



National Center and State Collaborative

National Center and State Collaborative Alternate Assessment Based on Alternate Achievement Standards (NCSC AA-AAS)

Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind

Additional Directions for Test Administration

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Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration

Purpose

Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration are provided for the Test Administrator (TA) and include: (1) tasks to complete before, during, and after the assessment; (2) strategies, with definitions and examples, that may be used by the TA, as appropriate for individual students to enhance access to the NCSC AA-AAS; and (3) Directions for Test Administration (DTA) that must be used to administer Open-Response (OR) Foundational Reading Items in grades 3 and 4.

Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration is a secure document and must be used in conjunction with the DTA and the Test Administration Manual (TAM). As a secure document, the same security procedures outlined in the TAM must be applied, including

- storing it in a secure and locked location before and after testing,
- giving the printed copy to the Test Coordinator (TC) after testing for secure shredding, and
- not discussing, duplicating, reproducing, or sharing any portion of the document.

These *Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind* may **only** be used with the student for whom they are assigned. Test forms are assigned based on student characteristics identified during the special forms request of the enrollment process; these *Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration* are assigned at the same time, based on these same student characteristics.

This document is securely transmitted to the TAs of students who are identified as having one of the characteristics listed below; these students are assigned a test form with items that reduce barriers for vision and hearing. Contact your TC and return any printed copies of this document if the student being assessed does not have one or more of the characteristics listed below.

The TA is provided this document for use with specified students who have one or more of the following characteristics:

- Low vision; uses vision for some activities of daily living
- No functional use of vision for activities of daily living, or unable to determine functional use of vision
- Hearing loss aided, but still with a significant loss
- Profound hearing loss, even with aids and/or undetermined functional use of hearing

- Uses Braille (contracted or uncontracted) — Braille forms are available for students in grades 3 or 4 to assess the OR Foundational Reading Items.

Table 1. Responsibilities of the Test Administrator

(To be used in conjunction with Table 6 in the TAM.)

BEFORE TEST ADMINISTRATION
<p>Read (1) <i>Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration</i>; (2) Test Administration Manual (TAM), and (3) Directions for Test Administration (DTA) for each content area. Each of these documents must be used.</p>
<p>Develop a plan to administer the test items using the strategies in this document that are appropriate for each individual student ensuring testing is completed by May 15, 2015. Refer to Appendix B: Planning Template.</p>
<p>Identify what needs to be prepared for each student, based on the information provided in the <i>Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration</i>, the TAM, and the ELA (Reading/Writing) DTA and Mathematics DTA.</p> <p>Preparation may include:</p> <ul style="list-style-type: none"> • Changing the size of graphics as needed. • Gathering relevant tactile symbols, graphics, and object replacements with which the student is currently familiar and that appropriately represent the referent in the item. • Determining the best positioning for the student that will allow him or her to select a response option and manage fatigue. For example, a student with limited arm movement should not be required to cross midline or use an extended reach to indicate a response. Positioning may include placing response options horizontally or vertically but in the same order as indicated in the assessment item, or possibly placing them on a tray with dividers.
<p>Conduct the Student Response Check and provide the student with practice in selecting an answer from two or three choices using either tactile symbols/objects that represent response options or generic tactile symbols/objects that represent response options a, b, and c.</p>

DURING TEST ADMINISTRATION
Administer all of the items in each content area test form. If the student is unable to respond to an item, proceed with administering all other items.
Ensure that the items and response options are presented in ways that do not cue an answer (e.g., always placing the correct answer closest to the student).
Schedule test administration into reasonable time slots and during the time of day most appropriate for the individual student.
Use strategies that are already being used successfully with the student: <ul style="list-style-type: none"> • Item positioning/placement as described above • Student seating/positioning for optimal access • Item presentation rate and test session duration • Familiar tactile symbols (e.g., piece of fur to represent a cat referenced in a passage) and/or objects (e.g., an eraser that is represented in the item)
Maintain the student's attention and engagement with the test items: <ul style="list-style-type: none"> • Advise the student that some items may seem hard. • Give information about the number of answers he or she will need to give. • Indicate progress toward completing the number of responses ("Great, you've given three answers; we have ____ left to finish"). • Take breaks initiated by the TA or the student. • Provide consistent encouraging statements (e.g., "I like the way you are working") prior to administering the next item.
Use the same response latency, time between asking a question and the student response, as used instructionally.
AFTER TEST ADMINISTRATION
Give all printed copies of the test, <i>Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration</i> , DTAs, scoring rubrics, reference sheets, stimulus materials, student log in information, scratch paper (if student work), and TA planning template to the TC for secure shredding.
Complete the Accommodations: After Test.
Complete each End-of-Test Survey to provide information on the student's and TA's experience related to the items and test administration.

Strategies That Test Administrators May Use

In this section, the strategies that may be used with students are defined and examples are provided. Review the strategies in this section and identify those that are appropriate for implementation with each individual student. The following strategies are described in this section:

- Build Background Knowledge
- Alternative Text in the DTA
- Tactile Symbols/Graphics
- Object Replacement
- Sign Language (an accommodation; see Table 12 in the TAM)
- Response Strategies using
 - oral speech or signs
 - hand/finger
 - eye-gaze
 - AAC system

Additional resources are located in Appendix C.

Strategies

1. Build Background Knowledge

Some students, because of their vision or hearing disability, may not have the background knowledge and experience that allow them access to certain reading, writing, and mathematics test items. To ensure that these students have an equitable opportunity to access the items, the TA should read each student's test items and associated DTAs **prior** to the test administration. Prior to testing, the TA can determine if there are any passages, graphics, and/or materials with which the student may need more experience. If the TA determines that the additional experience is appropriate, the TA should present the passages, graphics, and/or materials identified to the student for up to three (3) sessions prior to actually administering the test. The purpose of this additional exposure is to allow the student to gain the background knowledge and experience necessary before accessing the items; **it is not to expose or teach the student the test item.**

If the TA chooses to provide exposure to passages, graphics, and materials prior to administering the test, caution must be used when reading passages and explaining graphics and material to the student. While helping a student gain background knowledge, it is important not to cue an answer to an item. Refer to Table 1: Practices for Building Student Background Knowledge Before Testing. Note: Practices in Table 1 indicated as Not Allowed are considered inappropriate test practices or irregularities and have relevant consequences. See the TAM.

