



ELPA21 Field Test

Accessibility and Accommodations Manual

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English Language Proficiency Assessment for the 21st Century

Table of Contents

Introduction.....	4
Intended Audience and Recommended Use.....	4
ELPA21 Assessment Features.....	5
Accessibility Features and Accommodations Conceptual Model.....	5
Recognizing Accessibility Needs in All Students.....	7
Structure of This Document.....	8
Section I: ELPA21 Universal Features.....	9
What Are Universal Features?.....	9
Embedded Universal Features.....	9
Non-embedded Universal Features.....	10
Section II: ELPA21 Designated Features.....	11
What Are Designated Features?.....	11
Who Makes Decisions About Designated Features?	11
Embedded Designated Features.....	11
Non-embedded Designated Features.....	12
Section III: ELPA21 Accommodations.....	14
What Are Accommodations?.....	14
Who Makes Decisions About Accommodations?.....	14
Non-embedded Accommodations.....	14
Resources.....	16
Appendices.....	17
Appendix A: Operational Assessment Universal Features, Designated Features, and Accommodations.....	17
Appendix B: Scratch Paper Log.....	22
Appendix B: Field Test Assistive Technology.....	23

Introduction

The English Language Proficiency Assessment for the 21st Century (ELPA21) Consortium is committed to providing assessments that best measure rigorous [English Language Proficiency Standards](#) 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. ELPA21 is designing its next-generation assessments with all English language learners (ELLs) – including those who have disabilities – in mind, recognizing that the validity of assessment results depends on each and every student having appropriate access to the assessment. This *Accessibility and Accommodations Manual* was developed for the ELPA21 member states 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 ELPA21 assessments may be different from those available for states' previous assessments of English language proficiency (ELP). To ensure secure and valid administration of the ELPA21 assessments, ELPA21 member states may only make available to students those universal features, designated features, and accommodations, as appropriate, that are included in this *Manual*.

Although some of the accessibility features and accommodations are not available on the ELPA21 2015 field test, all of them will be available on the operational ELPA21. Appendix A provides the list of universal features, designated features, and accommodations that will be available on the ELPA21 operational assessment. 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 ELPA21 *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 ELPA21 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 ELPA21 *Accessibility and Accommodations Manual* applies to all students who take the ELPA21 assessments. It emphasizes an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale ELP assessments. This *Manual* focuses on ELPA21's universal features, designated features, and accommodations. At the same time, it supports important instructional decisions about accessibility and accommodations for students who participate in the ELPA21 assessments. It recognizes the critical connection between accessibility and accommodations in instruction and accessibility and accommodations during assessment.

ELPA21 Assessment Features

The ELPA21 Consortium supports the development of an assessment system for ELLs that reflects the research and progress made in the development of ELP assessments. ELPA21's approach to assessment is rooted in the belief that ELLs are a diverse group; all ELLs are capable of making progress toward English language proficiency; and ELLs must acquire discipline-specific language practices that enable them to produce, interpret, and effectively collaborate on content-related grade-appropriate tasks.

The ELPA21 assessment system, which includes a screener and a summative assessment of reading, writing, speaking, and listening, supports individual ELLs and their schools and districts by:

- determining initial identification of ELLs through the screener;
- monitoring ELLs' yearly progress in the attainment of English for academic purposes;
- measuring districts' success in meeting Title III accountability benchmarks; and
- informing decisions about exiting students from ELD services provided under Title III.

