

# Alternate Assessment for Students with the Most Significant Cognitive Disabilities



Supplemental Instructions  
for Paper Testing  
Spring 2024

For Assistance With	District Test Coordinators Should Refer To	Building Test Coordinators Should Refer To	
Testing resources, manuals, user guides, guidance documents and practice materials	Test portal for Ohio's Alternate Assessment <a href="http://oh-alt.portal.cambiumast.com">oh-alt.portal.cambiumast.com</a>		
Identifying which students should participate in the AASCD	<a href="#">Spring 2024 AASCD Test Administration Manual (TAM)</a>	The district test coordinator	
Identifying which students are eligible for accommodations on Ohio's State Tests	<a href="#">Ohio's Accessibility Manual</a>		
Scheduling test administrations	<a href="#">Spring 2024 AASCD Test Administration Manual (TAM)</a>		
Emergency school closures during the testing window	Ohio Department of Education Office of Assessment 1-614-466-1317		
Reimbursements for translators			
Assistance with Student IDs for nonpublic and home-schooled students			
Security cases; test incidents			
Obtaining SSIDs for newly enrolled students	The district's EMIS coordinator or the student's prior district		
Submitting Pre-ID data	Cambium Assessment 1-877-231-7809 <a href="mailto:OHHelpDesk@cambiumassessment.com">OHHelpDesk@cambiumassessment.com</a>		
Ordering paper test materials in TIDE			
User accounts			
Requesting material pickups	Pel Hughes 1-877-231-7809 (option 6) <a href="mailto:OhioAASCDsupport@pelhughes.com">OhioAASCDsupport@pelhughes.com</a>		
Questions about district shipments of paper materials, packing documents and missing materials			

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# 1. Introduction for the AASCD

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The reauthorized *Individuals with Disabilities Education Act (IDEA, 2004)* reflects the intent to extend educational accountability and reform to all students, including students with disabilities. This legislation, along with the federal *Every Student Succeeds Act (ESSA)* and Ohio law (OAC 3301-13-03), mandates that students with disabilities be included in general state- and district-wide assessment programs. These laws provide clear expectations that states will align achievement assessment with academic content standards. In Ohio, there are three ways to assess student achievement of academic content standards:

- Participation in the general assessment without accommodations (most students)
- Participation in the general assessment with allowable accommodations (some students with disabilities and English language learners)
- **Participation in an alternate assessment (small number of students with the most significant cognitive disabilities)**

Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) is an online assessment designed to maximize access for students with the most significant cognitive disabilities and ensure that all students are included in Ohio's statewide assessment and accountability programs. Although these students represent a very small portion of the overall school population, Ohio's AASCD was developed with the knowledge that the evaluation of students' achievement on the AASCD represents an important component of the Ohio Department of Education's pursuit of high standards. Students with disabilities are entitled to the same rich instructional program as their peers without disabilities. Thus, all students in Ohio are included in the Department's standards-based accountability system.

Further information about accessibility for the general assessments is available on the Ohio Department of Education website: [education.ohio.gov](http://education.ohio.gov), search key words *Accessibility for Ohio's State Tests*.

## 1.1 About This AASCD Manual

This *Spring 2024 AASCD Supplemental Instructions for Paper Testing* manual covers paper-specific policies and procedures for districts and schools administering **paper accommodations** of the AASCD. Throughout this manual, references to "paper testing" refers to supplemental and/or full paper testing. This manual does not cover policies and procedures for districts and schools administering the AASCD online, nor does it cover the general policies and procedures that apply to both paper and online test administrations. For this information, please refer to the *Spring 2024 AASCD Test Administration Manual (TAM)*, which is available on the AASCD test portal.

District test coordinators, building test coordinators and test administrators administering paper tests must review the information in this manual **and** the general test administration information in the *Spring 2024 AASCD TAM*, prior to testing. Understanding testing policies and procedures is essential to a successful test administration.

## **1.2 About the Spring 2024 AASCD Tests**

The AASCD is administered by grade level (grades 3–8 and high school [HS]). Students take the AASCD in the same grades and content areas that are administered for Ohio's general assessments.

Each paper accommodation test is a fixed form with two segments: Segment 1 has 4 items and segment 2 has 36 items, for a total of 40 items per test. Districts and schools may elect to administer the test over multiple days; all testing and data entry must be completed by the end of the testing window. Test subjects may be given in any order. All items on the AASCD tests align to the Ohio's Learning Standards–Extended.