Table 1. Practices for Building Student Background Knowledge Before Testing

While building background knowledge, the actual item question and response options should not be used in order to avoid teaching the item.

Allowable Practices	Not Allowable Practices
Read/Sign the passage and explain what the prepared tactile graphics or object replacements are and what they represent (e.g., the TA can present a simplified raised line drawing of a plant or an actual plant and explain each part of the plant).	Address or present any of the actual item questions or answers after reading the passage (e.g., if the item is about identifying the main idea, the TA cannot say/sign, “The main idea of the passage is...”).
Present tactile graphics or object replacements that may be unfamiliar to the student and describe them (e.g., the TA can present TA-provided tactile geometric shapes and talk about all the attributes—names, number of angles, number of sides, characteristics of sides, etc.; if the item is about the number of angles related to a triangle, other shapes with angles should be presented to the student while building background knowledge).	Emphasize any pieces of the item or passages that could be construed as teaching solely toward the answer to the item question itself (e.g., if the item is about the number of angles related to a triangle, the TA cannot limit the information to a single triangle and that it has three angles).
Read/Sign any necessary alternative text provided in passages and mathematics items. The TA may explain the graphic, chart, table, timeline, etc. (excluding answer options), further to the student as long as the explanation does not cue the correct answer to an item question. For example, the alternative text may read, “This is a picture of a store that sells flowers.” The TA can read the alternative text as written and explain by saying, “Remember, we smell the flowers at the grocery store? This store sells flowers.”	Read the alternative text and provide additional explanation for actual response options as that could cue the correct answer to an item question or explain the graphic in a way that will teach the student the answer to the item question. For example, if a question asks, “Why did Jimmy go to the store?” the TA cannot say, “This is the store that Jimmy went to so he could buy his mom flowers.”
Highlight words and phrases by adding tactile symbols/objects or provide further explanation as long as the highlights or explanations do not solely cue the correct answer to the item question. For example, the TA can read/sign a sentence about a girl going to a farm and say/sign, “A farm is a place where they grow food and raise animals.”	Emphasize words in ways that cue the correct answer to an item question or explain the graphic in a way that will teach the student the answer to the item question. For example, the TA cannot read/sign a sentence about a girl going to a farm and explain that “A farm is a fun place to visit and see animals” when a question asks, “Where would Jamie like to visit?”

2. Alternative Text

Alternative Text is provided for graphics that are essential for understanding. There are two types of Alternative Text provided in the DTA:

- a. Alternative Text for students who are blind or have a visual impairment and require a description of graphics. (e.g., [For students with visual impairment, read “This is a picture of a thermometer.”]) Please Note: If the Alternative Text for students who are blind or have a visual impairment is not read by the computer, the TA **must read this text aloud to the student as denoted in the DTA.**
- b. Additional Alternative Text for all students provides standardized descriptive statements for tables, charts, graphs, and timelines. (e.g., [For all students, read “This is a timeline titled The History of Space Travel dating from 1965 to 2014.”])

3. Tactile Symbols and Tactile Graphics

Tactile symbols and tactile graphics may be used when the student is unable to see graphics that are essential to understanding the item.

Tactile graphic: Raised version of a print graphic that is adapted for the sense of touch (*Guidelines and Standards for Tactile Graphics, 2010 Braille Authority of North America*). Example: Raised lines on a simplified image of the parts of a flower or on a mathematical graph.

Tactile symbol: A concrete representation developed for individuals who are totally blind and who have a practical need for a graphic language system. (See <https://www.tsbvi.edu/seehear/archive/tactile.html>.) Example: A seed glued to a textured triangle to represent plant or a textured slanted line with a series of dots made of glue on a textured triangle to represent a graph.

- a. Review the passages and graphics (e.g., illustrations, diagrams, timelines, tables/charts) prior to test administration. Illustrations accompany some passages and items, which serve to focus attention for most students. However, for some students with vision impairments, these may be distracting and not helpful. In these cases, graphics that are not essential for understanding the item may be suppressed (e.g., covering the graphic, omitting any reference to the graphic).
- b. Plan for graphics that are essential for understanding the item by providing tactile symbols/graphics already available in the student’s communication system and that match the referents in the passage or item:
 - Determine which graphic(s) in the item text or response options have alternative text that is not adequate for the student;
 - Identify the essential components of the graphic(s) (e.g., a car may be essential to understand the item or passage, but the house behind the car may not be) and suppress components that are not essential;
 - Add visual contrast to graphics for a student with low vision;
 - Determine ways to simplify the graphic(s) (e.g., lines that indicate highlighting on an apple may not be necessary to include in a tactile symbol); and

- Position titles, headings, labels, and connecting lines so they can be adequately separated by spacing and do not cross unnecessarily.
- c. Add tactile qualities to the graphic(s) using available tools. Possible options include:
- Tooling – use a tool such as a tracing wheel to make raised areas on paper or diagramming foil.
 - Collage – use textured materials (e.g., corrugated paper, crochet cotton, string, punched-out dots) glued onto paper to form a raised image.
 - Other techniques – pliable waxed yarn sticks, hot glue, acrylic or puff paint, raised line graph paper, or compressed sponge that can be drawn on, expands when wet, then used when dried, etc.
- d. Present the tactile graphic(s)/symbol(s) whenever referent is read/signed in the passage or item. Do not use the same tactile graphic used in the passage as the response option as this may cue the correct response. A part of the graphic or a different version could be used. For example, if the tactile graphic in a passage depicts a frog on a lily pad and the response options are “frog,” “bird,” and “sun,” a tactile symbol of just the frog without the lily pad could be used for a response option.
- e. Help the student explore the entire graphic with one or both hands and locate key information.

