OKLAHOMA SCHOOL TESTING PROGRAM (OSTP)

ACCOMMODATIONS for STUDENTS with an INDIVIDUALIZED EDUCATION PROGRAM (IEP) or SECTION 504 PLAN

OKLAHOMA Education

2024-2025

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Definition & Purpose of Oklahoma School Testing Program (OSTP)/College and Career Readiness Assessment (CCRA) Accommodations

A test accommodation is a change in the way a test is administered or in the way a student responds to test questions. Similar to instructional accommodations, test accommodations are intended to offset the effects of a student's disability and to provide him/her with the opportunity to demonstrate knowledge and skills on statewide assessments.

Eligibility for Accommodations

OSTP Grades 3-8 & Grade 11 CCRA: Science & U.S. History Content Accommodations

The right of a student with a disability to receive allowable accommodations on statewide assessments is protected by both federal and state laws. The student's current Individualized Education Program/Section 504 Plan must specify precisely which test accommodation(s) they will receive. In cases where an IEP/504 Plan is under development, the school personnel responsible for writing the plan must have already met and agreed upon the necessary accommodation(s) before a student may be provided the accommodation(s).

A student who does not have a documented disability or is not served by a current IEP/504 Plan is not eligible to receive accommodations on statewide assessments, except for Emergency Accommodation situations.

Scribes may be provided for any student (with or without an IEP or Section 504 Plan) who has a short-term medical condition that affects his/her physical dexterity which impedes his/her ability to respond to the assessment format.

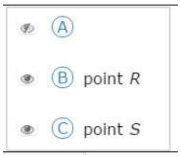
Accommodations

For a student to receive an accommodation for statewide assessments the accommodation needs to be utilized by the student in the classroom daily. The accommodations listed on an IEP/504 Plan for statewide assessments should mirror the accommodations listed under classroom accommodations as closely as possible. If changes need to be made to accommodations, please try to make changes prior to pre-code.

Universal Accessibility Features

Universal Accessibility Features are tools and supports that are available to *all* students who are assessed on the OSTP computer-based test platform or provided by a Test Administrator on the computer-based test.

Universal Accessibility Features Available to All Students

Computer-Based Testing
Highlighter tool
Guideline tool   Masks text so only part of the text can be viewed at one time
Answer masking  Student selects which answer choices will be shown on the screen
Sketch   Use the sketch tool to sketch, highlight, or underline text on the screen.
Blank scratch paper for notes or calculations

Designated Accessibility Features (DFs)

Although most students will be tested in their general education classrooms according to the guidelines and schedule intended for all students, principals have the flexibility to test any student, including non-disabled and non-EL students, using the designated accessibility features described below, as long as all requirements for testing conditions, test security, and staffing are met.

Designated Accessibility Features available to any student, at the principal's discretion.

If a student has an Individualized Education Program (IEP) or 504 Plan and requires accommodations that are listed below in the Designated Accessibility Features, it should be documented in their plan.

Designated Accessibility Features
Small group test administration (Best practice is no more than 5 students, but the absolute maximum is 10 students.)
Individual (one-to-one) test administration (Student must be tested in a separate setting.)
Separate or alternate test location
Seating in a specified area of the testing room, including the use of a study carrel

ACT Accommodations

All students enrolled in the 11th grade will participate in the College- and Career-Readiness Assessment (CCRA), which includes the ACT plus writing, **except** students participating in the Oklahoma Alternate Assessment Program (OAAP).

ACT requires an approval process for accommodations. ACT considers accommodation requests for examinees who have a valid, current IEP or Section 504 Plan. Accommodation needs and requests must be based on documented student characteristics, classroom/instructional supports, and accessibility needs. Accommodation needs should be addressed during the development of the student's IEP/504 Plan or through an amendment process as necessary.

Accommodation requests must be submitted to ACT during the designated window and approved before a student can be provided their ACT-specific accommodations. Assessment accommodations requested on behalf of the student must be regularly used in classroom instruction and documented in the student's IEP/504 Plan. Accommodations not approved by ACT will result in an invalid attempt with no score.

For more information, visit:

- ACT Accommodations
- ACT Accommodations vs. State Testing Accessibility Supports
- Oklahoma ACT Website
- OSTP Accommodations, Section IV

Assessment accommodations must correspond to the instructional accommodations described and provided to the student per the student's IEP/504 Plan and be in accordance with best practices for student testing.

ACT Accommodation(s) Request Process

IEP/504 Team determines accommodations.

Conduct detailed conversations during IEP/504 Team meeting concerning the ACT accommodations approval process and utilize the ACT accommodation guidance to direct conversations.

Be very thorough and detailed when completing the ACT Request.

ACT will only approve accommodations that are regularly used in a classroom setting.

District/School submits accommodation request to ACT.

ACT Accommodations

If approved:

Student takes ACT with approved accommodations.

Scores ARE valid and college-reportable.

If NOT approved:

Student takes the ACT with **NO** accommodations.

Scores ARE valid and college-reportable.

Assessment accommodations must correspond to the instructional accommodations provided to the student per the student's IEP/504 Plan and be in accordance with best practice for student testing. Accommodations not approved by ACT will result in an invalid attempt with no score.

Definition of Standard and Nonstandard OSTP Accommodations

For the purposes of the OSTP, a **standard accommodation** is defined as a change in the routine conditions under which students take OSTP tests that does not alter what the test is intended to measure. Standard accommodations are grouped into the following four categories:

- Setting: for example, administering the test in a small group or a separate setting
- Timing or scheduling of the test: for example, administering the test in short intervals or at a specific time of day
- Presentation: for example, using a large-print or Braille edition of the test
- Response: for example, dictating responses to a scribe

For the purposes of the OSTP, a **nonstandard accommodation** is defined as an accommodation that is needed for the student to access the assessment but not included on the allowable list of accommodations and requires OSDE approval for use on OSTP assessments.