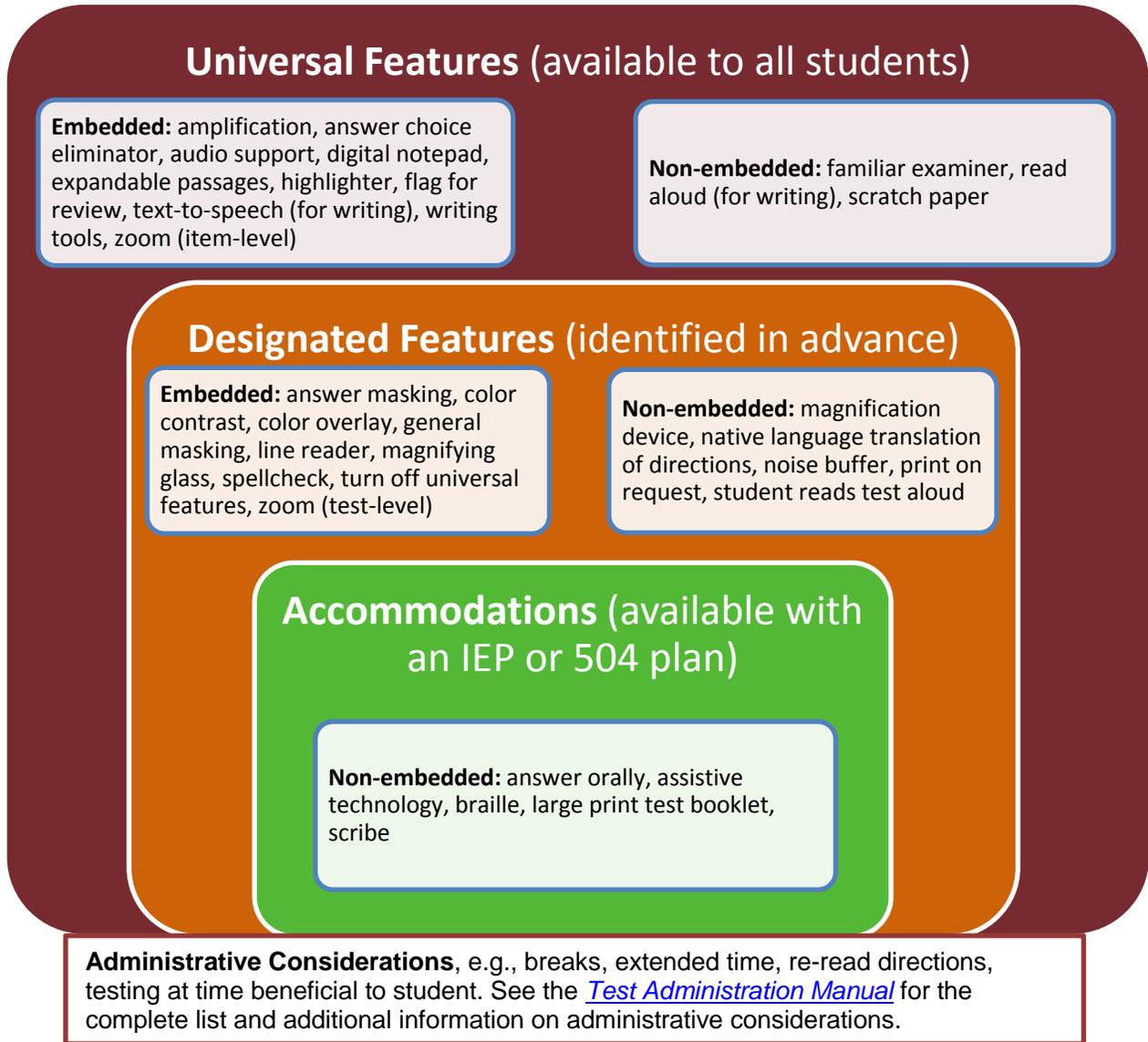
For more information on ELPA21, visit www.elpa21.org.

Accessibility Features and Accommodations Conceptual Model

ELPA21 states worked together through the Administration, Accessibility, and Accommodations Task Management Team to develop the ELPA21 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 ELPA21 assessments. These administrative considerations are provided in detail in the ELPA21 [Test Administration Manual](#). **Note: To ensure valid and secure administration of the ELPA21 assessments, only those universal features, designated features, and accommodations explicitly identified in this *Manual* may be used during test administration.**

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 ELP assessments when used in a manner consistent with the *Manual*.

Figure 1. Conceptual Model of ELPA21 Operational Assessment Accessibility Features and Accommodations*



***Some of these accessibility features and accommodations will not be available on the ELPA21 Field Test. Sections I-III of this document specify which accessibility features and accommodations will be available on the ELPA21 Field Test.**

This conceptual model was developed to ensure that the ELPA21 assessments meet each student’s unique 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 ELPA21 assessments.

This *Accessibility and Accommodations Manual* presents the universal features, designated features, and accommodations adopted by the ELPA21 states to ensure valid assessment results for all students participating in the ELPA21 field test. See Appendix A for the features and accommodations available during the ELPA21 operational assessments.