4. Object Replacement

Object replacement may be used when the visual and/or tactile graphics do not provide optimal accessibility for the student.

Object replacement: An object or part of an object that represents a person, place, object, or activity (<http://www.projectsalute.net/Learned/Learnedhtml/ObjectCue.html>). Example: A silk flower petal, leaf, and stem to represent parts of a flower or interlocking centimeter blocks to represent graphed numbers.

- a. Use symbolic representations of the objects specified that the student is already using or that are already familiar to the student and that are close matches to the referents in the items. It is usually preferable to use whole objects or parts of objects rather than miniatures due to the visual reference required to understand miniatures (e.g., piece of bark or a twig vs. a toy tree).
- b. Pair presentation of the object with the term it is representing in print, Braille, sign language, verbally, etc.
- c. Use the actual objects specified in the item when feasible (e.g., use pencils when counting a quantity of pencils or actual materials used in step-by-step directions in a passage).
- d. Use objects or parts of objects that can be easily manipulated by the student (e.g., a thin paperback book vs. a hardcover dictionary to represent a book).

- e. Use objects that stand for things (typically in mathematics items, such as using blocks or other counters for quantities of cars in a parking lot).
- f. Especially in mathematics, if several of the same objects are required to understand an item or to select/construct an answer, make sure that each object provided is as similar to every other object as possible. For example, if an item requires the student to interact with four pencils, provide four pencils that are the same diameter, length, color, etc., so the student can focus on the mathematical concept and does not have an opportunity to get distracted by irrelevant information.
- g. Especially in mathematics, if geometric shapes are required to understand or answer an item, make sure the shapes are “true.” Some examples are:
- Squares and rectangles should have straight, parallel sides and four right angles (no rounded corners).
 - Triangles should have angles that exactly match the triangles in the item (no rounded corners);
 - Shape dimensions should be exactly the same (or at least proportional) to those in the item.
 - All shapes specified in an item should be the same in terms of texture, material, color, etc., so the student can focus on the mathematical concept and does not have an opportunity to get distracted by irrelevant information. For instance, if an item requires the student to have access to a circle, a square, and a triangle, all of the shapes should be similar in size (e.g., around 3 square inches), the same material (e.g., 3/8-inch foam board), the same color (e.g., red).
 - Two-dimensional shapes in an item should be thick enough for the student to manipulate easily but thin enough so they are not easily confused with a three-dimensional shape. For example, an item requiring a 3-inch square could have an object replacement of a 1/4-inch thick cardboard “square” measuring 3 inches length x 3 inches width. A wooden block measuring 3 x 3 x 3 inches would not be appropriate (i.e., that would be a cube, not a square).
 - Three-dimensional shapes (e.g., cylinders, cones, pyramids, cubes, spheres) in an item should be three-dimensional. For example, an item requiring a cube measuring 3 x 3 x 3 inches could be represented by a wooden block with those dimensions, but a 1/4-inch thick cardboard “square” measuring 3 inches length x 3 inches width would not be appropriate (i.e., that would be a square, not a cube).
- h. Help the student explore the entire object using one or both hands to understand the representation and locate key information.

5. Sign Language

- a. Review the student's accommodations and language use. (Refer to the TAM sections Optimal Testing Conditions, Assessment Features, and Test Accommodations.)
 - Determine what language mode the student uses (e.g., ASL, Signed English).
 - Note if the student has additional communication needs (e.g., tactile sign, close vision) that affect interpreting and make appropriate preparations.
 - Be mindful of the student's fluency in sign language to appropriately adjust rate of signing and sign choices.
- b. Preview instructions and test items carefully to prepare for sign language accommodation.
 - Determine how to interpret items so as not to cue an answer (e.g., do not include the definition of the word in the interpretation if the item is asking for the definition).
 - Carefully note when fingerspelling may not be appropriate because it may cue the answer (e.g., fingerspelling "p-e-n" when the test item asks the student to point to the word *pen*).
 - If a student reads a word by fingerspelling and the purpose is to know if the student can read the word, ask the student to describe the word.
 - For multiple meaning words that are not being assessed as vocabulary, use the word that has the appropriate meaning for the context of the passage and for the student.
 - During the test, interpreters may find it helpful to read the full item or hear the entire item before interpreting to the student. This is important to ensure the interpreter does not sign the item in a way that cues the answer.
- c. Notice when signing vocabulary phrases that English word order is necessary to maintain the intent of the test item (e.g., sign English idioms word for word to maintain the meaning of the idiomatic phrase).
- d. In cases where items include names of people that do not have established sign names, fingerspell the names the first time and assign each person a sign name. Use only the sign names for the remaining occurrences of each person's name.
- e. Work with the TA to ensure reasonable time slots for breaks as to reduce fatigue for student and interpreter.

6. Student Response Strategies

- a. If the student uses oral speech or signs:

- Allow the student to identify the item choice by naming/signing the response option (e.g., “dog”); providing the location of the answer (top, middle, bottom); or providing an associated letter or number (e.g., a, b, c or 1, 2, 3).
 - Enter the student's response.
- b. If the student uses a hand/finger (for some students, crossing the midline or extended reach could result in fatigue, thus reducing the reliability of the response):
- Print response options or allow student to point to the answer on computer screen.
 - Place response options in close proximity to the student's dominant hand.
 - Place response options in the same order as indicated in the assessment directions.
 - Make sure the response options are far enough apart so that the student's response is clear.
- c. If the student uses eye-gaze:
- Increase size of response options as needed and print.
 - Consider positioning the response options on a clear surface in a clockwise order (i.e., A in upper left-hand corner, B in upper right -hand corner, and C in the lower center position. Leave an empty space in the center to center the student's gaze before indicating a response).
 - Direct the student to look in the empty space to center his or her gaze, as needed, so that when he or she indicates a response, the observer can clearly see the student's choice.
 - Check to make sure that the TA can clearly determine the student's selection.
- d. If the student uses an Augmentative and Alternative Communication (AAC) system:
- Ensure the AAC system is available and in working order.
 - Follow the guidance in Appendix C: NCSC Augmentative and Alternative Communication Guidelines for Constructed-Responses Writing in the TAM.