General Requirements for the Use of Standard and Nonstandard Accommodations

All accommodations require adherence to test security protocols, including the presence of both a Test Administrator and a Test Proctor during periods requiring access to secure testing materials (e.g., human read-aloud). IEP/504 teams determine annually which accommodations will be needed and update the IEP/504 Plan accordingly. If the IEP/504 team believes that an OSTP accommodation listed in the student's IEP/504 Plan should be removed because it is no longer necessary or appropriate for the student, the team must amend the IEP/504 Plan accordingly prior to testing.

If a **nonstandard accommodation** will be provided, the student must meet all of the eligibility criteria for that accommodation, and a Nonstandard Accommodation Application must have been:

1) submitted by the DTC through the Nonstandard Accommodation Application on the Single Sign-On website,

2) approved by the OSDE before the accommodation may be used.

The use of accommodations is based on the individual needs of a student with a disability and may only be provided when **ALL** of the following conditions have been met:

1) The student's IEP/504 Plan accurately reflects accessibility needs related to the student's medical or health diagnosis/diagnoses or, in the case of an IEP, areas of need in specific academic content area(s).

2) The student uses the accommodation routinely (with rare exceptions) during classroom instruction and assessment in the subject, both before and after the OSTP assessment is administered.

    - However, use of a nonstandard accommodation during instruction does not necessarily qualify a student to receive the same nonstandard accommodation during OSTP testing; the student must meet additional eligibility requirements to receive a nonstandard accommodation on an OSTP assessment.

3) The accommodation is documented on both the State/District Accommodation and Class/Activity Accommodation sections of the student's current IEP/504 Plan.

4) The student requires the accommodation in order to participate in OSTP testing.

5) The accommodation is listed as a current accommodation in this appendix (or, prior to testing, the district or school has consulted with the OSDE and received permission to use a unique accommodation not included in this appendix).

Accommodations **may not:**

1) Alter, explain, simplify, paraphrase, or eliminate any test question, reading passage, writing prompt, or multiple-choice answer option;

2) Provide verbal or other clues or suggestions that hint at or give away the correct response to the student;

3) Contradict test administration requirements or result in the violation of test security; for example,

    - Test questions may not be modified, reordered, or reformatted in any way for any student;
    - Tests may not be photocopied, enlarged, altered, or duplicated;
    - English-language dictionaries are not allowed for any student on any test.

If the above five conditions have been met and the IEP/504 team determines an accommodation is necessary, then it must be provided to the student during OSTP testing. If an accommodation is provided that does not meet the conditions stated above, the student's test score may be invalidated.

Test Formatting Options	Paper	Online
Grade 3-8, OSTP ELA & Math Grades 5 & 8, OSTP Science Grade 11, CCRA: Science & U.S. History Content	X*	X
Braille Tests	X*	
Large Print tests may be provided in paper format for Online tests.	X*	

*These test formats are only available for students with an accommodation that has been appropriately documented in their IEP/504 Plan.

Oklahoma Accommodations Guide

IEP/504 teams can refer to the Oklahoma Accommodations Guide for examples of accommodations broken down by student characteristics if teams need extra guidance.

Paper & Pencil Test Formats

IEP/504 teams should include rationale or evidence in the Present Levels of Performance that states why paper and pencil testing is best for the student.

If the team decides that paper-based testing is appropriate, a student can take the paper and pencil assessment for all subject areas. However, teams may also decide based on the needs of the student that they may only need the paper and pencil version for one subject area. Please note that all sections in a subject area must be taken using the same format (paper and pencil or computer-based).

OSTP Accommodations (See Section IV for ACT ELA & Math)

I. Setting/Timing/Schedule	Procedures & Guidelines
S1. Individual Testing	This accommodation is required for many presentation or response accommodations and is intended to reduce student distractions. Students must be actively monitored to maintain test security.
S2. Small group testing **Best practice is no more than 5 students, but the absolute maximum is 10 students.**	This accommodation is intended to reduce student distractions and may be required for certain accommodations. Students must be actively monitored and may use a testing carrel or test in a special education resource room or other location that maintains test security. Students in the group will have matching accommodations and/or similar testing needs. **Students should be tested with their non-disabled peers to the greatest extent possible.**
S3. Preferential Seating	Students may need this accommodation for various reasons, including but not limited to, allowing the student to see or hear more easily, have access to more physical space, or have access to special equipment.
S4. Separate location	Separate location may be appropriate for students who regularly struggle to sustain attention to the assessment and cannot concentrate due to the distractions of the general education classroom. The student regularly throughout the school year is provided a separate location for class unit tests or other class assessments as determined by the IEP team.
S5. Provide special lighting	Specify type (e.g., 75-watt incandescent, light box, etc.).
S6. Provide adaptive or special furniture	Students may need accommodations to provide better access to test materials (e.g., slant board, stander, etc.).

I. Setting/Timing/Schedule Continued	Procedures & Guidelines
T1. Flexible schedule same day **Student test book(s) must be secured between sessions.**	Students are scheduled to allow for the best conditions/timing for their performance, and/or may be allowed to take the test during more than one sitting during a single day. Students are not allowed to study for or discuss tests between sessions. This is not intended for lunch or recess breaks. **(S4)** must be selected for this accommodation. **Students with this accommodation selected must finish the section in the same school day.**
T2. Administer test over several sessions or "chunking" (except writing tasks/sections) **Chunking cannot be used on the writing assessment or during constructed response items. The student would need to complete the constructed response item as part of their assigned number of items before ending that session.** **Student test book(s) must be secured between sessions.**	The test may be separated into smaller sections and administered over several days within the state testing window. Student may only work in one separated section at a time and may not go to previous sections or work ahead. **(S4)** must be selected for this accommodation. It is best practice to determine the amount of questions a student will answer before the testing session begins. For example, the student will only work on questions 1-10 in the first chunk of time. Once they end that session, they will not be able to go back to the questions from that session. The Test Administrator will need to enter the proctor password to allow the student to continue the test during their next session. This is not exclusive to paper and pencil testing. This accommodation can be provided in the online testing platform through the use of a proctor password. **Please note that a student may not go back and visit/edit previously viewed items once they exit the testing platform.**

