

Non-Standard Accommodation Overview

December 2025



OKLAHOMA
Education

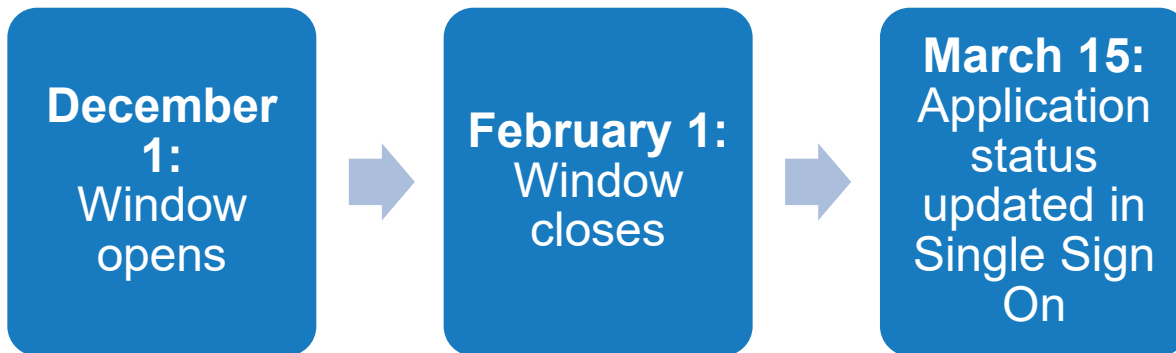


Introduction to Non-Standard Accommodations

- Non-Standard Accommodations are accommodations offered for students on an IEP/504/Health Plan that require OSDE approval.
- The **ELA/Read-Aloud Accommodation (NS1)** is for students who cannot decode text on their own.
 - This accommodation is **not** intended for students who read below grade level but have some decoding skills.
- The **Unique Accommodation (NS2)** is for students who require changes or alterations to the test materials, presentation, or environment.

Timeline

- The application window **opens on December 1** annually.
 - Applications are submitted through the Non-Standard Accommodation Application in Single Sign On.
- The application window **closes on February 1** annually.
- The application status will be indicated in Single Sign On no later than **March 15**.



NS1

Read-Aloud Accommodations

NS1: 3-Pronged Approach

For NS1
application to
be
considered:

Student is unable to decode
at any level

Student needs assistive technology or
human reader to function in the classroom
****EXCEPT WHILE BEING TAUGHT
DECODING****

IEP/504 team uploads required
documentation to the Non-Standard
Accommodation Application in Single
Sign On

NSA: Factor 1

- The student has a **specific disability that severely limits or prevents** him/her from **decoding printed text at any level** of difficulty, even after varied and repeated attempts to teach the student to do so (i.e., the student is a non-reader, not simply reading below grade level); and

NSA: Factor 2

- The student **can only access printed materials through assistance**, such as a screen reader (assistive technology) or human reader and/or is provided with spoken text on audiotape, CD, video, or other electronic format during routine instruction (including Sign Language Interpretation) **except while** the student is **being taught to decode**; and

NSA: Factor 3

- The IEP/504 team will utilize and **provide the required documentation** from the OSTP ELA Test Read-Aloud Protocol, which includes
 - the use of the Protocol for Accommodations in Reading (PAR)
 - the AEM Navigator for deaf or blind students
- This documentation must be **uploaded to the Non-Standard Accommodation Application in Single Sign On** for consideration by the OSDE.

Documentation Needed for NS1

- An **up-to-date IEP/504 Plan in EdPlan** (within past year)
- An **evaluation report/MEEGS in EdPlan** (within past 3 years)
- Completed OSTP ELA/Read-Aloud **Non-Standard Accommodation Protocol & Rubric**
- Required pages of the **PAR Administration** (or **AEM Navigator** for hearing- or visually-impaired students)
- **At least three reading screening results** from the past year
 - Two from the current school year
 - **No read-aloud accommodations should be utilized with the screener**
 - Approved screeners linked on the protocol

Non-Standard Accommodation Protocol and Rubric

NS1: Read-Aloud Accommodations

OSTP ELA Test Read-Aloud Nonstandard Accommodation Rubric

Student's Name: _____ D.O.B. _____
 Date: _____
 School/Program: _____ State ID #: _____
 District/LEA: _____ Primary Category or Suspected: _____

Criteria 1: The student can only access printed material through text-to-speech, human reader, or a Sign Language Interpreter, and has a documented disability that severely limits or prevents him/her from <u>decoding text</u> at any level of difficulty, even after varied and repeated attempts to teach the student to do so.	
IEP Documentation Student has a current, valid Oklahoma Individualized Education Program (IEP) or 504 Plan that addresses severe deficits in decoding skills (including phonological awareness), provides goals/objectives for the deficits, and provides documented progress report(s) toward the goal/objective.	<input type="radio"/> Yes <input type="radio"/> No IEP Date: _____
Accommodation(s) The student's IEP explicitly indicates the student can only access printed materials through a screen reader, human reader, and/or text-to-speech and receives this accommodation regularly in the classroom. The student's IEP should also indicate the NS1 accommodation for district/state testing.	<input type="radio"/> Yes <input type="radio"/> No
Criteria 2: Evidence is documented from multiple sources, which must include the Protocol for Accommodation in Reading (PAR) or the AEM Navigator for deaf or blind students and Benchmark/Progress Monitoring reports listed in the approved Universal Screening Assessments. This evidence indicates the student's ability to decode text or braille is severely limited (i.e., a student who is a non-reader).	
<p>Instructions for using approved Universal Screening Assessments:</p> <ul style="list-style-type: none"> • Text-To-Speech should not be used throughout the screening process. • To accurately represent the student's reading growth trends, please provide a minimum of three reports from the last calendar year (January 2025 - Present) for the following categories: <ul style="list-style-type: none"> ◦ Phoneme Segmentation ◦ Letter Sounds ◦ Decoding (e.g. nonsense word fluency) <p>Instructions for administering the PAR:</p> <ul style="list-style-type: none"> • Use the passage "Night Sky" (Grade Level 1.6) • The student must read the passage on their own before using human or text reader. 	