Additional Guidance for Reading, Writing, and Mathematics Items

1. Reading

In addition to the general guidance provided in this document, please use the following guidance in preparing and administering the reading items.

- a. **All grades** test vocabulary words or vocabulary phrases.
- Vocabulary words: Ensure that the sign used to ask what the word means is not used as one of the answer options.

- Vocabulary used correctly in sentences: Use the same sign for the vocabulary word in all three sentences in the answer options.
 - Vocabulary phrases: Sign the phrase in English word order (i.e., sign English idioms word for word to maintain the meaning of the idiomatic phrase).
- b. **Grades 3 and 4** tests include graphics that are essential to some questions. The graphics include a series of pictures, text features such as numbers, labels, headings, and diagrams, all of which the student uses to answer the questions. The TA can enhance the accessibility using the strategies described in this document. The TA should read the items prior to administering the assessment and determine which strategy creates optimum accessibility for individual students.
- When tactilely enhancing the graphics or using replacement objects, ensure that the critical features are included. For example, a question includes a diagram of a water cycle with a lake and a boat, mountain with a hiker, rain, clouds, and evaporation. It is important to tactilely enhance or provide replacement objects for the lake, mountain, rain, clouds, and evaporation. The boat and hiker are not essential to the item and do not need to be tactilely enhanced or represented with objects. Details in the mountains are also not important and do not need to be tactilely enhanced.
 - Likewise, it is important not to enhance a graphic as to cue an answer (e.g., if the graphic illustrates parts of a butterfly and the question is asking, “What part of the butterfly helps the butterfly locate flowers?” the TA should tactilely enhance or represent with objects all main parts of the butterfly, not just the antennae).
- c. **Grades 3 and 4** require the student to read individual words in either an open-response or selected-response format. Refer to **Appendix A: Directions for Test Administration for the Foundational Reading Items, Grades 3 and 4** in this document for specific directions and suggested representative objects and signs.
- d. **Grades 5 and 11** have passages that consist of a diagram or a timeline accompanied by text and alternative text. It is important to read the alternative text as written. The TA may decide if accessibility of the diagram or timeline would be increased for the student if tactilely enhanced or represented with objects.
- e. **All grades** may include timelines, diagrams, and pictures for the purpose of engaging the students. Text accompanies all of these graphics; therefore, the graphics are not essential to answering the question. The TA may decide if accessibility increases for the student by tactilely enhancing or representing these graphics with objects.

2. Writing

In addition to the information provided in this document, please use the following guidance in preparing and administering the writing items.

- a. **Grades 3, 4, and 7** have selected-response items that include graphics (e.g., captions for pictures, best way to show information, and matching picture to a story). The graphic in the question and those in answer options do include text and

alternative text. The TA may decide if accessibility is increased for the student by tactilely enhancing or representing with objects any of the graphics.

- When tactilely enhancing the graphics or using replacement objects, it is important not to cue an answer in any way (e.g., tactilely enhancing only the correct answer option).

b. Grades 3, 4, and 5 have constructed-response writing items that include the following stimulus materials:

- Mentor text (example story) with images. The images are for engagement and not necessary to complete the writing prompt.
- Character and activity cards. The student uses the cards to choose a character and to reference when adding characters and activities to the writing template. The TA may read or sign the information to the student and the student may dictate the information to the TA (follow scribing protocol provided in the DTA). The TA may decide if accessibility is increased for the student by tactilely enhancing or providing representative objects for each card.
- Good writing reminder card. This is to illustrate capital letters, ending punctuation, and complete sentence. The TA reads the information on the card to the student.
- Writing template with sentence starters. The TA reads the sentence starters to the student.

c. Grades 6, 7, 8, and 11 have constructed-response writing items that include stimulus materials that include:

- Graphic organizer. Students use the graphic organizer to plan for writing. The student uses the information on the graphic organizer to complete the writing prompt. The TA may read the information to the student. The TA may decide if accessibility is increased for the student by tactilely enhancing or representing with objects the graphic organizer.
- Idea cards that include an image and text providing choices for completing the graphic organizer. The images are for engagement and not necessary to complete the writing prompt. The idea cards are available for the student to copy onto the graphic organizer. The TA may read or sign the information to the student and the student may dictate the information to the TA (follow scribing protocol provided in the TAM and DTA). The TA may decide if accessibility for the student increases by tactilely enhancing or representing with objects the idea cards.
- Good writing reminder card. This card illustrates capital letters, ending punctuation, and a complete sentence. The TA reads the information on the card to the student.
- Writing template with sentence starters. The TA reads the sentence starters to the student.

3. Mathematics

In addition to the information provided in this document, please use the following guidance when reviewing the DTA prior to test administration to prepare and administer the mathematics items to students **in all grades**.