All districts and schools with eligible students are required to administer the tests. For guidance on which students are required to participate in statewide testing, refer to the Department's website. For information on marking test eligibility in the testing systems, see Section 5 on "Student Pre-ID and Test Eligibility" in the [\*Spring 2024 AASCD TAM\*](#).

A score will be reported immediately in the Centralized Reporting System (CRS) for each test completed and submitted.

### **1.2.1 Elementary and Middle School Tests**

The following elementary and middle school tests are available for the spring 2024 AASCD test administration:

- Grade 3 English language arts
- Grade 3 mathematics
- Grade 4 English language arts
- Grade 4 mathematics
- Grade 5 English language arts
- Grade 5 mathematics
- Grade 5 science
- Grade 6 English language arts
- Grade 6 mathematics
- Grade 7 English language arts
- Grade 7 mathematics
- Grade 8 English language arts
- Grade 8 mathematics
- Grade 8 science

### **1.2.2 High School Tests**

The following high school tests are available for the spring 2024 AASCD test administration:

- English language arts
- Mathematics
- Science
- Social studies

### 1.3 Test Mode

The spring 2024 AASCD test administration is an online adaptive test administration. There are two modes that have a paper component that is available only for specific situations.

- **Supplemental Test Mode (Fixed Form):** Test is taken online and responses entered online. Paper response cards only available for use only by the student.
- **Full Paper Test Mode (Fixed Form):** Test is taken with the student using paper test booklets, stimulus booklets and paper response options. The test administrator enters the student's responses into the Data Entry Interface (DEI).

All orders for paper test materials are subject to Department approval. Refer to the [Requesting Exceptions to Online Testing](#) page on the Department's website for further information.

Districts that filed board resolutions selecting paper testing for grade 3 English language arts and mathematics should see [Section 3.1.2](#) of this manual for more information on paper test materials.

Students must complete both segments of the test in the same mode. See Section 5.2.6 of the [Spring 2024 AASCD TAM](#) for guidance on students who transfer during the testing window.



## 2. AASCD Schedules

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### 2.1 Key Dates for AASCD Paper Testing

The following tables list key administration dates for paper testing. Please refer to the test portal for additional test administration dates.

**Table 1. Key Dates for Paper Testing**

<b>2.1.1 AASCD Paper Testing Activities</b>	<b>Date(s)</b>
Pre-ID Window for the spring test administration. All students must be preidentified in the Test Information Distribution Engine (TIDE) in advance of testing. All students, regardless of test mode, <b>must be</b> preidentified in TIDE by April 19.	Now – April 19
On-time Order Window for paper accommodation materials (supplemental and full paper)	November 21 – December 6
Paper accommodation materials due in district	February 12
Additional order window for paper accommodation materials	February 12 – April 17
<b>AASCD Test Administration Window (online and paper)</b>	<b>February 26 – April 19</b>

#### 2.1.2 Deadlines for Returning AASCD Paper Materials

**IMPORTANT:** Districts are required to return secure test materials immediately after they have completed all testing. District test coordinators are responsible for calling the Ohio Help Desk to arrange for pickup of secure test materials within one week after the district completes testing. All material pickups must occur no later than **Friday, April 26, 2024**. See [Section 4.5](#) in this manual for instructions on returning secure test materials.

### 3. General AASCD Paper Accommodation Test Administration Information

This section provides general test administration information for test coordinators **and** test administrators in districts and schools that are testing students with paper accommodation materials. This manual does not cover policies and procedures for districts and schools administering the AASCD online, nor does it cover the general policies and procedures that apply to both paper and online test administrations. For this information, please refer to the [Spring 2024 AASCD Test Administration Manual \(TAM\)](#), which is available on the AASCD test portal.

#### 3.1 Before AASCD Testing

##### 3.1.1 Determining Participation in AASCD Paper Accommodation Testing

If a student is unable to take the full online version of the test, the alternate test mode (supplemental or full paper) **must be documented in the student’s Individualized Education Program (IEP)**. The decision for an alternate test mode to online testing must be informed through a data-driven process. For more information regarding determining participation in the AASCD, refer to Section 5.1 of the [Spring 2024 AASCD TAM](#). For information regarding the available test settings, accessibility features, accommodations and accommodation policies, refer to Appendix B of the [Spring 2024 AASCD TAM](#).