Criteria 1

Criteria 1: The student can only access printed material through text-to-speech, human reader, or a Sign Language Interpreter, and has a documented disability that severely limits or prevents him/her from <u>decoding text</u> at any level of difficulty, even after varied and repeated attempts to teach the student to do so.	
IEP Documentation Student has a current, valid Oklahoma Individualized Education Program (IEP) or 504 Plan that addresses severe deficits in decoding skills (including phonological awareness), provides goals/objectives for the deficits, and provides documented progress report(s) toward the goal/objective.	<input type="radio"/> Yes <input type="radio"/> No
Accommodation(s) The student's IEP explicitly indicates the student can only access printed materials through a screen reader, human reader, and/or text-to-speech and receives this accommodation regularly in the classroom. The student's IEP should also indicate the NS1 accommodation for district/state testing	<input type="radio"/> Yes <input type="radio"/> No

- EdPlan must have an up-to-date IEP or 504 Plan
 - **It is not necessary to upload the plans to Single Sign On**
 - Testing accommodations and classroom accommodations should mirror one another as much as possible (see boxes above)

Criteria 2

Criteria 2: Evidence is documented from multiple sources, which must include the [Protocol for Accommodation in Reading \(PAR\)](#) or the [AEM Navigator](#) for deaf or blind students and Benchmark/Progress Monitoring reports listed in the approved [Universal Screening Assessments](#). This evidence indicates the student's ability to decode text or braille is severely limited (i.e., a student who is a non-reader).

Instructions for using approved [Universal Screening Assessments](#):

- Text-To-Speech **should not** be used throughout the screening process.
- To accurately represent the student's reading growth trends, please provide a minimum of three reports from the last calendar year (January 2025 - Present) for the following categories:
 - Phoneme Segmentation
 - Letter Sounds
 - Decoding (e.g. nonsense word fluency)

Instructions for administering the [PAR](#):

- Use the passage "Night Sky" (Grade Level 1.6) **regardless of student's grade level.**
- **The student must first read the passage on their own** before using human or text reader.

- **If student is hearing- or visually-impaired, please complete and upload the AEM Navigator Student Summary Worksheet and *not* the PAR.**
- If administering the PAR, use only the passage "Night Sky" **for all students at all grade levels.**

D. Comprehensive special education evaluation conducted within the last 3 years, (e.g. RED, MEEGS).	Date: <input type="text"/>
E. PAR or AEM Navigator administered within the last 12 months.	Date: <input type="text"/>
<p>Experience with Accommodations (frequency and comments):</p> <p>Verbatim Adult Reader <input type="text"/></p> <p>Text Reader <input type="text"/></p> <p>Audio Books <input type="text"/></p>	
<div> <div> <p>Required Documentation (Combined PDF, 30 MB max file size)</p> <p>Please ensure all requested documents are provided, including: All pages of the OSTP ELA Test Read-Aloud Nonstandard Accommodation Protocol and Rubric, all pages of the PAR or AEM Navigator Administration Results, and a minimum of three reports from Benchmark/Progress Monitoring that have been completed in the last year.</p> </div> <div> <input type="checkbox"/> Protocol & Rubric <input type="checkbox"/> Evaluation Reports <input type="checkbox"/> PAR Administration (All Pages) <input type="checkbox"/> Benchmark/Progress Monitoring Scoring Data </div> </div>	
<p>Additional relevant information regarding the student:</p> <input type="text"/>	

OSTP ELA Test Read-Aloud Protocol

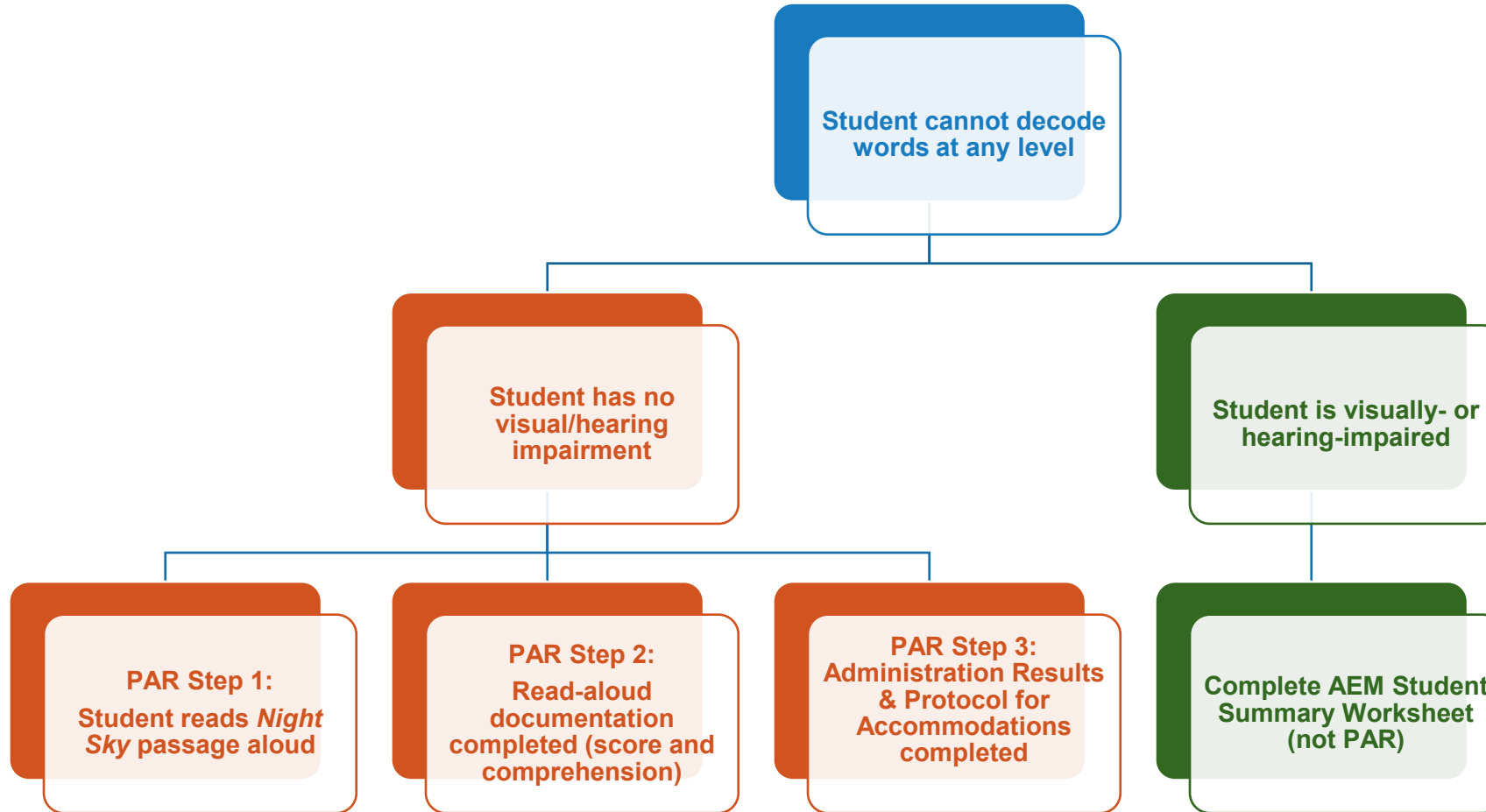
By signing this form, you acknowledge and agree specific criteria, as outlined in the OSTP Accommodations Manual, OSTP ELA Test Read-Aloud Nonstandard Accommodation Rubric, and Oklahoma Administrative Code, must be met and approved by the Oklahoma State Department of Education in order to receive the ELA Test Read Aloud.