Recognizing Accessibility Needs in All Students

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

The ELPA21 assessments are designed for all ELLs, including those who have disabilities. To better understand student populations served by ELPA21 assessments, educators should consider the following two definitions:

- 1) **English language learners (ELLs)** are students who meet the following federal definition: 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 language learners (ELLs) with disabilities** are ELLs 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 (July 18, 2014), all ELLs with disabilities are required to participate in annual state ELP assessments. If needed, students must be provided individual appropriate accommodations in accordance with a student's IEP team. The IEP team for an ELL with a disability should include at least one person in second language acquisition. The IEP team is responsible for deciding how an ELL with a disability

should participate in ELP assessments – in regular ELP assessments without accommodations, in regular ELP assessments with accommodations that do not invalidate the test constructs, or in alternate ELP assessments.

To ensure that ELLs 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. Accessibility and accommodation decisions should be individualized based on the particular language- and disability-related challenges faced by ELLs 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.

Structure of This Document

This *Accessibility and Accommodations Manual* consists of the following parts:

- **Introduction:** This section addresses the intended audience and recommended use of the document, introduces the ELPA21 assessments as well as the conceptual model that underlies the accessibility and accommodations approaches, and describes participating students’ characteristics and some considerations for administering the ELPA21 assessments.
- **Section I:** This section features the ELPA21 universal features.
- **Section II:** This section features the ELPA21 designated features.
- **Section III:** This section features the ELPA21 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 ELPA21 assessments.

Section I: ELPA21 Universal Features

What Are Universal Features?

Universal features are accessibility tools of the ELPA21 assessment 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 ELPA21 digitally-delivered assessments 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 field test universal features available to all students for digitally-delivered ELPA21 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. Field Test 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 – all tasks have audio support for all components; Listening – all tasks have audio support for all components; Writing – all tasks have audio support for all components except for inline editing tasks; and Reading – no audio support is available except for read-along tasks and for all K tasks and items.
Digital notepad	The student uses this feature as virtual scratch paper to make notes, write computations, or record responses. The digital notepad is item-specific and is available through the end of each test domain. Notes are not saved when the student moves on to a different test domain or after a break of more than 20 minutes.
Expandable passages	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.
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.

Universal Feature	Description
Flag for review	The student is able to flag items for future review during the assessment. Markings are not saved when the student moves on to another test domain, or after pausing the test for more than 20 minutes.
Text-to-speech (for writing)	The student is able to have the prompt read aloud for any writing item read via the text-to-speech feature.
Writing tools	The student uses writing tools to format and edit written responses, including cut and paste, copy, underline, italicize, bold, undo/redo, and insert bullets.
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 field test 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. Field Test Non-embedded Universal Features Available to All Students

Universal Feature	Description
Familiar examiner	The student’s assessment is administered by a test administrator who has previously worked with the student in assessment or instruction settings. This universal feature should be used only if there is a strong rationale for having a familiar examiner. If a familiar examiner does administer the assessment, that person must have completed all training and sign a document indicating compliance with test security and ethical practices.
Read aloud (for writing)	The student has the prompt for any writing item read by a human reader who has completed all training and signed a document indicating compliance with test security and ethical practices.
Scratch paper	The student uses scratch paper to make notes, write computations, 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 six sheets of 8.5 x 11 scratch paper. Those sheets must be used entirely before the student can ask for additional scratch paper. If the student requests additional sheets of scratch paper, the number of additional sheets must be recorded in the scratch paper log (see Appendix B). Regardless of whether the student uses the scratch paper or not, it is checked back in at the end of the test, and any missing sheets must be produced. The check-in/check-out process is monitored through the scratch paper log. 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.

Section II: ELPA21 Designated Features

What Are Designated Features?

Designated features for the ELPA21 assessments 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 with 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) 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.

ELPA21 professional development materials provide suggested processes that may be used if a district or school does not have an existing process in place for adults and others to make decisions about designated features. The Personal Needs Profile (PNP), created and provided by ELPA21, 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.

Embedded Designated Features

Table 3 shows the ELPA21 field test 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. Field Test 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.
Color contrast	The student is able to adjust the text color and screen background color based on the student’s need. The	Students with attention difficulties may need this feature for viewing test content. It also may be needed by some students

