

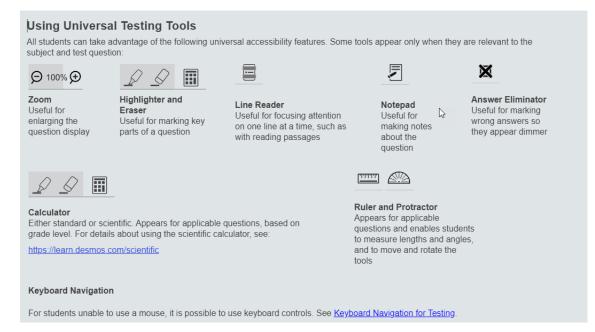


NWEA – Math & ELA/Literacy Assessment Accessibility Universal Tools – Designated Supports/Features - Accommodations

I. UNIVERSAL TOOLS FOR ALL STUDENTS

Embedded Universal Tools

Provisions within online assessment platform to all students automatically



Non-Embedded Universal Tools Provisions outside of the online assessment platform

Tool	Description	
	The student uses scratch paper, an individual erasable whiteboard or an assistive	
Scrap/Scratch Paper	technology device to make notes or record responses. All scratch paper must be	
	collected and securely destroyed at the end of each test to maintain test security.	

II. DESIGNATED SUPPORTS/FEATURES FOR SOME STUDENTS

Supports and features outlined below may provide increased accessibility within the assessment. Utilization and implementation of supports and features is determined on an individual basis by an educational team such as part of a multi-tiered system of support (MTSS), and/or Student Assistance Team. **Supports must be consistent with the student's normal routine during instruction.** Provision of supports does not alter the construct of any test item.

Tool	Description		
TTS is not enabled for everyone. TTS feature must be			
indiv	idually pre-assigned and enabled within the NWEA platform.		
Text-to-Speech (TTS)	Text is read aloud to the student via (embedded) TTS technology. TTS should be consistent with the student's normal routine during instruction.		
*READING (no passages) MATH & LANGUAGE USE	Headphones/earbuds are necessary unless assessed individually in a separate setting.		

SELECTIONS FOR READING IF APPLICABLE

Embedded Designated Features

The system will provide these

Text-to-speech ¥

To assign Text-to-speech, the student must be assigned a test first. Note: Text-to-speech may not be available on some tests due to state/district policy. Text-to-speech is not available on K-2 tests.

Please check your state/district policy to determine whether Text-tospeech is considered an Accommodation or Designated Feature

Select areas of the item that would be read aloud.



*TTS Assets such as Reading Passages NOT ALLOWED. If box in NWEA/MARC platform is checked, Reading Session will be invalidated (with the exclusion of blind/visually impaired pre-approval by DOE)

II. DESIGNATED SUPPORTS/FEATURES FOR SOME STUDENTS

Maine Specific Non-Embedded Designated Supports Provisions outside of the online assessment platform

Tool	Description
Breaks	Multiple or frequent breaks may be required by students whose attention span,
DIEdKS	distractibility, physical and/or medical condition, require shorter working periods.
Preferential Seating	Students may have predetermined seating locations to reduce distractions for
Preferential Seating	themselves or others, or to increase physical access to special equipment.
	Individual or small group assessment administration may be used to minimize
Individually	distractions for students whose assessment is administered out of the classroom or
	so that others will not be distracted by accommodations being used.
	Individual or small groups may be used to minimize distractions for students whose
Small Group	assessment is administered out of the classroom or so that others will not be
	distracted by accommodations being used.
Mariant	This opportunity may be used in a setting other than the classroom for a student who
Movement	cannot focus when seated for sustained periods of time.
	The assessment may be presented through their regular communication system to a
	student who uses alternative or assistive technology on a daily basis. The assessment
Alternate Aids/Supports	may be presented using visual aids such as visual magnification devices, reduction of
	visual print by blocking or other techniques, acetate shields; or auditory devices such
	as special acoustics and amplification.
Distraction Reduction	Noise buffers, place markers, carrels, whisper phones, or calming music etc. may be
Distraction Reduction	used to minimize distractions for the student.
Ne dified (Adaptive	A student uses a specific calculation device (e.g., large key, talking, or other adapted
Modified/Adaptive Calculator or Abacus	calculator) other than the embedded grade-level calculator for items that include a
Calculator of Abacus	calculator for students to use. This includes use of an Abacus.
	After directions have been read, the assessment administrator may ask the student
Directions Clarification	to explain what they have been asked to do. If directions have been misunderstood
	by the student, the <u>directions</u> may be paraphrased or demonstrated. Assessment
	items MUST NOT be paraphrased or explained.
Bilingual Word Glosson	A bilingual/dual language word-to-word glossary is provided to the student as a
Bilingual Word Glossary	language support.

III. ACCOMMODATIONS

Requiring IEP/504 Documentation

Accommodations are changes in procedures or materials that do not alter what the assessment measures and are used to increase accessibility during the administration of the assessment. Accommodations for students are outlined within an Individualized Education Program/Plan (IEP) or 504 Plan and utilized within the student's daily classroom instruction.