##### 3.1.2 Breakdown of AASCD Paper Accommodation Materials

For the AASCD, there are three distinct paper accommodations: a supplemental online accommodation, a full paper accommodation and an embossed tactile graphics accommodation. The table below provides a breakdown of each material type, which accommodation the material supports and a description of what the material is.

<b>Material Type</b>	<b>Material Description</b>
Test Booklet <i>For use with full paper testing only</i>	Bound booklet containing each question, the script for each question and the corresponding responses, in sequential order, for all 40 items.
Stimulus Booklet <i>For use with full paper testing only</i>	Bound booklet containing each stimulus and the script for each stimulus, in sequential order. <b>Note:</b> Not all items have a stimulus.
Paper Response Options: <ul style="list-style-type: none"> <li>• Response Cards</li> <li>• Sentence Strips</li> </ul> <i>For use with supplemental <b>and</b> full paper testing</i>	Response cards consisting of picture symbols, words or numbers for each corresponding item in the test booklet (full paper testers) or the online Student Interface (supplemental testers).  Strips consisting of more than one word, or a sentence, for each corresponding item in the test booklet (full paper testers) and the online Student Interface (supplemental testers).
Optional Student Response Form <i>For use with full paper testing only</i>	Form used by the test administrator to record the selected responses for full paper testers. This optional form is available in <a href="#">Appendix E</a> of this manual. Responses entered on the Student Response Form must be entered into the Data Entry Interface (DEI) by the test administrator.

<b>Material Type</b>	<b>Material Description</b>
Spring 2024 AASCD Supplemental Instructions for Paper Testing manual	Required manual used to administer any AASCD paper accommodations to students. Test administrators must have the manual on hand during paper accommodation administrations.
Embossed Tactile Graphics	A <b>selection</b> of Embossed Tactile Graphics to be used <b>in addition</b> to <b>either</b> the supplemental <b>or</b> full paper AASCD test administration. Embossed tactile materials make visual concepts accessible through touch, by providing tactile representations of images such as maps, diagrams and graphs to people who are blind and visually impaired.

Refer to [Appendix A](#) of this manual for instructions on how to prepare for and administer each of these alternate test mode versions during the spring 2024 AASCD Test.

**3.1.3 AASCD Paper Accommodation Pre-ID**

Test coordinators must ensure that all supplemental and full paper testers are preidentified in the Test Information Distribution Engine ([TIDE](#)) in advance of the testing window. Failure to preidentify students in advance of testing delays access to the online Student Interface for supplemental testers and prevents test administrators from accessing the Data Entry Interface (DEI) to enter responses for full paper testers.

**3.1.4 AASCD Test Modes**

**The Spring 2024 administration is an online test administration.** Paper tests are available only for specific situations. Refer to the [Requesting Exceptions to Online Testing](#) document on the Department's website for further information. Districts that filed board resolutions selecting paper testing for grade 3 use full paper accommodation materials. All orders for paper test materials are subject to Department approval.

Paper accommodation testers must have a test mode indicated in their Pre-ID records in [TIDE](#). There are two test modes for paper accommodations: Supplemental testers have a test mode of S for each subject they are eligible to take, and full paper testers have a test mode of P for each subject they are eligible to take. Test coordinators should refer to section 5.2 in the [Spring 2024 AASCD TAM](#) for more information on how to preidentify supplemental and paper testers for the AASCD.

See Section 5.2.6 of the [Spring 2024 TAM](#) for guidance on students who transfer during the testing window.

**3.1.5 Ordering AASCD Paper Accommodation Materials**

**There are no preloads in TIDE for any paper accommodation materials.** District test coordinators order paper accommodation materials in [TIDE](#) under the Paper Orders AASCD Spring 2024 administration. District test coordinators must first confirm contact information and then enter their requests for materials in TIDE. Review the material descriptions in TIDE to assist you in placing your order and confirm that the student's corresponding test mode (S or P) is set

in TIDE. Districts must ensure that the students for whom they are ordering paper accommodation materials have the accommodations listed in their IEPs and list explanations in the order comment box. **Orders submitted without an explanation will not be approved.**

**IMPORTANT:** Grade 3 Board Resolution districts order Full Paper Kits for the subject(s) indicated on approved resolutions. **All orders are subject to Department approval, and a reason must still be entered when submitting the order.**

Supplemental Kits and Full Paper Kits are designed for use with multiple students. **Due to health concerns, districts may order paper materials per student count but they must not order quantities in excess of the number of students whose IEPs indicate the need for paper accommodations.**

Supplemental accommodation materials are shipped in individual color-coded boxes by grade level and include materials for each subject. Full paper accommodation materials for grade 3 are separated by subject to allow for Board Resolution districts that selected paper for their grade 3 students to request full paper accommodation materials for only the grade 3 subject(s) they indicated. Full paper accommodation materials for grades 4 through high school are shipped in individual color-coded boxes by grade level and include materials for each subject administered at that grade.