- a. **Reference materials** may be included with some items (e.g., formulas, equations, conversion tables, expressions, number lines, data sets, and table/charts/graphs). It is important to make these reference materials available for the student to use them to solve the problems and select an answer choice.
- b. **Tools** to be used with items. Directions for the use of these tools are described in the DTA and include:
 - Tools routinely used in instruction. Examples of these instructional tools include paper/pencil, straight edge, and ruler, which are made available for the student to use in solving the problem(s).
 - Tools specified in items. Some items state specific tools, such as a ruler, that must be available for the student to use in solving the problem. The TA must ensure that the student has access to those tools.
 - Calculators. Most items requiring calculation(s) allow the use of a calculator. Specific items described in the DTA prohibit the use of a calculator so, for those items, the student may not use a calculator. For every item requiring calculation(s), there is initial information for the TA regarding whether a calculator may be used for that item.
- c. **Graphics** may be included (e.g., line drawings, icons).
 - Graphics that illustrate the mathematical problem. Some items have graphics that must be used by the student to solve the problem. Other items have graphics that may be used to solve the problem. The TA must decide what graphics are essential for the student in order to solve the problem. When tactilely enhancing or providing representative objects, the TA should decide what details are essential to increase accessibility for the student.
- d. **Constructed-Response: Mathematics Completion**—items that require manipulatives to complete—may be included. Some items require the student to perform a skill, such as graph data, using manipulatives. The TA must provide the manipulatives in a way that the student can perform the skill. Examples include:
 - For a student with fine motor disabilities, the TA might provide manipulatives that are larger and/or thicker than paper manipulatives.
 - For a student who uses an AAC system, the student indicates (e.g., points, eye-gazes) where to move the manipulatives to the TA.

Appendix A: Directions for Test Administration for the Open-Response Foundational Reading Items, Grades 3 and 4

Tables 2–5 on the following pages assist TAs in implementing appropriate test administration strategies for the Foundational Reading Items (which consist of open-response [OR] and selected-response items) based on student characteristics. As specified in Tables 2 and 3, these directions may replace the directions in the DTAs.

Open-response items are included on the ELA test in grades 3 and 4 only for students with clear and consistent oral speech. Two groups of students will **not** take the OR Foundational Reading Items but will respond to selected-response items:

- Students who use a communication mode in addition to oral speech, but do not have clear and consistent oral speech.
- Students who use an Augmentative and Alternative Communication (AAC) device, American Sign Language, or eye-gaze systems.

Table	Purpose and Use
2	Directions for administering Foundational Reading Items in Session 1
3	Directions for administering Foundational Reading Items in Session 2
4	Object replacements that may be used as appropriate for individual students
5	Signs for use when the student may not have an established sign for a word in an item (Note: Use established sign student already has in his or her repertoire even if different than suggestions in Table 5.)

Specific Directions for Use of Table 2 and Table 3

The directions in Tables 2 and 3 **replace or supplement** the directions in the Directions for Test Administration (DTA) for the Foundational Reading Items that are administered only in grades 3 and 4. In each table:

- The first column lists the student characteristics for (a) students who have vision impairments and use Braille, (b) students who have vision impairments and do NOT use Braille, (c) students who have hearing impairments, and (d) students who use AAC.
- The second column provides directions for each group of **students who are taking the OR Foundational Reading Items** (students who use oral speech).
- The third column provides directions for each group **of students who are taking the selected-response Foundational Reading Items** (students who do not use oral speech).

When using Tables 2 and 3:

- 1) In the first column, select characteristics of the student being tested:
 - Student has a vision impairment and uses Braille (row 1),
 - Student has a vision impairment and does NOT use Braille (row 2),
 - Student has a hearing impairment (row 3), or
 - Student uses an AAC system (row 4).
- 2) Next, select the appropriate column (Student uses oral speech or Student does not use oral speech).
- 3) Finally, follow the directions to administer the foundational item(s), paying careful attention to the grade at which the student is being tested.

Table 2. Session 1 Grades 3 and 4

Student Characteristics	Open-Response (Student uses oral speech)	Selected-Response (Student does not use oral speech)
<p>Student has a vision impairment and uses Braille Braille cards are shipped to the district based on student registration process when the student was identified as a student using Braille.</p> <p>Note: The word <i>pen</i> is provided in contracted and uncontracted Braille. Use the Braille version the student typically uses.</p>	<p>Grade 3 <i>Replace directions in the DTA with the following:</i></p> <ol style="list-style-type: none"> 1. <i>Model item:</i> Say, “You are going to read some words. One way to read a word is to sound out each letter in your head.” 2. <i>Have the student read each letter of mop on the Braille card as you pronounce it phonetically.</i> 3. Say, “m – o – p. This word is mop. Now you read this word.” 4. <i>First word:</i> Have the student read the Braille word. 5. Say, “Read this word aloud.” 6. <i>After student responds:</i> Record on the NCSC Assessment System, “The student provided the correct answer” or “The student did not provide the correct answer.” 7. Repeat for each assessed word. 	<p>Grade 3 <i>Replace directions in the DTA with the following:</i></p> <ol style="list-style-type: none"> 1. <i>Model item:</i> Say, “You are going to read some words. One way to read a word is to sound out each letter in your head.” 2. <i>Have the student read each letter of mop on the Braille card as you pronounce it phonetically.</i> 3. Say, “m – o – p. mop.” 4. <i>Provide the student with an enhanced version of the picture (e.g., enlarged picture, contrasting colors, tactilely enhanced, or replacement object as suggested in Table 3).</i> 5. Say, “This is a mop.” 6. <i>Now you are going to read some words. Read each word and choose the (picture or object) that shows the word.</i> 7. <i>Have the student read the Braille word.</i> 8. Say, “Which one shows this word?” 9. <i>Direct the student to each enhanced picture or replacement object (see Table 3 for suggestions) as you name each picture.</i> 10. <i>Record student answer on the NCSC Assessment System.</i> 11. Repeat for each assessed word.