Title	Print Name	Signature	Date
Parent(s)/Guardian(s)			
LEA Representative			

The request must be submitted each school year.

IMPORTANT: If this page isn't signed by a parent and the LEA representative, the NSA committee will not be able to review the application.

Choosing PAR vs. AEM



PAR Documentation

NS1: Read-Aloud Accommodations

Required PAR Documentation: *Night Sky* passage

Student: Rachel Gellar Date: 11/12/24

Testing Condition: (circle one) Student's Oral Reading Adult Reader Text Reader

Oral Reading, # Words at 1 Minute: 31 (Student's Oral Reading condition only)
Misread Words/Omissions/Substitutions: 6 missed words

Passage: **Night Sky** Narrative 1.6

Ella looked up. The stars were bright in the night sky. She looked at her twin brother, James. "My teacher says there are pictures in the stars," she said, "like a bear, a woman and a bull."

"Yeah," said James. "People have even seen two fish tied together with a string! But I can't see any of those things in the sky."

"I have an amazing book about the stars," exclaimed Ella. "There are lines drawn between the stars that show the shapes. We can use the book to help us find the bear."

"Great idea!" smiled James. "I heard there is a picture of twins like us up there. I really want to find them, too."

Question	Incorrect	Correct	Type
1. What is this story about? (pictures in the stars, stars that make pictures)		✓	Main Idea
2. How are James and Ella related? (they are brother and sister, they are twins)	✓		Fact
3. What were Ella and James looking at? (the stars)		✓	Fact
4. What were Ella and James trying to see in the stars? (pictures, images, a bear/woman/bull/fish/twins)	✓		Fact
5. Why did Ella want to get the book about stars? (to see pictures with lines drawn between the stars to show the shapes people have seen there)	✓		Fact
6. Why did James want to find the picture of the twins in the sky? (because he and Ella are twins)	✓		Inference
7. How did Ella become interested in the pictures in the stars? (she learned about it in school, she had a book about the stars)	✓		Inference
8. What does the word "amazing" mean in this story? (really special, cool, wonderful, incredible)	✓		Vocabulary
Total (circle the outcome) Green 7-8 Correct Yellow 3-6 Correct Red 1-2 Correct	6	2	

Question Type	Correct	Incorrect
Main Idea	1	0
Fact	1	3
Inference	0	2
Vocabulary	0	0

Likert Scale Rating:

1	2	3	4
I really did NOT like it	I did not like it much	I liked it a little	I really liked it

Comments/Observations:

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For use with Protocol in Accommodations for Reading (PAR) by DeCoste & Wilson

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04.2014

Administer ONLY
Student's Oral Reading

Student: Rachel Gellar

Date: 11/12/24

Testing Condition: (circle one) Student's Oral Reading Adult Reader Text Reader

Oral Reading, # Words at 1 Minute: 31 (Student's Oral Reading condition only)
Misread Words/Omissions/Substitutions: 6 missed words

Passage: **Night Sky**

Narrative 1.6

Ella looked up. The stars were bright in the night sky. She looked at her twin brother, James.
"My teacher says there are pictures in the stars," she said, "like a bear, a woman and a bull."

"Yeah," said James. "People have even seen two fish tied together with a string! But I can't see any of those things in the sky."

"I have an amazing book about the stars," exclaimed Ella. "There are lines drawn between the stars that show the shapes. We can use the book to help us find the bear."

"Great idea!" smiled James. "I heard there is a picture of twins like us up there. I really want to find them, too."

Indicate missed words and
where student stopped after
one minute

Complete
comprehension section
as fully as possible

Question	Incorrect	Correct	Type
1. What is this story about? (pictures in the stars, stars that make pictures)		✓	Main Idea
2. How are James and Ella related? (they are brother and sister, they are twins)	✓		Fact
3. What were Ella and James looking at? (the stars)		✓	Fact
4. What were Ella and James trying to see in the stars? (pictures, images, a bear/woman/bull/fish/twins)	✓		Fact
5. Why did Ella want to get the book about stars? (to see pictures with lines drawn between the stars to show the shapes people have seen there)	✓		Fact
6. Why did James want to find the picture of the twins in the sky? (because he and Ella are twins)	✓		Inference
7. How did Ella become interested in the pictures in the stars? (she learned about it in school, she had a book about the stars)	✓		Inference
8. What does the word "amazing" mean in this story? (really special, cool, wonderful, incredible)	✓		Vocabulary
Total (circle the outcome) Green 7-8 Correct Yellow 3-6 Correct Red 1-2 Correct	6	2	

Question Type	Correct	Incorrect
Main Idea	1	0
Fact	1	3
Inference	0	2
Vocabulary	0	0

Likert Scale Rating:

1	2	3	4
I really did NOT like it.	I did not like it much.	I liked it a little.	I really liked it.

Please do not
have the student
continue to read
after one minute.

Comments/Observations:

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04.2014

Required PAR Documentation: Administration Results

Because the NS1 test is based on a student's ability to decode, it is not necessary to administer the PAR with an adult reader or a text reader.

PAR Administration Results

Student:	Rachel Gellar	ID:	1001100122	Date:	11-12-24
Grade:	5	Sex:	M <input type="checkbox"/> F <input type="checkbox"/>	School:	Cyber City Middle School
Examiner:	Mrs. Brown	Test Location:	Library		

Student's Oral Reading

Passage:	Night Sky	Grade Level:	1.6	WPM:	31
Number of items correct:	2	Likert Rating:	2	___ Green (Upper quartile)	
				___ Yellow	
				X ___ Red (Lower quartile)	

Adult Reader

Passage:		Grade Level:			
Number of items correct:		Likert Rating:		___ Green (Upper quartile)	
				___ Yellow	
				___ Red (Lower quartile)	

Text Reader

Passage:		Grade Level:		WPM:	
				Font Size:	
Number of items correct:		Likert Rating:		___ Green (Upper quartile)	
				___ Yellow	
				___ Red (Lower quartile)	

Additional Method: _____

Passage:		Grade Level:		WPM:	
Number of items correct:		Likert Rating:		___ Green (Upper quartile)	
				___ Yellow	
				___ Red (Lower quartile)	

Required PAR Documentation: Protocol for Accommodations in Reading

Protocol for Accommodations in Reading (PAR)

Fill in the chart using colors to represent comprehension proficiency. See PAR manual for more information.