**There are no braille forms for the AASCD; only a selection of Embossed Tactile Graphics is available.** The student's IEP should note the need for embossed tactile graphics. If your student requires embossed tactile graphics, ask your test coordinator to contact the Ohio Help Desk at 1-877-231-7809 or [ohhelpdesk@cambiumassessment.com](mailto:ohhelpdesk@cambiumassessment.com) to request these materials. **Requests for embossed tactile graphics are subject to Department approval.** All embossed tactile graphics are secure materials and must be returned with all other testing materials at the close of the test administration window. Refer to [Appendix B](#) of this manual for more information on embossed tactile graphics accommodation administrations.

**Paper materials are not scorable.** Scores for paper accommodation testing are provided only for supplemental responses submitted into the Student Interface and for full paper responses submitted into the Data Entry Interface by the test administrator prior to the close of the testing window.

### **3.1.6 Maintaining Security of AASCD Paper Accommodation Materials**

Districts and schools that have students testing on paper should be mindful of maintaining the security of all physical test materials. Prior to receiving materials, districts and schools must identify a secure and locked location for all secure materials to be stored while testing is not in session.

Pel Hughes, the print vendor for these materials, maintains a record of the security numbers of all secure test materials shipped to each district and school. Pel Hughes uses a barcode scanner to account for all secure test materials and provides a record of missing secure test materials to district test coordinators and to the Department. If any secure test material shipped to the district is determined to be missing, the district test coordinator is required to account for it. District test

coordinators are able to track the return of secure materials after testing using the Track Shipments task in TIDE.

The table below provides the type of paper accommodation materials, indicates if the material is secure and specifies if the material needs to be returned to Pel Hughes.

<b>AASCD Paper Accommodation Materials</b>	<b>Secure</b>	<b>Return to Pel Hughes</b>
<i>Supplemental Instructions for Paper Testing Manual</i>	No	No
TA Kit Memos, Checklists, Packing Lists, Range Sheets, Return Box Labels	No	No
Test Booklets	Yes	Yes
Stimulus Booklets	Yes	Yes
Paper Response Options (paper response cards and sentence strips)	Yes	Yes
Completed Optional Student Response Forms	Yes	Yes
All Embossed Tactile Graphics Ordered	Yes	Yes
All locally Created Embossed Tactile Graphics or Other Locally Adapted Paper Materials	Yes	Yes

For more information regarding test security, refer to Section 3 of the [Spring 2024 AASCD TAM](#).

## **3.2 During AASCD Testing**

### **3.2.1 AASCD Paper Accommodation Scripts**

For supplemental testers, test administrators must follow the script contained in the *Online Testing Highlights and Script*, located in Appendix K of the [Spring 2024 AASCD TAM](#) which test administrators must download from the AASCD test portal. Test administrators must not deviate from the oral directions. Read the appropriate script to students, paying careful attention to the instructions directed to the test administrator, which are inserted among the oral directions.

**For supplemental testers, text-to-speech must first be played from the Student Interface to speak the passages, questions and answer options, including any additional hidden text that may exist for some of the answer options.** Test administrators can then repeat the text-to-speech audio or read the text aloud, verbatim, as needed to meet student needs.

For full paper testers, the test administrator must follow the directions and script provided in [Appendix A](#) of this manual. **Test administrators must not deviate from the script.**

### **3.2.2 Accommodating Presentation of the AASCD**

It is important that the test administrator present the test to a student in the same modality in which the student receives instruction. Accommodation presentations that are unfamiliar to the student should not be introduced for the purpose of testing. The following are all possible modes that test administrators may use when presenting items to a student:

- Orally (verbally)

- Orally (verbally), supported by sign language, cued speech or both
- Orally (verbally), supported by concrete objects
- Orally (verbally), supported by picture symbols
- Using picture symbols
- Using a student's other preferred communication system
- Using supports, such as computer software that provides systematic visual aids
- Using sign language\*
- Using sign language\* supported by concrete objects
- Using sign language\* supported by picture symbols