Designated Feature	Description	Recommendations for Use
	<p>color contrast options, in addition to the default black text on white background, include:</p> <ol style="list-style-type: none"> 1) black text on cream background; 2) black text on light blue background; 3) black text on light pink background; 4) yellow text on blue background; <p>and</p> <ol style="list-style-type: none"> 5) white text on black background. 	<p>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>
Color overlay	<p>The student is able to overlay a semitransparent color onto test content.</p>	<p>This designated feature only works with black text on white background.</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>
Magnifying glass	<p>The student is able to enlarge the size of parts of test content using an embedded magnifying glass feature.</p>	<p>Students with visual impairments may need to increase the size of text and other item features using an embedded magnifying glass. A larger computer screen may be needed for this feature to function effectively.</p>
Turn off universal features	<p>This feature allows disabling any universal feature that might interfere with student performance, or be distracting to the student.</p>	<p>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.</p>

Non-embedded Designated Features

Some field test 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. Field Test Non-embedded Designated Features Identified in Advance

Designated Feature	Description	Recommendations for Use
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.	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.
Native language translation of directions	Translation of test directions (not prompts or questions) is a language support available prior to the student being presented with the actual test items. The student can see test directions in another language. The following are the languages in which directions are provided: American Sign Language, Arabic, Bosnian, Chinese, Korean, Marshallese, Russian, Somali, Spanish, Tagalog, Ukrainian, and Vietnamese.	Students who have limited English language skills can use the translated directions feature.
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., headphones, mufflers).
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: ELPA21 Accommodations

What Are Accommodations?

Accommodations are changes in procedures or materials that increase equitable access during the ELPA21 assessments and generate valid assessment results for students who need them. Accommodations are for students for whom there is documentation of need on an IEP or 504 accommodation plan so that these students show what they know and can do on the ELPA21 assessments.¹

Who Makes Decisions About Accommodations?

IEP teams and educators for 504 plans make decisions about accommodations. For ELLs with disabilities, these teams should include an expert in the area of second 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 accommodations for ELPA21 from the IEP/504 plan into the PNP so that all accommodations (in addition to designated features) can be activated prior to testing. This can be accomplished by identifying one person (for example, a team member or a test coordinator) enter information into the PNP prior to testing.

Non-embedded Accommodations

Table 5 shows the ELPA21 field test non-embedded accommodations. The table includes a description of each accommodation, along with recommendations for when the accommodation might be needed and how it can be used.

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

Accommodation	Description	Recommendations for Use
Answer orally	The student dictates responses either verbally, using a speech-to-text device, augmentative/assistive communication device (e.g., picture/word board), or by signing, gesturing, pointing, or eye-gazing. Grammar checker, Internet access, and stored files functionalities must be turned off. Word prediction must also be turned off for students who do not receive this accommodation.	Students who are unable to use a keyboard or mouse may need to respond orally to a human scribe or transcriber.
Assistive technology	The student is able to use assistive technology, which includes such	Students who have difficulty manipulating a mouse or standard

¹ 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. 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.

Accommodation	Description	Recommendations for Use
	<p>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. Appendix C includes the preliminary list of assistive technology devices approved for the ELPA21 assessments.</p>	<p>keyboard may need an alternative device.</p>
<p>Braille</p>	<p>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). Both contracted and uncontracted braille (English Braille, American Edition) are available; Unified English Braille will be adopted for future assessments.</p>	<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>Scribe</p>	<p>The student dictates her/his responses to a human who records verbatim what the student dictates. A scribe is a skilled person who has been trained to write down what a student dictates by an assistive communication device, pointing, sign language, or speech. It is important that the student is able to develop planning notes via the human scribe, and to view what was produced while composing via dictation to the scribe.</p>	<p>Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. The use of this accommodation may result in the student needing additional time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills.</p>

Resources

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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

Appendices

Appendix A: Operational Assessment Universal Features, Designated Features, and Accommodations²

Table A. Operational Assessment 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 – all tasks have audio support for all components; Listening – all tasks have audio support for all components; Writing – all tasks have audio support for all components except for inline editing tasks; and Reading – no audio support is available except for read-along tasks and for all K tasks and items.
Digital notepad	The student uses this feature as virtual scratch paper to make notes, write computations, or record responses. The digital notepad is item-specific and is available through the end of each test domain. Notes are not saved when the student moves on to a different test domain or after a break of more than 20 minutes.
Expandable passages	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.
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.
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.
Text-to-speech (for writing)	The student is able to have the prompt read aloud for any writing item read via the text-to-speech feature.
Writing tools	The student uses writing tools to format and edit written responses, including cut and paste, copy, underline, italicize, bold, undo/redo, and insert bullets.
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.

² Shaded rows contain those accessibility features and accommodations that are not available on the ELPA21 field test.