Grade Level	Student's Oral Reading	Adult Reader	Text Reader	Other:	Other:
10					
9					
8					
7					
6					
5					
4					
3					
2					
1	X				

Additional Observations:

<p>Student's preferred method of reading:</p> <p><input type="checkbox"/> Reading by yourself</p> <p><input checked="" type="checkbox"/> Adult reader</p> <p><input type="checkbox"/> Computer</p> <p><input type="checkbox"/> Other</p>	<p><input type="checkbox"/> Able to predict based on titles</p> <p><input type="checkbox"/> Demonstrated background knowledge</p> <p><input type="checkbox"/> Followed text as listened</p> <p><input type="checkbox"/> Asked for word definitions</p> <p><input type="checkbox"/> Used text reader dictionary</p> <p><input checked="" type="checkbox"/> Anxiety or frustration</p> <p><input type="checkbox"/> Refusals</p> <p><input type="checkbox"/> Persistence</p> <p><input checked="" type="checkbox"/> Self-monitoring, self correcting</p> <p><input type="checkbox"/> Distractibility</p> <p><input type="checkbox"/> Other:</p>
<p>Overall attitude:</p> <p>Tried hard but got frustrated</p>	
<p>Overall engagement:</p> <p>Was not engaged with text due to lack of knowledge of words.</p>	

Reminder: Complete the Recommendations section

Recommendations:

Continue with intervention services

Recommendations for Student's IEP/504 Plan:

Student should receive TTS for all reading assignments in all content areas.

Incorrect Documentation

Testing Condition: (circle one)	Student's Oral Reading	Adult Reader	Text Reader
Oral Reading, # Words at 1 Minute: 13	(Student's Oral Reading condition only)		
Misread Words/Omissions/Substitutions: 102			

Passage: Night Sky

Narrative 1.6

Ella looked up. The stars were bright in the night sky. She looked at her twin brother, James. "My teacher says there are pictures in the stars," she said, "like a bear, a woman and a bull."

"Yeah," said James. "People have even seen two fish tied together with a string! But I can't see any of these things in the sky."

"I have an amazing book about the stars," exclaimed Ella. "There are lines drawn between the stars that show the shapes. We can use the book to help us find the bear."

"Great idea!" smiled James. "I heard there is a picture of twins like us up there. I really want to find them, too."

The passage above is correct, but the student had to attempt to read the entire passage rather than stopping at the 1-minute mark.

The passage to the right is not the correct passage.

Testing Condition: (circle one)	Student's Oral Reading	Adult Reader	Text Reader
Oral Reading, # Words at 1 Minute: 51	(Student's Oral Reading condition only)		
Misread Words/Omissions/Substitutions: 14			

Passage: Summer Job

Narrative 4.4

Martin and Jamal walked home from school, talking about summer vacation.

"What are you doing this summer?" asked Martin.

"I have summer school," answered Jamal. "How about you?"

Martin said, "I'll just hang out, go to the pool, play basketball; all the usual summer things. I want a summer job, but I'm too young."

"The spending cash would be great," responded Jamal. "I could work afternoons."

"Let's start a business," suggested Martin. "Think about what people need and match that with what we can do."

"I'm not good at making things, but I'm great with animals—how about pet-sitting?" Jamal suggested. "People need pet-sitters during the summer, and most of our neighbors have pets."

"They know that we're responsible. Mom can help us make a business plan and write a contract," offered Martin.

"First, we'll need to advertise and figure out how much to charge," Jamal stated.

"Come on," urged Martin, "Let's get to work!"

Incorrect Documentation

DATE: 11/15

Testing Condition: (circle one) Student's Oral Reading **Adult Reader** Text Reader

Oral Reading, # Words at 1 Minute: _____ (Student's Oral Reading condition only)

Misread Words/Omissions/Substitutions: _____

Passage: **Night Sky**

Narrative 1.6

Ella looked up. The stars were bright in the night sky. She looked at her twin brother, James. "My teacher says there are pictures in the stars," she said, "like a bear, a woman and a bull."

"Yeah," said James. "People have even seen two fish tied together with a string! But I can't see any of those things in the sky."

"I have an amazing book about the stars," exclaimed Ella. "There are lines drawn between the stars that show the shapes. We can use the book to help us find the bear."

"Great idea!" smiled James. "I heard there is a picture of twins like us up there. I really want to find them, too."

Question	Incorrect	Correct	Type
1. What is this story about? (pictures in the stars, stars that make pictures)		X	Main Idea
2. How are James and Ella related? (they are brother and sister, they are twins)		X	Fact
3. What were Ella and James looking at? (the stars)		X	Fact
4. What were Ella and James trying to see in the stars? (pictures, images, a bear/woman/bull/fish/twins)		X	Fact
5. Why did Ella want to get the book about stars? (to see pictures with lines drawn between the stars to show the shapes people have seen there)	X		Fact
6. Why did James want to find the picture of the twins in the sky? (because he and Ella are twins)		X	Inference
7. How did Ella become interested in the pictures in the stars? (she learned about it in school, she had a book about the stars)	X		Inference
8. What does the word "amazing" mean in this story? (really special, cool, wonderful, incredible)		X	Vocabulary
Total (circle the outcome) Green 7-8 Correct Yellow 3-6 Correct Red 1-2 Correct			

Question Type

Correct

Incorrect

Likert Scale Rating: _____

The passage above shows only the Adult Reader administration of "Night Sky" and has no score or marks on the passage.

The passage to the right shows 71 words read, but nothing is filled out on the reading passage.

Oral Reading, # Words at 1 Minute: 71 (Student's Oral Reading condition only)

Misread Words/Omissions/Substitutions: _____

Passage: **Night Sky**

Narrative 1.6

Ella looked up. The stars were bright in the night sky. She looked at her twin brother, James. "My teacher says there are pictures in the stars," she said, "like a bear, a woman and a bull."

"Yeah," said James. "People have even seen two fish tied together with a string! But I can't see any of those things in the sky."

"I have an amazing book about the stars," exclaimed Ella. "There are lines drawn between the stars that show the shapes. We can use the book to help us find the bear."

"Great idea!" smiled James. "I heard there is a picture of twins like us up there. I really want to find them, too."

Question	Incorrect	Correct	Type
1. What is this story about? (pictures in the stars, stars that make pictures)		X	Main Idea
2. How are James and Ella related? (they are brother and sister, they are twins)		X	Fact
3. What were Ella and James looking at? (the stars)		X	Fact
4. What were Ella and James trying to see in the stars? (pictures, images, a bear/woman/bull/fish/twins)		X	Fact
5. Why did Ella want to get the book about stars? (to see pictures with lines drawn between the stars to show the shapes people have seen there)	X		Fact
6. Why did James want to find the picture of the twins in the sky? (because he and Ella are twins)	X		Inference
7. How did Ella become interested in the pictures in the stars? (she learned about it in school, she had a book about the stars)	X		Inference
8. What does the word "amazing" mean in this story? (really special, cool, wonderful, incredible)	X		Vocabulary
Total (circle the outcome) Green 7-8 Correct Yellow 3-6 Correct Red 1-2 Correct			

AEM Documentation

NS1: Read-Aloud Accommodations

Determining AEM vs. PAR

If the IEP’s Overall Objective Statements and/or Consideration of Special Factors for IEP Development indicate hearing or visual impairment, the AEM Student Summary Worksheet should be completed in place of the PAR.