*\*The sign language interpreter should interpret in the system (for example, American Sign Language [ASL] or Signed Exact English) that the student uses in daily instruction and communication.*

Guidelines for presentation include the following:

- Whenever possible, use the same accommodations used during instruction. For example, if foam manipulatives are provided to the student during instruction for teaching fractions, foam manipulatives should be used during testing for any content related to fractions.
- Consider the effect of accommodations on what is being assessed before the actual administration of the AASCD. Make sure that the accommodations DO NOT change the meaning or the intent of an item.
- Select signs, words, concrete objects and images with care so they DO NOT signal the correct response.
- Consider several factors when implementing accommodations. These factors include, but are not limited to, the following:
  - Volume
  - Timing
  - Movement, gesture or expression
  - Environment
  - Background (visual and auditory)
  - Contrast
  - Color of stimulus materials (see "Response Modes," below)
- Use any customary encouragement and support strategy as long as it does not unfairly signal correct or incorrect responses. These strategies include, but are not limited to, the following:
  - Praise
  - Confirmation

- Reiteration or repetition
- Touch
- Snack or other incentive

### **3.2.3 Accommodating AASCD Student Responses**

For every item, response options are provided. The student may express a response choice by or through such means as the following:

- Using language (oral or signed), independently or through voice output devices
- Using other vocalization(s)
- Using language written manually or with a keyboard (traditional or voice activated) or by dictation to a scribe
- Touching, pointing, eye gazing, nodding or gesturing toward a response
- Selecting and arranging picture symbols
- Manipulating or picking up an object or picture symbol
- Exhibiting a change in breathing pattern (respiration) or body movement
- Changing facial expression(s)
- Using assistive technology devices
- Using a combination of these

Response-mode guidelines include the following:

- To be acceptable, any response mode must allow persons administering the assessment to ascertain, without ambiguity, the intent of a student's response.
- The response mode(s) must be routinely used by the student during daily instruction. A new response mode should not be introduced for this assessment.

### **3.2.4 AASCD Stimulus and Response Materials: Substitutions and Adaptations**

The online version of the AASCD has various features available within the Student Interface, such as magnification and color contrast, that can be enabled to make the test more accessible to students. However, in recognition of the need to depart on occasion from the standard presentation, the chart on the following page shows examples of substitutions and adaptations for supplemental and full paper test administrations that take into account the student's degree of vision, hearing or physical mobility. Refer to Section [3.2.4.1](#) for guidelines on substitutions and adaptations.

<b>Student Characteristic</b>	<b>Example of Substitutions and Adaptations</b>
Blind Low vision Partial sight	Increase or decrease size of paper response options, their spacing or both; increase contrast in or among paper response options; add, remove or change background color; position as appropriate (for example: right, left, midline, slanted, eye level, vertical [top to bottom]); limit spatial and figure ground problems

Student Characteristic	Example of Substitutions and Adaptations
	<p>Highlight response choices with flashlight; use backlighting; use multi-sensory materials (for example, incorporate weight, temperature, smell and resonance or vibration); use high-contrast colors (for example, red and yellow)</p> <p>Reduce sheen; lower intensity of light; change orientation (flat, slanted, upright); limit visual field; use a plastic frame to display stimulus and response materials</p> <p>Use textured paper response options (when tactile discrimination is possible); add raised lines or forms; use tactile graphics (limited contexts, as appropriate); provide tangible objects (actual, symbolic, part-for-whole); provide auditory, tactile and olfactory replacements for visual stimuli; eliminate distracting lights and sounds</p>
Limited in reach or touch	Use paper response options or response objects, or both, in conjunction with switches or other assistive technology
Limited in visual or tactile field	Reduce the surface on which response options are arrayed; realign (horizontal, vertical, paired or other arrangement); position materials level with student's eyes and then move within student's reach
Apraxia/motor planning problems or sensory integration challenges	<p>Rehearse movement needed for response; use an object for pointing; provide tactile and kinesthetic supports (for example, pacing board)</p> <p>Provide frequent breaks; offer visual supports; allow and encourage movement; allow unrelated manipulative (for example, rubber band in free hand) to aid concentration, supported seating, weighted vests, sensory diet before testing; reduce "noise" such as environmental sound, tactile and olfactory input, light</p>
Orthopedic impairment	Use assistive technology, visual cues, gestures (for example, point to screen or materials); change location to increase physical access; change location to access special equipment; offer adjustable height desk, appropriate specialized seating, slant top surface, assistive technology, extended time, multiple or frequent breaks