Embedded Accommodation

Tool	Description			
TTS is not enabled for everyone. TTS feature must be				
individually pre-assigned and enabled within the NWEA platform.				
Text-to-Speech (TTS)	Text is read aloud to the student via (embedded) TTS technology. TTS should be consistent with the student's normal routine during instruction.			
*READING (no passages) MATH & LANGUAGE USE	Headphones/earbuds are necessary unless assessed individually in a separate setting.			

Maine Specific Non-Embedded Accommodations

Provisions outside of the online assessment platform based on IEP or 504 Plan

Text is read aloud or translated via sign language interpreter to a student by an Assessment Administrator (human reader) as documented in the IEP/504 plan. Read aloud is permitted for MATH, LANGUAGE USE, AND COMPONENTS OF READING SESSIONS *EXCLUDING READING PASSAGES (see Read Aloud examples pgs 5.7)		
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SESSIONS *EXCLUDING PEADING PASSAGES (coo Pood Aloud examples pre E-7)		
SESSIONS *EXCLUDING READING PASSAGES. (see Read Aloud examples pgs. 5-7)		
Both contracted and un-contracted braille (English Braille, American Edition or		
Unified English Braille) are available. Screen reader software may be applicable to		
read aloud what is being displayed on the screen. Please note, screen readers are		
not a typical accommodation for students who are sighted, please see text-to-		
speech.		
The student may dictate answers to a scribe in an individual setting. The human		
scribe records verbatim what a student dictates and must give the student an		
opportunity to review the scribed text. Scribed text must be entered into the online		
assessment platform—no paper submissions are accepted.		
E		

Embedded Accommodations	SELECTIONS FOR READING IF APPLICABLE		
The system will provide these	Human reader		
☑ Text-to-speech ❤	Test and question content is read aloud by a qualified human reader.		
Select areas of the item that would be read aloud.	Answer choices		
✓ Answer choices	Assets such as tables, graphs and reading passages		
Assets such as reading passages 👔	✓ Question directions		
✓ Question directions	✓ Questions/prompts		
✓ Questions/prompts	Test directions		

* Text-to-Speech & Read Aloud/Human Reader is NOT permitted for passages in the reading session. If box in NWEA/MARC platform is checked, Reading Session will be invalidated (with the exclusion of blind/visually impaired pre-approval by DOE)

Amended/Updated spring 2022

Spring 2022 NWEA Administration Amendment to Availability of Read Aloud (Human Reader) (Requiring IEP/504 Documentation)

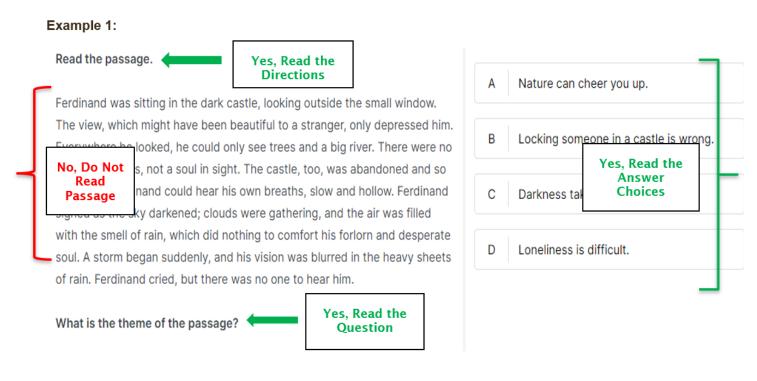
Students who use read aloud accessibility/accommodation as outlined within an IEP or 504 plan for classroom instruction, will be able to use read aloud accessibility/functionality for the reading of answer choices, question directions, questions/prompts, and test directions within the NWEA reading session. Reading session passages may not be read aloud. The read aloud accommodation should include provision of a 1:1 support person and not be utilized in group settings.

TTS/Read Aloud remains available as outlined within an IEP or 504 plan for classroom instruction for the mathematics and language use sessions.

Content Area/Sessions	ltem	TTS	Read Aloud Human Reader
Reading	Test Directions	No	Yes
Reading	Test Questions	No	Yes
Reading	Answer Choices	No	Yes
Reading	Reading Passages	No	NO
Language Use	Test Directions	Yes	Yes
Language Use	Test Questions	Yes	Yes
Language Use	Answer Choices	Yes	Yes
Language Use	Passages	Yes	Yes
Mathematics	Test Directions	Yes	Yes
Mathematics	Test Questions	Yes	Yes
Mathematics	Answer Choices	Yes	Yes
Mathematics	Passages	Yes	Yes

Read-Aloud Specifications

Reading Examples



Example 2:

Choose the sentence that shows how crabs are different from lobsters.	-	Yes, Re	ad the Directions
Sometimes people mistake crabs for a type of lobster because there are a lot of similarities.			
Crabs have two front claws, and so do lobsters.			
Some crabs have a dark red color, and so do lobsters.	•	\searrow	Yes, Read the
Lobsters are larger than crabs, and they have tails. Crabs are smaller with no tails.		\square	Answer Choices
Crabs are a type of crustacean that live in the ocean.		/	
Lobsters are also a type of crustacean that live in the ocean.			

Example 3:



Example 4:

