodation* *Non-Embedded Designated Support*	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the New Hampshire Statewide Assessment System Test Administration Manual. All or portions of the content may be read aloud Read Aloud is available as a *non-embedded accommodation* for students whose need is documented in an IEP or 504 plan **or** a *non-embedded designated support* for those students for whom this support has been deemed necessary by the school's educational support team prior to the test.	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers should be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment.
Scribe Type: *Non-Embedded Accommodation*: Student must have a documented disability in fine motor development or processing speed to use this a non-embedded accommodation. *Non-Embedded Designated Support*: Students who have had a recent injury that makes it difficult to produce responses on any electronic input device (e.g., keyboard, touchscreen)	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the *New Hampshire Statewide Assessment System Test Administration Manual.* If using a human scribe, the reader must read back student response so that the student may edit.	Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe. The use of this support may result in the student needing additional overall time to complete the assessment.

Accommodation/ Designated Support	Description	Recommendations for Use
Separate Setting Type: *Non-Embedded Designated Support*	Test location is altered so that the student is tested in a setting different from that made available for most students.	Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group. The student may read aloud to self, use a device requiring voicing (e.g., a Whisper Phone), or use Amplification. It may also include a calming device or support as recommended by educators and/or specialists. Or, the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as test proctor (test administrator) when student requires it.
100s Number Table (grades 4-8, Math) Type: *Non-Embedded Accommodation*	A paper-based table listing numbers from 1 – 100	Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 plan.
Abacus Type: *Non-Embedded Accommodation*	This tool may be used in place of scratch paper for students who typically use an abacus.	Some students with visual impairments who typically use an abacus may use an abacus in place of using scratch paper.

Accommodation/ Designated Support	Description	Recommendations for Use
Alternate Response Options Type: *Non-Embedded Designated Support*	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.	Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.
Print on Request Type: *Non-Embedded Accommodation*	Paper copies of either passages/stimuli and/or items are printed for students. For those students needing a paper copy of a passage or stimulus, permission for the students to request printing must first be set in TIDE.	Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment.

Accommodation/ Designated Support	Description	Recommendations for Use
Speech-to-Text Type: *Non-Embedded Designated Support* *Non-Embedded Accommodation*	Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices. NOTE: Permissive Mode must be enabled	Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software, and have had many opportunities to use it prior to testing. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.