I. Setting/Timing/Schedule Continued	Procedures & Guidelines
T3. Allow frequent breaks during one test session (**maximum 15 minute duration**) **Student test book(s) must be secured during the breaks.**	Students must be monitored during breaks and may not have access to instructional materials or any electronic devices. Students are allowed to take short breaks as requested or at predetermined intervals. Breaks of more than 20 minutes will prevent the student from returning to items already viewed by the student. The Test Administrator will need to use the proctor password to allow the student access to the test but all items the student has seen will be locked. **(S1, S2, or S4) may be selected if frequent breaks will disrupt the general education testing environment. This accommodation is not intended for lunch or recess breaks—students must complete a section before being dismissed.**

II. Presentation	Procedures & Guidelines
P1. Alternate Formats a. Large print Version (Instructions provided within the kit.) This can be administered in small group or large group as long as the student is marking their answers in the test book and the Test Administrator transcribes the answers after the test session. The directions from the Test Administration Manual must match the type of test the student is taking. b. Contracted Braille Version (Instructions provided within kits) c. Large print through online testing platform; (Screen Zoom in the OSTP Portal)	Large print documents will be printed in a minimum of 18-point type. Check with the assessment vendor for exact specifications. The Test Administrator must transcribe student answers verbatim into the standard answer document/test book that was provided in the large print (paper and pencil) or Braille kit. Braille test formats will be provided on paper using contracted Braille and Nemeth code for numbers and formulas. Large print formats may be configured in the OSTP Portal through the Screen Zoom accommodation.
P2. Color Contrast	Students who have a visual impairment may require this to access the computer screen. If a student needs this accommodation, we highly encourage the student to view the practice test. The Test Administrator can note which color contrast the student needs.
P3. Use of aids or assistive technology (AT) devices or supports (e.g., color overlays, magnifier, pencil grips, auditory amplification devices, noise buffers, wedge for positioning, fraction tiles, multiplication table/chart, hundreds chart). If you are marking this accommodation, please also include it under Supplementary aids on the IEP.	The specific device or support should be specified in the IEP/504 Plan, be routinely used by the student, and not alter the construct being measured. **(S1, S2, or S4)** may be appropriate for this accommodation as some AT devices or mathematics manipulatives may be distracting to other students.

II. Presentation Continued	Procedures & Guidelines
P4. Text-to-Speech, Human Reader, or Sign Language Interpretation ***P4 applies to all Math, Science, and U.S. History test sections and Grades 5 & 8 ELA writing/extended constructed response sections only** a. Text-to-Speech is built-in to the online testing platform, requires the use of earphones, and may be administered in individual, small group, or general education classroom setting. (All Math, Science, U.S. History tests, and Grades 5 & 8 ELA Writing only.) b. Human Reader reads test directions, test items, and answer choices. This is limited to small group or individualized testing. c. Sign Language Interpretation may be accomplished by using a separate test book in a separate location. For additional information, please refer to the Protocol for Human Readers.	Online tests have built-in Text-to-Speech functionality. Earphones are required. Students may test with non-disabled peers. **Please note: A student should be familiar with the accommodation prior to testing. If they do not use it for benchmarking or other testing platforms throughout the year, it may not be appropriate.** For computer-based tests, if a Human Reader is required for a student, then the test must be read from the computer screen verbatim. **(S1 or S2)** is required when utilizing a Human Reader for computer-based tests. For paper tests, tests **(test forms must be the same)** are read by a Human Reader. The Test Administrator uses a separate test book or reads over a student's shoulder. (**S1 or S2)** is required. **Students may request items be read more than once.**
P5. Use of a Secure Braille Note-taker (students with a visual impairment)	An electronic note-taker, which may have a Braille or QWERTY-type keyboard, is an adaptive device similar to a PDA. This device may have built-in speech output and/or a refreshable Braille display. **(S1 or S2)** must be selected for this accommodation.
P6. Simplification/repetition/signage of directions	Students may ask for clarification, simplification, or signage of directions. This does not include test questions or answer choices. Students may have directions reread for each page of questions.
P7. Turn off Universal Tools/Accessibility Features	Disable any tools that may be distracting to a student, tools a student does not need to use, or tools a student may be unable to use.

II. Presentation Continued	Procedures & Guidelines
P8. Use of an abacus	Students who have a visual impairment/blindness or access mathematical calculations tactilely may use an abacus.
P9. Use of a calculator on Grades 3-5 Mathematics *For additional information, please refer to the OSTP Calculator Policy.*	Only basic four-function calculators with square root and percent are allowed. Calculators must be provided to students and are not integrated within the online testing platform.
P10. Provide cues (arrows, stop signs) on answer form	This applies to Paper Only tests. Cues may not clue a student to a correct or incorrect answer.
P11. Use masking or templates to reduce the amount of visible print	Masking involves blocking off content that is distracting to the student. Students are able to focus their attention on a specific part of a test item by masking. This feature is built into the online testing platform.
P12. Secure paper to work area with tape or magnets	This applies to Paper Only tests. Please be cautious when adhering tape to the test book or answer document by avoiding the tracking marks (black bars) for the scoring process.
P13. Student may read the test aloud or sign the test to himself or herself.	This requires individual testing (even if the student is reading aloud quietly). **(S1) must be selected for this accommodation.**
P14. Placeholders, templates, or markers to maintain place	This applies to Paper Only tests.
P15. Audio Calculator	This requires earphones for group testing. A non-embedded calculator for students needing a special calculator, such as a Braille calculator or a talking calculator, is currently unavailable within the online testing platform. **(S1, S2, or S4)** may be appropriate for this accommodation.
P16. Paper & Pencil Test	Students unable to access an OSTP computer-based test must also receive classroom assessments, benchmark assessments, and districtwide assessments in this manner. A student on an IEP/504 Plan does not automatically receive a paper & pencil test format.