CONSIDERATION OF SPECIAL FACTORS FOR IEP DEVELOPMENT		
Yes	No	The following special factors have been considered by the IEP team with relevance to this child.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	1. Does the student have limited English proficiency?
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Is the student blind or visually impaired? 2a. Does the student need instruction in Braille? Yes
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Does the student have communication needs? 3a. If the student has special communication needs, describe: expressive and receptive language delay, stuttering
<input type="checkbox"/>	<input checked="" type="checkbox"/>	4. Is the student deaf or hard of hearing?
<input checked="" type="checkbox"/>	<input type="checkbox"/>	5. Has the team determined that Assistive Technology is necessary to implement the student's IEP? 5a. If Assistive Technology is required to implement the IEP, describe the Assistive Technology, devices and services that are needed. handheld magnifier and CCTV Describe any assistive technology that may be necessary in order to implement any services or supports that are part of the Contingency Plan: Donald would be able to enlarge any items that are sent electronically on the device itself.


Required AEM Documentation: Student Summary Worksheet

Complete Tables 1 & 2

Student Summary Worksheet

Instructions: As your team works through the four steps of the decision-making process, designate a team member to enter the indicated information in each table of this worksheet.

If the worksheet is to be printed so that information can be entered with pen or pencil, first edit the document so that adequate space is available in tables and data entry areas.

An “enter data” icon indicates these fields: 

Getting Started

Table 1: Student Information

Name	Grade	Age

Table 2: Team Members Completing Student Summary (optional)

Name	Role	Contact Information

Required AEM Documentation: Student Summary Worksheet

Step 1 – Determination of Need

In this section, the team thinks about whether this student 1) can gain information from text-based educational materials used across the curriculum by all students, 2) needs materials in an accessible format, or 3) needs modified content or alternative materials.

Choose the statement that best describes this student:



Complete Step 1

- ☐ This student can use standard educational materials used across the curriculum by other students.
- ☐ This student requires exactly the same content in one or more accessible formats.
- ☐ This student requires modified content or alternative material.

Required AEM Documentation: Student Summary Worksheet

Checkpoint 3: Accessible Format(s) Needed

Select the format(s) needed by this student based on matching the student's learning context needs with the features that can be manipulated in the accessible format(s). More than one may be needed and can be selected.



Complete Step 2,
Checkpoint 3

- ☐ Braille
- ☐ Tactile graphics
- ☐ Large print
- ☐ Audio
- ☐ Digital Text

Required AEM Documentation: Student Summary Worksheet

Checkpoints 4 & 5: Match Formats to Materials

Table 3: Format(s) Needed for Each Material by Subject



Subject	Title & ISBN of Material	Format Needed

Screeners

NS1: Read-Aloud Accommodations

Screening Data

- Data from approved Universal Screening Assessments (found on the OSDE website) is a critical part of the application process.
- Screening data shows student progress over the course of time that the PAR results do not provide.
- When this data is combined with the PAR results and IEP information, it gives the NSA Review Committee a more comprehensive view.
- **If the screening data is missing or incomplete, the committee is unable to review that student's application.**

Screeners: What to Include

Criteria 2: Evidence is documented from multiple sources, which must include the [Protocol for Accommodation in Reading \(PAR\)](#) or the [AEM Navigator](#) for deaf or blind students and Benchmark/Progress Monitoring reports listed in the approved [Universal Screening Assessments](#). This evidence indicates the student's ability to decode text or braille is severely limited (i.e., a student who is a non-reader).

Instructions for using approved [Universal Screening Assessments](#):

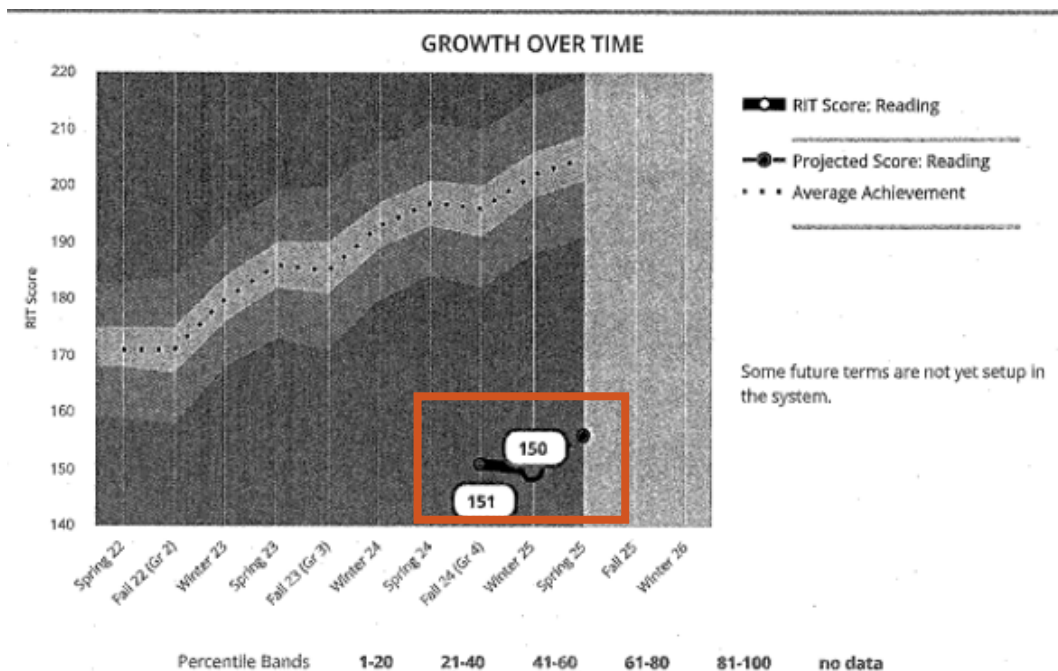
- Text-To-Speech **should not** be used throughout the screening process.
- To accurately represent the student's reading growth trends, please provide a minimum of three reports from the last calendar year (January 2025 - Present) for the following categories:
 - Phoneme Segmentation
 - Letter Sounds
 - Decoding (e.g. nonsense word fluency)

Instructions for administering the [PAR](#):

- Use the passage "Night Sky" (Grade Level 1.6) **regardless of student's grade level**.
- **The student must first read the passage on their own** before using human or text reader.

Important: Two of the three reports must come from the *current* academic year.