Table B. Operational Assessment Non-embedded Universal Features Available to All Students

Universal Feature	Description
Familiar examiner	The student’s assessment is administered by a test administrator who has previously worked with the student in assessment or instruction settings. This universal feature should be used only if there is a strong rationale for having a familiar examiner. If a familiar examiner does administer the assessment, that person must have completed all training and sign a document indicating compliance with test security and ethical practices.
Read aloud (for writing)	The student has the prompt for any writing item read by a human reader who has completed all training and signed a document indicating compliance with test security and ethical practices.
Scratch paper	The student uses scratch paper to make notes, write computations, 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 six sheets of 8.5 x 11 scratch paper. Those sheets must be used entirely before the student can ask for additional scratch paper. If the student requests additional sheets of scratch paper, the number of additional sheets must be recorded in the scratch paper log (see Appendix B). Regardless of whether the student uses the scratch paper or not, it is checked back in at the end of the test, and any missing sheets must be produced. The check-in/check-out process is monitored through the scratch paper log. 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.

Table C. Operational Assessment 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.
Color contrast	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: 1) black text on cream background; 2) black text on light blue background;	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.

Designated Feature	Description	Recommendations for Use
	3) black text on light pink background; 4) yellow text on blue background; and 5) white text on black background.	
Color overlay	The student is able to overlay a semitransparent color onto test content.	This designated feature only works with black text on white background.
General Masking	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.	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.
Line reader	The student is able to use this feature as a guide when reading text.	Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading.
Magnifying glass	The student is able to enlarge the size of parts of test content using an embedded magnifying glass feature.	Students with visual impairments may need to increase the size of text and other item features using an embedded magnifying glass. A larger computer screen may be needed for this feature to function effectively.
Spellcheck	This feature allows the student to check the spelling of words in student-generated responses.	Spellcheck only gives an indication that a word is misspelled; it does not provide the correct spelling.
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.

Table D. Operational Assessment Non-embedded Designated Features Identified in Advance

Designated Feature	Description	Recommendations for Use
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.	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.
Native language translation of directions	Translation of test directions (not prompts or questions) is a language support available prior to the student being presented with the actual test items. The student can see test directions in another language. The following are the languages in which directions are provided: American Sign Language, Arabic, Bosnian, Chinese, Korean, Marshallese, Russian, Somali, Spanish, Tagalog, Ukrainian, and Vietnamese.	Students who have limited English language skills can use the translated directions feature.
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., headphones, mufflers).
Print on request	The student uses paper copies of entire test items.	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.
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

Designated Feature	Description	Recommendations for Use
		aloud.

Table E. Operational Assessment Non-embedded Accommodations Available with an IEP or 504 Plan

Accommodation	Description	Recommendations for Use
Answer orally	The student dictates responses either verbally, using a speech-to-text device, augmentative/assistive communication device (e.g., picture/word board), or by signing, gesturing, pointing, or eye-gazing. Grammar checker, Internet access, and stored files functionalities must be turned off. Word prediction must also be turned off for students who do not receive this accommodation.	Students who are unable to use a keyboard or mouse may need to respond orally to a human scribe or transcriber.
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. Appendix C includes the preliminary list of assistive technology devices approved for the ELPA21 assessments.	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 or thermoform). Both contracted and uncontracted braille (English Braille, American Edition) are available; Unified English Braille will be adopted for future assessments.	Students who are blind or have low vision may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
Large print test booklet	The student uses a large print form of the test is provided to the student with a visual impairment. The font size for the large print form is 18 point on paper sized 11 x 17.	Students with visual impairments may not be able to use zoom or magnifying devices to access the test may need a large print version of the form.
Scribe	The student dictates her/his responses to a human who records verbatim what the student dictates. A	Students who have documented significant motor or processing difficulties, or who have had a

Accommodation	Description	Recommendations for Use
	<p>scribe is a skilled person who has been trained to write down what a student dictates by an assistive communication device, pointing, sign language, or speech. It is important that the student is able to develop planning notes via the human scribe, and to view what was produced while composing via dictation to the scribe.</p>	<p>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. The use of this accommodation may result in the student needing additional time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills.</p>

Appendix C: Field Test Assistive Technology

BigKeys Keyboard

BIGtrack Trackball

Headmouse Extreme (Windows only)

Intellikeys Keyboard

KinderBoard Keyboard

Roller II Joystick

Roller Plus Joystick

Switch Interface Pro (Windows only)