III. Response	Procedures & Guidelines
R1. Student marks answers in test book and not on an answer document, for later transfer by a Test Administrator to an answer document.	The Test Administrator, with the Test Proctor present, must transcribe answers verbatim into the standard answer document. **Does not apply to Grade 3 tests.** This accommodation applies to Paper Only tests.
R2. Human Scribe ELA, Mathematics, Science, U.S. History: a. Student dictates response to a scribe who records responses on an answer document or through the online testing platform by Test Administrator or Proctor. b. Student signs response to a scribe who records responses on an answer document or through the online testing platform by Test Administrator or Proctor. c. Student tapes or records response for a writing portion of the test for verbatim transcription by Test Administrator or Proctor. *For additional information, please refer to the Procedures for Scribing Student Responses section of this manual.*	A scribe is a Test Administrator or Proctor who writes down what a student dictates by speech, or through an assistive technology communication device. Students who have documented significant motor or processing difficulties that make it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment. **(S1)** must be selected for this accommodation.

R3. Use computer or other assistive technology device to respond. a. Student utilizes an electronic input device without the "help" features, such as spell check, an electronic dictionary, a thesaurus, or access to the internet. *For additional information, please refer to the Procedures for Scribing Student Responses section of this manual.* Before testing, please utilize the practice test to see if the assistive technology is compatible with the testing platform. Please refer to the guidance in the Testing with Third-Party Assistive Technology Manual. During the test administration, please select "Allow Accessibility Mode" in the testing portal to utilize third-party assistive technologies.	Students may use an external device to respond such as a computer, typewriter, or other assistive technology device to respond. This may include software dictation or dictation devices the student uses during routine instruction. Extended written responses must be printed off for transcription. If the student is taking a paper and pencil test, please return the typed response to the testing vendor with the paper and pencil test documents. The Test Administrator must transcribe words verbatim into an answer document/test book or online testing platform. The electronic responses or recordings must be destroyed or erased by the District Test Coordinator. **(S1 or S2)** must be selected for this accommodation.
R4. Test Administrator monitors placement of student responses on the answer document or the online testing platform.	Test Administrator may redirect students. Students may not be directed to correct or incorrect answers in any way.
R5. Brailler/Secure, Braille Note-taker/Abacus (students with a visual impairment)	The Test Administrator must transcribe answers verbatim into the standard answer document/test book that was provided in the large-print (paper and pencil) or Braille kit. **(S1, S2, or S4)** must be selected for this accommodation. Braille practice tests are available on request. Please contact the Office of Assessments (assessments@sde.ok.gov) to request this.

IV. ACT ELA & Math

The ACT accommodations provided below represent typical or common accommodation(s) requests that are appropriate to produce valid, college-reportable scores. Please utilize this list as a starting point as ACT considers requests for utilization of accommodations on a case-by-case basis. **For more information, please see the following link: ACT Accommodations**

ACT (ELA/Math)

Timing/Setting

- Extra time
- Breaks
- Multiple Days
- Food or Medication
- Special Seating/Grouping
- Location for Movement
- Individual Administration
- Administration at Optimum Time of Day
- Administration from Care Facility
- Audio Amplification
- Special Lighting
- Adaptive Equipment or Furniture
- Wheelchair Accessible Room
- Personalized Auditory/Visual Notification of Remaining Time

Presentation

- Text-to-Speech (screen reader, text-to-speech on Reading assessment, etc.)
- Read Aloud
- Unified English Braille (UEB)
- Large Print
- Browser Zoom Magnification or Magnification
- Line Reader
- Talking Calculator
- Color Contrast (Online or Overlay)
- Abacus

Response

- Respond in Test Book or on Separate Paper
- Large Block Answer Sheet
- Dictate Response
- Computer for Writing Essays and Constructed Responses
- Speech-to-text

Requirements for the Use of Nonstandard Accommodations

IEP and 504 teams may request the use of one or more of the following OSTP nonstandard accommodations (ELA Read-Aloud or Unique Accommodation) only when all of the criteria are met, as described within the OSTP Nonstandard Accommodations table. For a **nonstandard accommodation** to be provided, the student must meet all of the eligibility criteria for that accommodation, and a Nonstandard Accommodation Application must have been:

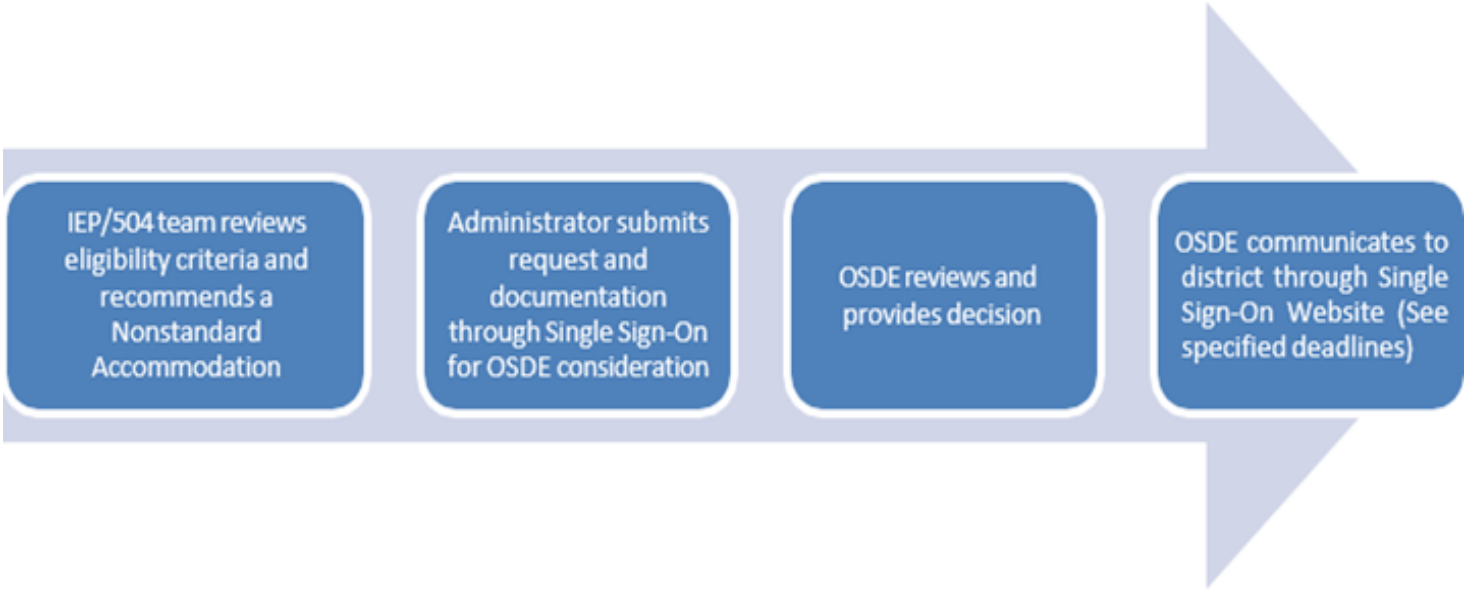
1) submitted by the DTC through the Nonstandard Accommodation Application on the Single Sign-On website,
2) approved by the OSDE before the accommodation may be used.

The decision to use a nonstandard accommodation is recommended by the IEP/504 team based on the nonstandard accommodation eligibility criteria. Nonstandard accommodations for use on OSTP assessments must be approved annually by the OSDE. The nonstandard accommodation can only be provided to a student with a disability on OSTP assessments when it is documented in the student's IEP/504 Plan under both the State/District Accommodations and Class/Activity Accommodations sections. The use of a nonstandard accommodation during instruction does not necessarily qualify a student to receive the same nonstandard accommodation on an OSTP assessment.

The **ELA Test Read-Aloud accommodation (NS1)** request for grades 3-8 may only be submitted when all three prongs of the eligibility requirements are met as described on the OSTP Nonstandard Accommodations table. The OSTP ELA Test Read-Aloud Protocol will be used by the IEP/504 team to document all three prongs, including submission of any documents or evaluations to the OSDE. The protocol must be submitted through the Nonstandard Accommodation Application on the Single Sign-On website for consideration by the OSDE.

A **Unique Accommodation (NS2)** is an accommodation that requires changes or alterations to the test materials/book or media presentation. The unique accommodation must be one that is regularly used by the student for classroom instruction, must be on the student's IEP/504 Plan, and must not alter the underlying content of the assessment. The unique accommodation request must be submitted through the Nonstandard Accommodation Application on the Single Sign-On website for consideration by the OSDE. Please refer to the NS2 section of the OSTP Nonstandard Accommodations table, Form U, and the Overview: Non-Standard Accommodations webpage for specific requirements.

IEP and 504 teams are encouraged to make consistent, defensible, and appropriate decisions for each student, and to amend the IEPs and 504 Plans of students who do not meet the nonstandard accommodation eligibility criteria. The OSDE will continue to review the number of students with disabilities who receive nonstandard accommodations in each district. Nonstandard accommodation requests must be approved by the OSDE before a student may use the accommodation on a state assessment. The use of a nonstandard accommodation on the OSTP without OSDE approval may result in a testing invalidation. Please do not submit a request if the student does not meet the specific eligibility criteria listed within the OSTP Nonstandard Accommodations table.



OSTP Nonstandard Accommodations

Nonstandard Accommodation	Eligibility Requirements
NS1. ELA Read-Aloud (Grades 3-8) Text-to-Speech, Human Reader, or Sign Language Interpretation Accommodation for the OSTP English Language Arts Assessments. a. Text-to-Speech is built into the online testing platform, requires the use of earphones, and may be administered in individual, small group, or general education classroom setting for Grades 3-8. b. Text-to-Speech is now available for all parts of the Grades 5 & 8 ELA Assessment. If a student is not approved for the NS1 accommodation, the student may receive Text-to-Speech on the OSTP ELA Writing Test for Grades 5 & 8. c. A Human Reader may be utilized in place of Text-to-Speech for any student who is approved for this accommodation. This is limited to small group or individualized testing. d. Sign Language Interpretation may be accomplished by using a separate test book. Test directions, test items, and answer choices must be read verbatim. Students may request items be read more than once. **Due Date for Requests:** **Requests must be submitted to the OSDE through the Nonstandard Accommodation Application on the Single Sign-On website by February 1st for the Spring testing window and responses will be provided on a case-by-case basis no later than March 15th.**	This accommodation must be determined by the following 3-pronged approach: 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** 2. The student can only access printed materials through 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 actually being taught to decode; **and** 3. The IEP/504 team will utilize and provide the required documentation from the OSTP Read-Aloud Test Protocol, which includes the use of the Protocol for Accommodations in Reading (PAR) or the AEM Navigator for deaf or blind students. This documentation must be uploaded into the Nonstandard Accommodation Application in the Single Sign-On website for consideration by the OSDE. Paper tests are read by a Human Reader. (**S1 or S2)** is required, and test forms must be the same. Online tests: If a Human Reader is utilized, they must read the assessment verbatim from the computer screen. **(S1, S2, or S4)** is required. **The request will be submitted annually through the Nonstandard Accommodation Application in the Single Sign-On website.**

NS2. Unique Accommodations (Grades 3-8 ELA/Math/Science and Grade 11 Science & US History) **Students with disabilities who have an IEP/504 plan are eligible for consideration for unique accommodations on state assessments (e.g., allow projection of tests for students receiving the Sign Language Interpretation accommodation in small groups, manipulatives, special devices, etc.).** **A unique accommodation is an accommodation that requires changes or alterations to the test materials/book or media presentation.** **The unique accommodation must be regularly used by the student for classroom instruction, must be on the student's IEP, and must not alter the underlying content of the assessment.** **If a student would benefit from the use of a fidget the team would need to submit a Form U for OSDE approval.** **Tactile Fidget: A student uses a fidget for self-regulation to help with focus, attention, calming, and active listening. Examples include: a squish ball, focus cube, or pencil topper. The tool must be free of anything that may give an advantage during testing or reveal any test content.**	A request may be made (pursuant to the IEP/504 team's determination) for a unique accommodation utilizing Form U for a student with a disability on any specified subject area(s) of the OSTP. The Form U must be submitted: • Due to the student's need for an accommodation that would enable the student to access the state assessment. • Through the Nonstandard Accommodation Application in the Single Sign-On website. • With complete student information and any other requested information. • When students have an electronic glucose monitor that will need to be with the student in the testing session. **The requested accommodation must not impact the reliability or validity of the test, and the request may not exempt a student from taking any portion of the OSTP test(s).**

Calculator Policy

The items on the Grades 6-8 Math, Grade 8 Science, and Grade 11 CCRA: Science Content assessments are designed so that all tasks can be solved without the use of a calculator. However, certain tasks are more difficult if a calculator is not available. More information regarding calculator use can be found in the OSTP Calculator Policy. For ACT calculator requirements, please see the ACT Calculator Policy.

Before the first day of the test, students using a calculator for any Math and Science assessment should be familiar with the use of the specific calculator that can be utilized. Students should be consistently instructed throughout the school year in the use of calculators; otherwise, it may hinder students' performance on the assessment.

Protocol for Human Readers

A Test Administrator (Human Reader) who provides the verbatim reading accommodation to a student must comply with the following procedures when working with a student in a testing situation:

- Human Reader: A state-certified educator who reads orally to a student.
- All Human Readers must receive Test Administrator training by the local district, and the district must retain documentation, which may be requested by the OSDE at any time.
- **A Test Proctor who is employed by the school district is required**. Small group (10 maximum) or individual testing required.
- Human Readers must sign the Test Administrator Test Security Form.
- Human Readers must read from the computer screen for online test formats or from a separate test book or over the student's shoulder for paper and pencil formats (log test book serial number on NDA).
- Only students receiving the Human Reader accommodation and taking the same grade-level subject area test may be tested together in the same location.
- If students are taking a paper test, the students grouped together must have the **same paper test form.**

Verbatim Read-Aloud Procedures for Human Reader Accommodators

To ensure uniformity in the presentation of standardized tests in Oklahoma, **built-in Text-to-Speech software on the secure online testing platform** should be used whenever possible. If students are taking online tests, the students can be grouped together using the "Read Aloud" form. This form is enabled in the testing portal by configuring Text-to-Speech.

Human Readers must follow the procedures outlined below:

1. Human Readers must read, verbatim (word-for-word), only the words in the test book or on the computer screen, without changing or adding words, or otherwise assisting the tester in any way to influence the tester's selection of a response.
2. Human Readers must speak in a clear and consistent voice throughout the test administration, using correct pronunciation.
3. Human Readers may not clarify, elaborate, or provide assistance to students.
4. Human Readers must give special emphasis only to words printed in **boldface**, *italics*, or CAPITALS and tell the tester that the words are printed in that way. No other emphasis or special vocal inflection is permissible. Readers should use even inflection so that the student does not receive any cues from the way the information is read.
5. Human Readers must be patient and understand that the tester may need to have test items repeated several times.
6. Human Readers must not attempt to solve problems or determine the correct answer to an item while reading as this may result in an unconscious pause or change in inflection which could be misleading to the tester.

7. Human Readers must maintain a neutral facial expression and must not smile or frown which may be interpreted by the tester as approval or disapproval of the student's answers.
8. Human Readers must recognize that testers who are blind or who have low vision may also have additional special tools or equipment (e.g., abacus, brailler, slate, stylus) that have been approved for use during the test.
9. Human Readers must be familiar with the student's IEP/504 Plan and know in advance the exact type of verbatim reading accommodation required by the student. The tester may require all or portions of the test to be read aloud, depending on his or her particular set of accommodations.
10. If a Human Reader finds an unfamiliar word or one that he or she is not sure how to pronounce, advise the tester of the uncertainty about the word and spell the word.
11. When reading a word that is pronounced like another word with a different spelling, if there is any doubt about which word is intended, readers must spell the word after pronouncing it.
12. Human Readers must spell any words requested by the tester.
13. When reading passages, readers must be alert to all punctuation marks. Human Readers may read the passage through once so that the tester can grasp the content of the passage. Some testers may ask for the passage to be read through a second time with punctuation marks indicated. When required or asked to read with punctuation, read the specific lines within a passage and indicate all punctuation found within those lines.
14. When test items refer to particular lines of a passage, reread the lines before reading the question and answer choices. For example, a Human Reader might say, "*Question X* refers to the following lines…" Reading the lines referred to would then be followed by reading *question X* and its response options.
15. When reading selected response items, readers must be particularly careful to give equal stress to each response option and to read all of them before waiting for a response. The tester will record the answer or provide the answer to the test scribe, who will record it for the tester.
16. If a Human Reader is also serving as a scribe, and if the tester designates a response choice by letter only ("D," for example), the Human Reader must ask the tester if he/she would like the complete response to be reread before the answer is recorded.
17. If the tester chooses an answer before the Human Reader has read all the answer choices, the Human Reader must ask if the tester wants the other response options to be read.

18. After a Human Reader finishes reading a test item, the Human Reader must allow the tester to pause before responding. However, if the tester pauses for a considerable time following the reading of the answer choices, say: “Do you want me to read the question again . . . or any part of it?” In rereading questions, readers must be careful to avoid any special emphasis on words not emphasized in the printed copy by italics or capital letters.

NOTE: For ACT, please refer to the ACT Accommodations section on page 4.

Special Guidelines for Mathematics and Science Content

Mathematical expressions and science vocabulary must be read precisely and carefully to avoid misrepresentation. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the entire question before reading it aloud to the tester. Use technically correct yet simple terms and be consistent in the treatment of similar expressions.

Sign Language Interpreters

Testers who are deaf or hard of hearing may require the services of an interpreter. The interpreter typically provides support to the student in understanding test instructions that would otherwise be read aloud to all students.

- Discussions with the interpreter on testing procedures should be conducted with the tester present before (and not during) the test session.
- Before the session, the interpreter must become familiar with the test instructions and the terminology used in the test that he or she will be interpreting.
- An interpreter always lags a few words or phrases behind the person who is speaking. Allow short pauses for the tester to respond or to ask questions.
- As the Test Administrator, remember to speak directly to the tester even when an interpreter is present.
- Courtesy requires that test examiners not say things to the interpreter that they do not want repeated to the tester. (For example, do not ask the interpreter’s opinion about the tester or the situation.)
- An interpreter may also provide a verbatim read-aloud accommodation for students who require this accommodation, as listed in the student’s IEP/504 Plan.

NOTE: For ACT, please refer to the ACT Accommodations section on page 4.

Procedures for Scribing Student Responses

Overview

A scribe is a Test Administrator or Test Proctor who writes down what a student dictates by speech, or through an assistive technology communication device. **Alterations or changes to OSTP tests are not allowed and will result in test invalidation.** Any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores is considered a modification. For ACT, please refer to the *ACT Accommodations section on page 4.*

A scribe must be a district-employed educator/paraprofessional, must be familiar with scribing, must have been trained as a Test Administrator or Proctor, and must have on file a signed Test Administrator Security Form or a fully completed Test Proctor Observation Log (See Test Preparation Manual). Individuals who serve as scribes need to be carefully prepared to ensure that they know the vocabulary involved and understand the boundaries of the assistance to be provided.

Scribes must be impartial and experienced in transcription. The scribe should be a familiar person, such as the teacher who is typically responsible for scribing during regular instruction. Scribes will review the test security procedures and will sign all statements required of Test Administrators/Test Proctors.

Scribes must fulfill the following duties:

- Sign a test security form acknowledging that they will ensure that the content of the written responses directly represents the independent work of the student.
- Sign a Test Administrator Security Form or complete a Test Proctor Observation Log.
- List the names and enrollment grades of the students whose responses were transcribed and send the form to the Building Test Coordinator (BTC) upon completion.
- Demonstrate proficiency in signing (ASL and/or signed English) if serving as both the interpreter and scribe.
- Test in a location where examinees are not able to hear or see other students' responses.
- Remain silent while students are dictating or signing.
- When needed, ask students to repeat a word or phrase for understanding.
- Indicate when they are unable to understand the student's oral or signed response.
- Record the interpreter's response.

Produce legible text so that the written portion of the test can be scored.

- When transcribing from a handwritten or word-processed response, record punctuation, capitalization, and spelling as provided by the student.

Refrain from:

- Communicating verbally or nonverbally whether the response is correct or incorrect.
- Prompting the student in any way that would result in a better response or essay.
- Influencing the student's response in any way.
- Editing student work or completing a student's incomplete essay.
- Discussing the student's essay with the student or any other person.

Scribing Multiple-Choice Questions

The scribe should confirm the student's response before recording the student's answer on the answer document or entering the student's response into the secure online testing platform. If the scribe cannot understand a student's pattern of speech, or it is barely audible, large cards, each indicating one of the response options (e.g., A-D), can be used. The student can then choose the card that indicates the student's desired response to the multiple-choice question. For ACT, please refer to the *ACT Accommodations section on page 4.*

Scribing Constructed/Extended-Response Questions (Writing Tasks)

The scribe should determine the preferred mode of recording the student's response ***before*** the date of the test. At testing time, the student may then dictate the constructed/extended response directly to a scribe. A student with disabilities must be given the same opportunity as other students to plan, draft, and revise the constructed/extended response. The scribe's responsibility is to be both accurate and fair, neither diminishing the fluency of the student's response nor helping to improve or alter what the student asks to be recorded. This means that the scribe may write an outline or other plan as directed by the student. For online/computer-based tests, transcribing involves the transfer of a student's written response into the secure testing platform. For ACT, please refer to the *ACT Accommodations section on page 4.*

The student does not have to specify repeatedly spelling and language conventions once the student has demonstrated knowledge and skills in the use of these spelling and language conventions. The scribe may apply these conventions automatically. Examples include the following:

- Once a student has demonstrated the knowledge of indicating the beginning of sentences with a capital letter, the student does not need to specify this throughout the remainder of the constructed/extended response. That is, scribes can automatically capitalize the first letter in the beginning of a sentence if the student has indicated punctuation ending the previous sentence. If the student has not indicated punctuation ending the previous sentence and says, "The dog ran. The dog jumped," the scribe would write "the dog ran the dog jumped."