Student Characteristics	Open-Response (Student uses oral speech)	Selected-Response (Student does not use oral speech)
<p>Student has a vision impairment and uses Braille Braille cards are shipped to the district based on student registration process when the student was identified as a student using Braille.</p> <p>Note: The word <i>pen</i> is provided in contracted and uncontracted Braille. Use the Braille version the student typically uses.</p>	<p>Grade 4 <i>Replace directions in the DTA with the following:</i></p> <ol style="list-style-type: none"> 1. <i>Model item: Say, "You are going to read some words. One way to read a word is to sound out each letter in your head."</i> 2. <i>Have the student read each letter of hat on the Braille card as you pronounce it phonetically.</i> 3. <i>Say, "h – a – t. hat. This word is hat. Now you read this word."</i> 4. <i>Say, "Now you will read some words."</i> 5. <i>First word: Have the student read the Braille word.</i> 6. <i>Say, "Read this word aloud."</i> 7. <i>After student responds: Record on the NCSC Assessment System, "The student provided the correct answer" or "The student did not provide the correct answer."</i> 8. <i>Repeat for each assessed word.</i> 	<p>Grade 4 <i>Replace directions in the DTA with the following:</i></p> <ol style="list-style-type: none"> 1. <i>Model item: Say, "You are going to read some words. One way to read a word is to sound out each letter in your head."</i> 2. <i>Have the student read each letter of hat on the Braille card as you pronounce it phonetically.</i> 3. <i>Say, "h – a – t. hat."</i> 4. <i>Provide the student with an enhanced version of the picture (e.g., enlarged picture, contrasting colors, tactilely enhanced, or replacement object as suggested in Table 3).</i> 5. <i>Say, "This is a hat."</i> 6. <i>Have the student read the Braille word.</i> 7. <i>Say, "Which one shows this word?"</i> 8. <i>Direct the student to each enhanced picture or replacement object (see Table 3 for suggestions) as you name each picture.</i> 9. <i>Record student answer on the NCSC Assessment System.</i> 10. <i>Repeat for each assessed word.</i>
<p>Student has a vision impairment and does NOT use Braille</p>	<p>Grade 3 Follow directions in the DTA. Enhance the image of the word if needed by enlarging the font, adding contrasting colors, or tactilely enhancing the word.</p>	<p>Grade 3 Replace directions in the DTA with the following:</p> <ol style="list-style-type: none"> 1. <i>Model item: Say, "You are going to read some words. One way to read a word is to</i>

Student Characteristics	Open-Response (Student uses oral speech)	Selected-Response (Student does not use oral speech)
		<p>sound out each letter in your head.”</p> <ol style="list-style-type: none"> 2. <i>Have the student look at or feel each letter of mop using an enhanced image of the word (e.g., enlarged font, contrasting colors, tactilely enhanced) as you pronounce it phonetically.</i> 3. <i>Say, “m – o – p. mop.”</i> 4. <i>Provide the student with an enhanced version of the picture (e.g., enlarged picture, contrasting colors, tactilely enhanced, or replacement object as suggested in Table 4).</i> 5. <i>Say, “This is a mop.”</i> 6. <i>Now you are going to read some words. Read each word and choose the (picture or object) that shows the word.</i> 7. <i>First word: Have the student read the enhanced image of the word.</i> 8. <i>Say, “Which one shows this word?”</i> 9. <i>Direct the student to each enhanced picture or replacement object (see Table 4 for suggestions) as you name each picture.</i> 10. <i>Record student answer on the NCSC Assessment System.</i> 11. <i>Repeat for each assessed word.</i>
<p>Student has a vision impairment and does NOT use Braille</p>	<p>Grade 4 Follow directions in the DTA. Enhance the image of the word if needed by enlarging the font, adding contrasting colors, or</p>	<p>Grade 4 Replace directions in the DTA with the following: 1. <i>Model item: Say, “You are going to read some words.</i></p>

Student Characteristics	Open-Response (Student uses oral speech)	Selected-Response (Student does not use oral speech)
	tactilely enhancing the word.	<p>One way to read a word is to sound out each letter in your head.”</p> <ol style="list-style-type: none"> 2. <i>Have the student look at or feel each letter of hat using an enhanced image of the word (e.g., enlarged font, contrasting colors, tactilely enhanced) as you pronounce it phonetically.</i> 3. <i>Say, “h – a – t. hat.”</i> 4. <i>Provide the student with an enhanced version of the picture (e.g., enlarged picture, contrasting colors, tactilely enhanced, or replacement object as suggested in Table 4).</i> 5. <i>Say, “This is a hat.”</i> 6. <i>First word: Have the student read the enhanced image of the word.</i> 7. <i>Say, “Which one shows this word?”</i> 8. <i>Direct the student to each enhanced picture or replacement object (see Table 4 for suggestions) as you name each picture.</i> 9. <i>Record student answer on the NCSC Assessment System.</i> 10. <i>Repeat for each assessed word.</i>

Student Characteristics	Open-Response (Student uses oral speech)	Selected-Response (Student does not use oral speech)
<p>Student has a hearing impairment</p>	<p>Grade 3</p> <p>Replace directions in the DTA with the following (<i>Use the model item in step 1 only if the student is taught visual phonics.</i>):</p> <ol style="list-style-type: none"> 1. <i>Model item:</i> Say, “You are going to read some words. One way to read a word is to sound out each letter in your head.” 2. <i>Point to each letter of mop as you show the visual phonics sign.</i> 3. <i>Sign, “m – o – p.</i> This word is mop. Now you sign/read it.” 4. Say, “Now you will read some words.” 5. <i>First word:</i> Say, “What is this word?” 6. <i>Point to the word.</i> 7. <i>After student responds:</i> Record on the NCSC Assessment System, “The student provided the correct answer” or “The student did not provide the correct answer.” 8. <i>Repeat for each assessed word.</i> <p>A fingerspelled response of the requested word is not considered a measurable response. An acceptable response requires a signed word, an oral response, or description of the word and not a fingerspelling only.</p>	<p>Grade 3</p> <p>Replace directions in the DTA with the following (<i>Use the model item in step 1 only if the student is taught visual phonics.</i>):</p> <ol style="list-style-type: none"> 1. <i>Model item:</i> Say/Sign, “You are going to read some words. One way to read a word is to sound out each letter in your head.” 2. <i>Point to each letter of mop as you show the visual phonics sign.</i> 3. <i>Say/Sign, “m – o – p. mop.</i> Now you sign it.” (See note below for pictures without established signs.) 4. <i>Point to the picture of the mop.</i> 5. <i>Say/Sign, “This is a mop.”</i> 6. <i>Now you are going to read some words. Read each word and choose the (picture or object) that shows the word.</i> 7. <i>First word:</i> Say/Sign, “Which picture shows this word?” 8. <i>Point to the word.</i> 9. <i>Record student answer on the NCSC Assessment System.</i> 10. <i>Repeat for each assessed word.</i> <p>Note: Sign each picture if there is an established sign. If there is not an established sign, point to each picture and do not sign anything.</p> <p>Do not fingerspell any of the pictures.</p>