### 3.2.4.1 Guidelines for Substituting or Adapting Test Materials

The following guidelines are in place to provide clarification on how to substitute or adapt test materials without impacting the integrity of the test. Overall, substitutions or adaptations must adhere to the following rules:

1. Must be routinely used by (familiar to) the student during daily instruction
2. Does NOT change the meaning or the intent of an item
3. Does NOT unfairly signal correct or incorrect responses
4. Allows persons administering the assessment to ascertain, without ambiguity, the intent of a student's response

Additional guidelines for substitutions and adaptations:



- An equal exchange of symbols or pictures is allowable, such as using photographs or a different picture symbol system. It must be an equal exchange and consistent across the response options.
  - For instance, one response card cannot be replaced with a photograph while the other response cards are not replaced. This could cue the correct answer, which would be a test security violation. No other changes may be made to the response cards. All paper response options must be returned to Pel Hughes.
- Symbols should not be added to the sentence strips or word cards. Adding picture symbols above the words affects the difficulty of the items. The intent is to assess student understanding of the text or expression.
- Touch Math and Touch Money are trademarked products. Adding dots or numbers is a strategy that is used in instruction. The test administrator cannot add dots or numbers to the test materials or prompt the student to use this strategy during the assessment. The student may independently add dots or numbers or tap to solve problems, but the strategy must be student-initiated.
- You may substitute concrete objects for pictures and picture symbols as long as the substitution does not change the construct being assessed (for example, an analog clock can be substituted for pictures representing an analog clock; a digital clock can be substituted for pictures representing a digital clock).
  - Substitutions must be made consistently across all response options. A substitution may not be made for one response option alone. Substituting only one response option could cue the correct answer, which would be a test security violation.
- All paper materials can be enlarged. However, photocopying for any other purpose is strictly prohibited. All copies (original and enlarged) must be returned along with all other secure materials to Pel Hughes after testing.
- Materials can be laminated as needed, as long as glare is not a concern and the laminating is done in a secure manner.
- Students may require response cards to be spaced farther apart on the table. In these cases, cut cards apart prior to the test administration, using the guiding lines on the strips.

For questions or concerns regarding substitutions or adaptations, please refer to ODE's Alternate Assessment Participation Office at [AAParticipation@education.ohio.gov](mailto:AAParticipation@education.ohio.gov).

### ***3.2.5 Early Stopping Rule for AASCD Paper Accommodations***

There may be instances where the district has not yet determined a student's mode of communication. For students who are unable to provide a discernible response to an item, the test administrator can select the "Mark as No Response" option from the context menu within the Student Interface for supplemental testers or in the Data Entry Interface for paper testers.

**Note:** The Student Interface and Data Entry Interface have a built-in early stopping rule, which automatically stops the test if the "Mark as No Response" option is submitted as the response for **all four of the first four items** for that test subject. **Test administrators are still required to administer all other applicable subjects to a student even if the early stopping rule was**

**enacted for another subject.** If the student can provide a discernible response to at least one of the first four items for that test subject, the test administrator must continue the assessment.

For supplemental testers for whom the early stopping rule applies, the test administrator must ensure that the test is submitted in the Student Interface after the “Mark as No Response” option is entered, so the student receives credit for taking that subject test. For paper testers for whom the early stopping rule applies, the test administrator must ensure that “Mark as No Response” has been entered and the test is submitted in the Data Entry Interface, so the student receives credit for taking that subject test. For more information pertaining to students with no discernible mode of communication and the early stopping rule, district test coordinators should contact the Department’s Office of Assessment at [statetests@education.ohio.gov](mailto:statetests@education.ohio.gov) or 1-614-466-1317.

### ***3.2.6 Pausing and Resuming the AASCD Online Supplemental Test***

During supplemental testing, if a circumstance requires pausing the test, the student or test administrator can do so from the Student Testing Site or the test administrator may do so from the TA Interface. To pause the test from the Student Testing Site, the test must be taken out of full screen mode to access the pause button from the toolbar.