- Homonyms and often-confused words should be spelled by the student each time they are used. For example:
    - "to," "two," and "too,"
    - "there," "their," and, "they're"
    - “than” and “then”

Scribing Procedures

To maintain the student’s fluency of thought and to allow the student to demonstrate the requisite knowledge and skill in English Language Arts conventions, the scribe should adhere to the following process:

1. The student dictates the response without interruption directly to the scribe or electronic recording device.
    a. Students may punctuate as they dictate. For example, when stating the sentence “The cat ran.”, the student may say, “The cat ran period.”
    b. Students may dictate more than one sentence at a time and add punctuation after the fact when given the scribed sentences to proofread.
    c. The scribe transcribes a draft of the student’s response exactly as dictated without including any conventions other than spelling. Probing or clarifying questions are not allowed except in the case of classifiers for students using American Sign Language (ASL). Scribes may not question or correct student choices. Scribes may draw a diagram, or a picture described by the student if the student is unable to draw the diagram or picture. The student may not yet view this written transcription.
2. The scribe reads the draft to the student without vocal inflection that would indicate punctuation or alert the student to possible mistakes.
3. The student then provides letter-by-letter spelling for each word in the response that the scribe has determined must be spelled by the student. The scribe edits the draft of the constructed/extended response as spelled by the student.

4. The student views the draft and/or listens to the scribe as the scribe reads the draft of the constructed/extended response (i.e., written transcription). Students MUST be given the opportunity to review their responses in the way that the student prefers:

    a. Scribes may read back the dictation for proofreading to the student; or

    b. Students may review the written or typed response on paper or on the computer screen after having indicated word-for-word spelling according to these guidelines.

5. The student indicates additional edits to the scribe, including but not limited to paragraph structure, capitalization (for proper nouns, acronyms, and so forth), wording, spelling, and punctuation. The scribe will make those changes exactly as dictated by the student, even if incorrect.

6. The scribe records the final written response. Scribes may handwrite (there is no penalty for cross-outs and insertions), type, or use a laptop to record the student's work. If the scribe types and prints out the student's responses, the responses need to be transcribed into the test book for paper-based tests or typed directly into the secure testing platform for online tests. The transcriber must copy the student's marks or responses exactly as he/she has written—including all errors in grammar, mechanics, spelling, etc.

If necessary, proofread the student's essay with another scribe before word processing the student's response.

- ✓ If the student is using a tape recorder or videotape for later transcription by a scribe, it is required to have two people listen or view as a reliability check for accuracy.
- ✓ For an accuracy check, scribes may record the session on audio or videotape for playback.
- ✓ Corrections of exclusively Braille errors will be at the discretion of the scribe. Braille errors are those errors that occur specifically to that population due to the recording medium. An example could be the result of the physical typing on a Braille machine, such as typing an ‘f’ as opposed to the intended ‘d’ due to finger misplacement. The transcriber has the option to verify the student's response with another examiner trained in Braille.
- ✓ To increase accuracy, it is advisable to have one person reading the student’s responses as another transcribes them into the test book. The people then switch roles to check the transcription. Transcriptions must take place in a secure environment and, whenever possible, under the direction of the BTC. Please note that all test material—including the test book the student originally used—must be returned to the testing vendor.
- ✓ Collect scratch paper, rough drafts, and login information immediately at the end of the testing session. These items are considered secure material and must be collected and shredded by the BTC at the end of the testing session.

NOTE: For ACT, please refer to the ACT Accommodations section on page 4.

Oklahoma Alternate Assessment Program (OAAP)

The OAAP is a component of the OSTP and is designed for students with the most significant cognitive disabilities and adaptive behavior deficits. The OAAP mirrors the general assessment system in regard to grade levels and subjects assessed and utilizes the Dynamic Learning Maps (DLM) Alternate Assessment System. The academic achievement of students participating in the OAAP is based on alternate academic achievement standards, which differ in complexity from the Oklahoma Academic Standards (OAS) of the general state assessments.

To participate in the OAAP, students must require alternate achievement standards in all content areas and must have an IEP containing rigorous, measurable goals that include short-term benchmarks/objectives. In addition, students must meet the criteria identified in *The Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments*, and the IEP team must determine an alternate assessment is appropriate for the student. The Every Student Succeeds Act (ESSA) mandates that no more than 1% of all tested students may participate in an alternate assessment. IEP teams should discuss the accommodations needed for students to participate in the general assessment before considering eligibility in the alternate assessment. For additional information on the OAAP, visit https://sde.ok.gov/assessment or contact the Special Education Office at (405) 521-3351 or the Office of Assessments at (405) 522-1677.

Protocol for Emergency Accommodations on State Assessments

If, before or during testing, the school principal (or designee) determines that a student requires an emergency accommodation (e.g., broken hand), **Form EA** must be completed and submitted to the District Test Coordinator (DTC) for approval. A copy of this form must be filed in the testing archives, and a copy must be retained by the DTC at the central office.

Student Refusal of Accommodations During Testing

If a student refuses to use an accommodation listed in his or her plan during testing, the school should document in writing that the student refused the accommodation and keep the documentation on file at the school. The student should be told that the accommodation will remain available during testing should they need it. The student should *not* be asked to sign an agreement acknowledging that they have refused an accommodation, nor should they be asked to waive their right to receive an accommodation that is listed in their IEP or 504 Plan. A sample form for documenting a student's refusal of an accommodation is available in the Supporting Documents listed below.

If a student refuses an accommodation, and the IEP team agrees that the listed accommodation is no longer needed by the student, the accommodation should be removed from the plan at the next scheduled meeting (or listed in the plan "as requested by the student"). Written approval must be obtained from the parent/guardian (or student over 18 years of age) for new or amended IEPs before a change in accommodations can go into effect.

Similarly, 504 Plans must reflect only those accommodations that are required by the student as determined by the educators familiar with the student.

Supporting Documents

ACT Accommodations

Form EA (Emergency Accommodation)

Form U (Unique Accommodation)

OSTP Calculator Policy

OSTP ELA/Reading Test Read-Aloud Protocol

Student Accommodation Refusal Form