Examples of What to Include



COMPARISONS	INSTRUCTIONAL AREAS	GROWTH GOALS
GROWTH & ACHIEVEMENT MEASURES Norms Percentile GROWTH Below Mean 2 ND ACHIEVEMENT Below Mean 1 ST Quadrant Chart Low Growth / Low Achievement PROJECTIONS Projected result for tests Below Basic: Oklahoma School Testing Program if taken in the spring READABILITY MEASURES Lexile* BR375L - BR225L	146 Critical Reading: Interpret and Evaluate Texts 149 Vocabulary 153 Reading Process: Read and Comprehend Texts	SPRING 2025 Customize the growth target for this student by setting a growth goal Past Goals There are no previous goals for this student.

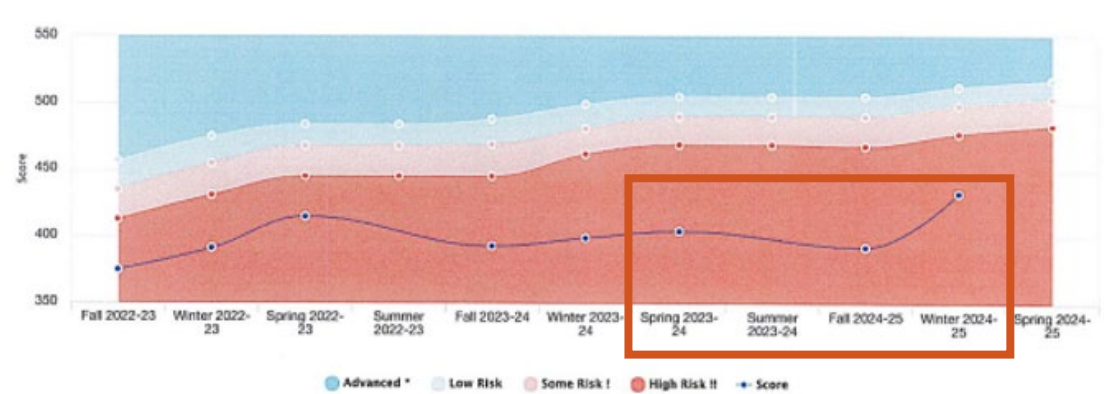
IMPORTANT: Data that is obtained over the course of a few days/weeks is not as helpful in showing a student’s progress over time, nor is including reports from the previous academic year.

Two of the three reports must come from the *current* academic year.

Examples of What to Include

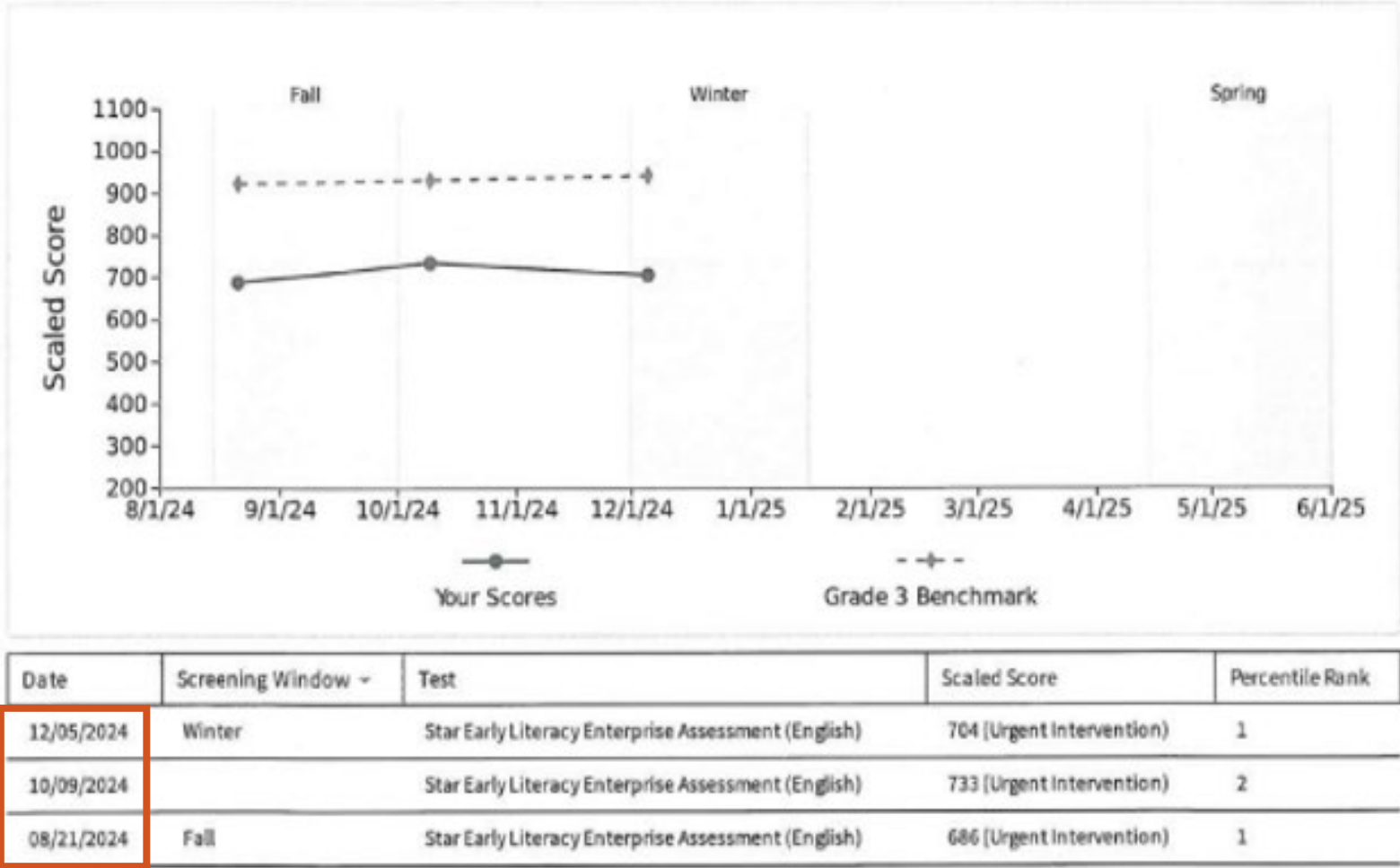
IMPORTANT: Data that is obtained over the course of a few days/weeks is not as helpful in showing a student's progress over time, nor is including reports from the previous academic year.

Two of the three reports must come from the *current* academic year.