Student Characteristics	Open-Response (Student uses oral speech)	Selected-Response (Student does not use oral speech)
<p>Student has a hearing impairment</p>	<p>Grade 4 Replace directions in the DTA with the following (<i>Use the model item in step 1 only if the student is taught visual phonics.</i>):</p> <ol style="list-style-type: none"> 1. <i>Model item: Say, “You are going to read some words. One way to read a word is to sound out each letter in your head.”</i> 2. <i>Point to each letter of hat as you show the visual phonics sign.</i> 3. <i>Say, “h – a – t. hat. This word is hat. Now you read/sign this word.”</i> 4. <i>Say, “Now you will read/sign some words.”</i> 5. <i>First word: Say, “What is this word?”</i> 6. <i>Point to the word.</i> 7. <i>After student responds: Record on the NCSC Assessment System, “The student provided the correct answer” or “The student did not provide the correct answer.”</i> 8. <i>Repeat for each assessed word.</i> <p>A fingerspelled response of the requested word is not considered a measurable response. An acceptable response requires a signed word, an oral response, or description of the word and not a fingerspelling only.</p>	<p>Grade 4 Replace directions in the DTA with the following (<i>Use the model item in step 1 only if the student is taught visual phonics.</i>):</p> <ol style="list-style-type: none"> 1. <i>Model item: Say/Sign, “You are going to read some words. One way to read a word is to sound out each letter in your head.”</i> 2. <i>Point to each letter of hat as you show the visual phonics sign.</i> 3. <i>Say/Sign, “h – a – t. hat. Now you sign it.” (See note below for pictures without established signs.)</i> 4. <i>Point to the picture of the hat.</i> 5. <i>Say/Sign, “This is a hat.”</i> 6. <i>First word: Say/Sign, “Which picture shows this word?”</i> 7. <i>Point to the word.</i> 8. <i>Record student answer on the NCSC Assessment System.</i> 9. <i>Repeat for each assessed word.</i> <p>Sign each picture if there is an established sign. If there is not an established sign, point to each picture and do not sign anything.</p> <p>Do not fingerspell any of the pictures.</p>

Student Characteristics	Open-Response (Student uses oral speech)	Selected-Response (Student does not use oral speech)
Student uses an AAC system	<p>Grades 3 and 4 Students who communicate using an AAC system without oral speech must take the selected-response items.</p>	<p>Grades 3 and 4 The student should communicate his or her answer choice using the method most commonly used by the student.</p>

Table 3. Session 2 Grades 3 and 4

Student Characteristics	Open-Response	Selected-Response
<p>Student has a vision impairment and uses Braille</p>	<p>Grades 3 and 4 Replace directions in the DTA with the following:</p> <ol style="list-style-type: none"> 1. Say, "You are going to read some words. Read each word aloud. Here is the first word." 2. <i>Have student read the Braille word.</i> 3. Say, "Read this word aloud." 4. <i>After student responds: Record on the NCSC Assessment System, "The student provided the correct answer" or "The student did not provide the correct answer."</i> 5. <i>Repeat for each assessed word.</i> 	<p>Grades 3 and 4 Replace directions in the DTA with the following:</p> <ol style="list-style-type: none"> 1. Say, "You are going to read some words." 2. <i>Have the student read each of the Braille answer choices.</i> 3. Say, "Which word is (insert assessed word)?" 4. <i>Record student answer on the NCSC Assessment System.</i> 5. <i>Repeat for each assessed word.</i>
<p>Student has a vision impairment and does NOT use Braille</p>	<p>Grades 3 and 4 Follow the directions in the DTA.</p> <p>Enhance the image of the word if needed by enlarging the font, adding contrasting colors, or tactilely enhancing the word.</p>	<p>Grades 3 and 4 Replace directions in the DTA with the following:</p> <ol style="list-style-type: none"> 1. Say, "You are going to read some words." 2. <i>Have the student read the enhanced image of each answer choice (e.g., enlarged font, contrasting colors, or tactilely enhanced).</i> 3. Say, "Which word is (insert assessed word)?" 4. <i>Record student answer on the NCSC Assessment System.</i> 5. <i>Repeat for each assessed word.</i>

Student Characteristics	Open-Response	Selected-Response
<p>Student has a hearing impairment</p>	<p>Grades 3 and 4 Replace directions in the DTA with the following:</p> <ol style="list-style-type: none"> 1. <i>Say/Sign</i>, “You are going to read some words.” 2. <i>Say/Sign</i>, “Read/Sign this word.” 3. <i>Point to the word.</i> 4. <i>After student responds: Record on the NCSC Assessment System, “The student provided the correct answer” or “The student did not provide the correct answer.”</i> 5. <i>Repeat for each assessed word.</i> <p>Note: A fingerspelled response of the requested word is not considered a measurable response. A measurable response requires a signed word or description of the word and not a fingerspelling only.</p>	<p>Grades 3 and 4 Replace directions in the DTA with the following:</p> <ol style="list-style-type: none"> 1. <i>Say/Sign</i>, “You are going to read some words.” 2. <i>Have the student read each answer choice and say/sign</i>, “Which word is (insert assessed word).” 3. <i>Record student answer on the NCSC Assessment System.</i> 4. <i>Repeat for each assessed word.</i> <p>Note: When there is not an established sign for an assessed word, use one the student is familiar with, use the suggested signs in Table 5, or present a picture or object representing the assessed word.</p> <p>Do not fingerspell the assessed word.</p>
<p>Student uses an AAC system</p>	<p>Grades 3 and 4 Students who communicate using an AAC system and do not use oral speech must take the selected-response items.</p>	<p>Grades 3 and 4 The student should communicate his or her answer choice using the method most commonly used by the student. Record student answer on the NCSC Assessment System.</p>