	ONE: 2022-23				TWO: 2023-24				THREE: 2024-25		
	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring
On-Grade Assessment											
Student's Score	375	391	415		393	399	404		392	433	
Monthly Growth										8.73	
Advanced	457	475	484	484	488	499	505	505	505	512	517
Some Risk	435	455	468	468	469	481	490	490	490	498	503
High Risk	413	431	445	445	445	462	469	469	468	477	483
School %ile	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
District %ile	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
National %ile	2	1	3		1	1	1		1	2	
Monthly School Growth %ile	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Monthly District Growth %ile	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Monthly National Growth %ile	n/a	n/a	n/a		n/a	n/a	n/a		n/a	98	
Monthly National Growth %ile By Start Score	n/a	n/a	n/a		n/a	n/a	n/a		n/a	79	

Examples of What to Include



Putting It All Together

NS1: Read-Aloud Accommodations

Our Process

App #	District:	School:	Submitter Name:	Date Submitted:	Student Name:	STN:	Grade Level:
CRITERIA 1:							
IEP within the last year:			<input type="checkbox"/> Yes - Add Date		<input type="checkbox"/> No		
Comprehensive SPED evaluation conducted w/in last 3			<input type="checkbox"/> Yes - Add Date		<input type="checkbox"/> No		
Reading Goal(s):							
Appropriate classroom accommodations:			<input type="checkbox"/> Yes <input type="checkbox"/> No				
Appropriate OSTP accommodations:			<input type="checkbox"/> Yes <input type="checkbox"/> No				
NSA Protocol signed by team that includes parents:			<input type="checkbox"/> Yes <input type="checkbox"/> No				
CRITERIA 2:							
PAR administered within the last year:			<input type="checkbox"/> Yes - Add Date		<input type="checkbox"/> No		
PAR Recommendation:							
Student is hearing/visually impaired - AEM completed			<input type="checkbox"/> Yes <input type="checkbox"/> No				
Progress Monitoring Documentation:							
Notes:							
Recommendation:							
Final Decision:			<input type="checkbox"/> Approve <input type="checkbox"/> Pending more info <input type="checkbox"/> Deny				

- If “No” is checked in *any area* in **Criteria 1**, the committee is unable to review the application.
- If “No” is checked in **Criteria 2**, that could mean a delay in obtaining a decision from the committee.

NS2

Form U (Unique Accommodations)

Standard Accommodations vs. Unique Accommodations

- **Standard accommodations are not unique accommodations, so no Form U application is needed.**
- Some *examples* might be:
 - Large-print or Braille editions of the test
 - Dictating responses to a scribe
 - Frequent breaks
 - Assistive technology, such as color overlays or multiplication charts

Please see the OSTP IEP/504 Accommodations Manual for more information on standard accommodations.

NS2/Form U Guidelines

- There are some changes this year in what requires a Form U application, but the guidelines remain consistent:
 - Any unique accommodation **should be listed on a student's IEP, 504, or Health Plan as NS2, even if an application is not being submitted**
 - The accommodation should be included in both the classroom and the OSTP sections of those plans

Updates for NS2/Form U: Calming/Sensory Tools

- **No Form U application is needed** for the following:
 - **Calming/Sensory Tools**
 - Some ***examples*** include:
 - Fidget devices
 - Bouncy chairs
 - Elastic chair bands
 - Stuffed animals
 - Chew toys

We recommend that students using these items be tested in a separate location.

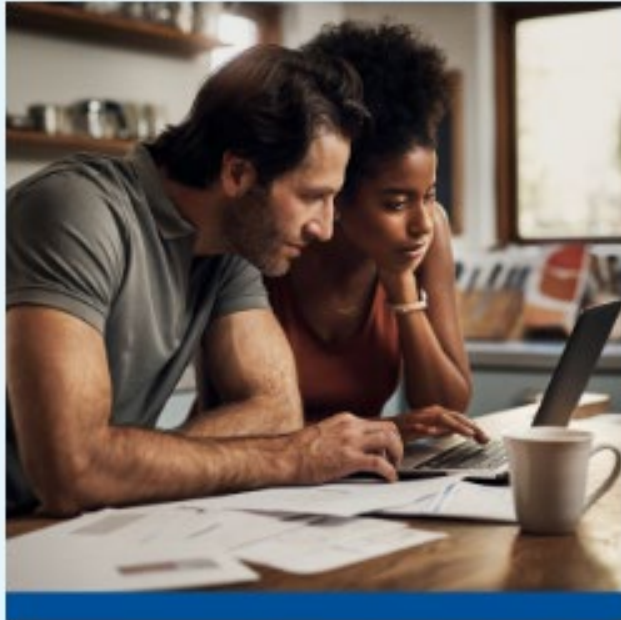
NS2/Form U Applications

- Please continue to **submit a Form U application** for the following:
 - **Health-related devices and supplies**, such as glucose monitors, diabetes management supplies (e.g., snacks/drinks), specialized hearing devices, Epi Pens, or heart monitors
 - **Service Dogs**

Submitting Applications

Both NS1 and NS2 Accommodations

Where to Find Single Sign On




Quick Access ...

- [Dolly Parton's Imagination Library](#)
- [Single Sign-On](#)
- [Student Transfer Request](#)
- [Oklahoma School Report Cards](#)
- [Ready Together Oklahoma](#)
- [Teacher Certification](#)
- [Teacher of the Year](#)
- [CITY: Share a Concern](#)
- [School District Financial Information \(OCAS\)](#)
- [Tutoring Programs](#)
- [Oklahoma Lead Testing in Schools Program](#)



- Go to oklahoma.gov/education and scroll to the bottom of the main page
- Click on Single Sign On

Single Sign On



YOU ARE IN TEST

Home / Applications

Your Account

About This Site

Helpful Links

Secure Documents

Sign Out

Home / Applications

Applications

These are your current applications

Non-Standard Accommodation (Test Server)