Table 4. Grades 3 and 4 Object Replacement Suggestions

Grade 3	bus – part of seatbelt, harness used on the bus, or item used in schedule to indicate “bus”	cup – cup familiar to the student or cup used in school or at home	fan – handheld fan or small switch-activated fan
	lid – lid of a jar	map – paper map or tactile map	net – insect net from science kit; fishing net; or net used in a soccer goal, basketball goal, etc.
	pen – pen found in classroom	pot – cooking pot used in classroom or at home	rag – small washcloth, dishcloth, or towel used in classroom or at home
	top – a shirt, a top to a container, or a toy top		
Grade 4	bun – hamburger bun or roll	bus – part of seatbelt, harness used on the bus, or item used in schedule to indicate bus	cap – baseball cap
	fan – handheld fan or small switch-activated fan	mop – dish mop, strands from a mop, or handle of mop	mug – coffee mug
	pen – pen found in classroom	pot – cooking pot used in classroom or at home	pup – toy stuffed dog or dog collar
	rag – small washcloth, dishcloth, or towel used in classroom or at home	top – a shirt, a top to a container, or a toy top	tub – something used when taking a bath

Table 5. Grades 3 and 4 Suggested Signs (If the student already has an established sign, but it is not the same as the one suggested use the student’s established sign.)

Grade 3	bug – established sign	bus – established sign	cup – established sign
	dip – nondominate hand in a C hand shape with palm orientation to the side, dominate hand has the number two hand shape dipping down into the nondominate hand	fan – claw hand shape, move wrist around in a circle and show blowing with mouth	lid – established sign
	map – sign “M” and show the outline of a map with both hands	net – sign numeral “4” with hands overlapping to show shape of the netting	pot – sign “cook” and sign the shape of a pot; sign “cook” and show holding a handle of a pot
	rag – established sign	top – established sign	
Grade 4	cub – sign “baby bear”	kid – established sign	jet – sign “airplane”
	log – sign “wood” and then make a C with palms facing down with both hands, start with hands together and move apart	pad – sign “paper,” show the motion of opening it; sign “write”	pen – shape hand like holding a pen, touch tip of finger and thumb to lips and then down as if writing on paper
	rug – sign “floor square”	wig – sign “false hair”	

Appendix B: Planning Templates

Student Name _____

Grade ____ ELA (Reading and Writing) ____ Mathematics ____

Planning for Graphics

Review the Strategies section in the *Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration* and use this chart to plan the best way to enhance access for the individual student who is blind or deaf-blind (including students who have low vision, no functional vision, or for whom the TA is unable to determine functional use of vision).

Graphic page #s in DTA		Alternative text	Braille	Tactile symbols/graphics	Visual contrast	Object replacement	Other
<i>Example:</i>	<i>pp. 45 - 48</i>	<i>Items 1, 6, 8</i>	<i>x</i>	<i>x</i>	<i>Print on yellow paper and enlarge font to 18pt</i>	<i>x</i>	

Planning for Sign Language

Review the Sign Language section in the *Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration* and plan how to sign any words, phrases, or names in a way that does not cue an answer, that are important to sign a certain way, or require repetitive fingerspelling for the individual student who receptively uses sign language.

Page #s in DTA	Words that require fingerspelling	Phrases that require signing in English word order	Names that do not have a sign name
	<i>Example: "hybrid" - ok to fingerspell</i>	<i>"Dig in"</i>	<i>"John Glenn" (finger spell and then sign "J" and "helmet")</i>

Planning for Student Response

Conduct the Student Response Check and read the Student Response Strategies section in the *Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration* to plan the most efficient way(s) for the individual student to respond to items and identify any preparation needed.

Verbal Speech	Signing	Pointing/Gesture/Touching	Eye-Gaze	AAC	Preparation
			<i>Example: place in clockwise order on eye-gaze board</i>		<i>Example: print and cut apart answer options</i>

Appendix C: Resources

- American Printing House for the Blind, Inc. (1997). Retrieved October 16, 2014, from APH for the Blind, Inc.: <http://www.aph.org/edresearch/guides.htm>.
- Belote, M. (2009). Fact sheet getting started with object communication. Retrieved February 19, 2014, from Colorado Services to Children with Deafblindness: <http://mtdeafblind.ruralinstitute.umn.edu/MainMenu/InformationalResources/FactSheets/GtngStartedObjctComm.pdf>.
- Eriksson, Y. (1999). The Swedish Library of Talking Books and Braille. Retrieved February 12, 2014, from <http://homepage.univie.ac.at/moritz.neumueller/artecontacto/materials/Eriksson.pdf>.
- Hagood, L. (n.d.). *See/Hear*. Retrieved October 2, 2014, from Texas School for the Blind and Visually Impaired: <https://www.tsbvi.edu/seehear/archive/tactile.html>.
- Joint Project of the Braille Authority of North America and the Canadian Braille Authority L'Autorite Canadienne du Braille. (n.d.). *Guidelines and Standards for Tactile Graphics, 2010*. Retrieved February 19, 2014, from Braille Authority of North America: <http://www.brailleauthority.org/tg>.
- Project SALUTE. (n.d.). *Project SALUTE: Object Cue*. Retrieved February 19, 2014, from Project SALUTE: <http://www.projectsalute.net/Learned/Learnedhtml/ObjectCue.html>.
- Texas School for the Blind & Visually Impaired. (n.d.) *Project Math Access*. Teaching students to use tactile displays. Retrieved March 3, 2014, from <http://s22318.tsbvi.edu/mathproject/ch6-sec1.asp#main>.
- Tactile Graphics. Colorado Springs, CO: <http://tactilegraphics.org/index.html>.