District Superintendent - District Superintendent

SDE Administrator

Oklahoma Educator Credentialing System

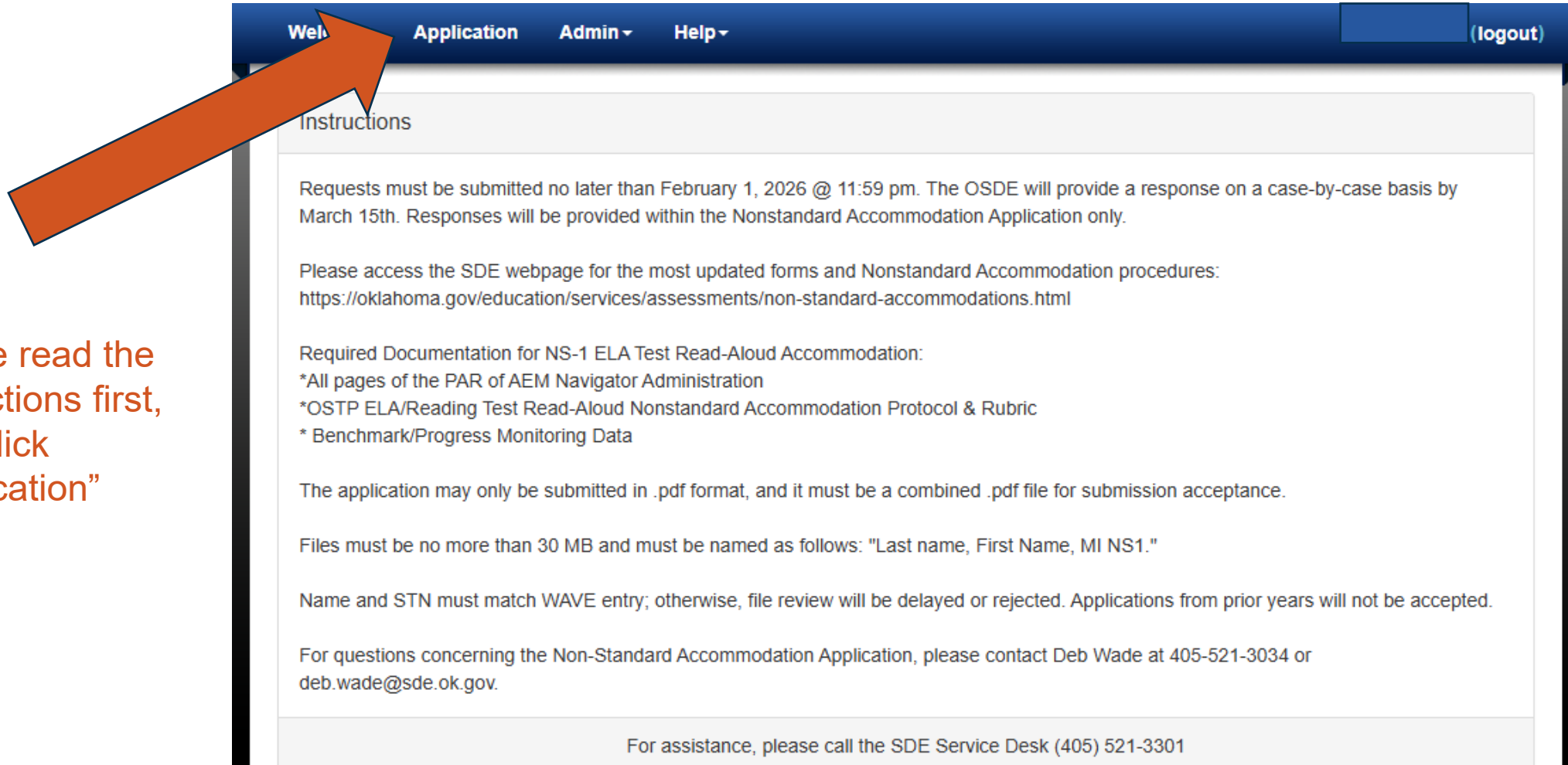
EDU - Educator

Single Sign On

Welcome Deborah Wade - Sign Out

Important: Only District Superintendent credentials allow for application creation and submission for non-standard accommodations.

Creating an Application: Step 1



The screenshot shows a web application interface. At the top is a dark blue navigation bar with the following links: 'Welcome', 'Application', 'Admin', and 'Help'. A large orange arrow points from the left towards the 'Application' link. On the right side of the navigation bar is a '(logout)' button. Below the navigation bar is a light gray header section titled 'Instructions'. The main content area is white and contains the following text:

Requests must be submitted no later than February 1, 2026 @ 11:59 pm. The OSDE will provide a response on a case-by-case basis by March 15th. Responses will be provided within the Nonstandard Accommodation Application only.

Please access the SDE webpage for the most updated forms and Nonstandard Accommodation procedures:
<https://oklahoma.gov/education/services/assessments/non-standard-accommodations.html>

Required Documentation for NS-1 ELA Test Read-Aloud Accommodation:

- *All pages of the PAR of AEM Navigator Administration
- *OSTP ELA/Reading Test Read-Aloud Nonstandard Accommodation Protocol & Rubric
- * Benchmark/Progress Monitoring Data

The application may only be submitted in .pdf format, and it must be a combined .pdf file for submission acceptance.

Files must be no more than 30 MB and must be named as follows: "Last name, First Name, MI NS1."

Name and STN must match WAVE entry; otherwise, file review will be delayed or rejected. Applications from prior years will not be accepted.

For questions concerning the Non-Standard Accommodation Application, please contact Deb Wade at 405-521-3034 or deb.wade@sde.ok.gov.

For assistance, please call the SDE Service Desk (405) 521-3301

Please read the instructions first, then click "Application"

Creating an Application: Step 2

Welcome Application Help ▾ (logout)

Create New Application

Select from dropdown below to submit a new application *

Application Upload ▾

Create

Applications

1. Click “Create New Application”
2. Select “Application Upload” and then click “Create”

Creating an Application: Step 3

Application Upload

Student search (first name, last name, or student number) *

Not more than 50 records will be returned. More specific search term may help refine your search and provide more accurate results.

Student Name	Student No.	Birth Date	Sex	Grade	School
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- 
- Type the student's name into the search bar and then click "Search"
 - Choose the correct student from the list (check STN, DOB, Grade, and School)

Creating an Application: Something New

- Select the correct school year
- Select “Spring” for when test is administered
- Select what kind of accommodation is needed for the student (NEW!)
- Upload the required documentation (remember to save the file as “last name, first name, MI, NS1/NS2”)
- Click “Submit”

Application Upload

School Year: *

2025 - 2026

Test Administered When: *

☒ Spring

☐ Winter/Trimester

☐ Optional Spring Retest

☐ Optional Winter/Trimester Retest

Type of Accommodation: *

☐ NS1 (Read-aloud)

☐ NS2 (Form U)

Browse...

Upload

Submit

Cancel

Print

Application Results

- Results for each application may be found in Single Sign On
- Emails will not be sent to notify schools/districts of approval or denial
- Emails may be sent for the following reasons:
 - Additional documentation is needed
 - Clarification of information is required
- When an application has been approved or denied, please look at the OSDE notes for
 - Additional information on testing setting/environment (e.g., if the OSDE recommends testing in a separate location)
 - Rationale for why an application was denied

Resources

- Non-Standard Accommodations Page
 - OSTP IEP/504 Accommodations Manual
 - OSTP ELA Read-Aloud Protocol
- PAR
 - “Night Sky” (Student Copy)
 - “Night Sky” scoring sheet
 - Administration Results and Protocol for Accommodations in Reading
- AEM
 - Student Summary Worksheet
- Universal Screeners

Contact Information

- Catherine Boomer, Program Director, State Assessments | catherine.boomer@sde.ok.gov
- Alyssa Tyra, Program Manager, State Assessments | alyssa.tyra@sde.ok.gov
- Deb Wade, Project Manager, ELA Assessments | deb.wade@sde.ok.gov

Thank You!

Email: deb.wade@sde.ok.gov
Office Phone: (405) 522-3616