Pausing a student’s supplemental test logs the student out of the Student Testing Site. The student can resume testing in a paused test at any point within the testing window. Resuming a paused AASCD subject test does not require a submission of a test status request. The test administrator starts a new test session and logs the student back into the Student Testing Site and selects the test to resume. **When resuming a paused test, neither student nor test administrator should go back to previously answered items.**

### ***3.2.7 Pausing and Resuming the AASCD Full Paper Test***

During full paper testing, if a circumstance requires testing to be paused, the test administrator can do so. The test administrator must make note of the last item administered to the student and collect all secure materials and securely store them. Responses for items that were administered are to be entered into the Data Entry Interface at this time.

Test administrators can resume administering the test to the student at a later date within the test administration window. **When resuming the test, neither student nor test administrator should go back to previously answered items.** Responses for items that were administered must be entered into the Data Entry Interface at this time.

Upon completion of administering the test, the test administrator enters any remaining student responses into the Data Entry Interface and clicks [Submit Test].

## **3.3 After AASCD Paper Accommodation Testing**

### ***3.3.1 After Testing – AASCD Supplemental Accommodation***

Once all supplemental testing is completed for the student, the test administrator must ensure that the student’s test has been submitted in the Student Interface. The test administrator then

must stop the test session and exit out of the TA Interface. The Secure Browser or SecureTestBrowser app should be exited from the student's device. The test administrator should ensure that all scratch paper with writing on it is securely shredded, any white boards are erased, any secure materials are accounted for and properly returned to the building test coordinator, and the memory of any calculators used during the test administration is cleared.

### ***3.3.2 After Testing - AASCD Full Paper Accommodation***

Once all full paper testing is completed for the student, the test administrator must ensure that the student's responses are entered into the Data Entry Interface and the test is submitted. The test administrator must also ensure that all scratch paper with writing on it is securely shredded, any white boards erased, any secure materials, including the optional student response form, are accounted for and properly returned to the building test coordinator, and the memory of any calculators used during the test administration is cleared.

**Test administrators must enter student responses for paper testing into the Data Entry Interface as soon as possible after that day's testing. Test administrators must not wait until the last day of the testing window to enter student responses for paper testing into the Data Entry Interface.**

## **4. Test Coordinator Responsibilities for AASCD Paper Accommodations**

This section provides information to the test coordinators in districts and schools that are testing students with paper accommodations (supplemental and full paper testers).

### **4.1 District Test Coordinator Responsibilities for AASCD**

The district test coordinator is the primary point of contact between the district and the Department. In districts with students to be administered the AASCD using paper accommodations, the district test coordinator:

- Has primary responsibility for the test administration and oversight of all online systems used during the test administration.
- Is familiar with this manual, the [\*AASCD Supplemental Instructions for Paper Testing\*](#), the [\*AASCD Test Administration Manual \(TAM\)\*](#), the [\*Test Administrator User Guide\*](#), the [\*TIDE User Guide\*](#), the [\*AASCD Data Entry Interface \(DEI\) User Guide\*](#) and the [\*Centralized Reporting System User Guide\*](#). All of these are available for download from the AASCD test portal.
- Coordinates with the district of service (if students are receiving services outside of the district), EMIS coordinators and the Ohio Department of Education Office of Accountability to answer questions related to district and school IRNs, where the students' scores are reported and where they are counted.
- Creates user accounts for all personnel who need access to online testing systems or must delegate this responsibility.
- Confirms all test administrators are trained to administer the alternate assessment.
- Makes sure test administrators are familiar with the accessibility features available for students.
- Ensures that all participating paper accommodation students are preidentified as supplemental (S) or full paper (P) testers for the proper subjects and orders the appropriate paper materials.
- Orders paper accommodation materials in [\*TIDE\*](#).
- Orders embossed tactile graphics as needed from the Ohio Help Desk.
- Receives paper accommodation materials from Pel Hughes and distributes them to schools.
- Ensures that building test coordinators maintain test security of and account for all secure test materials before, during and after test administration.
- Ensures that all personnel are aware of state and district test security procedures and follows these procedures at all times.
- Reports all alleged test security violations to the Department (building coordinators and test administrators must report to the district test coordinator).
- Ensures that all boxes of secure materials are returned to Pel Hughes within one week of districts' test completions and no later than Friday, April 26, 2024.
- Receives and distributes test results, when available.

## 4.2 Building Test Coordinator Responsibilities for AASCD

The building test coordinator is responsible for coordinating paper accommodation test administrations in a school building. In schools where students are testing on paper, the building test coordinator:

- Is familiar with this manual, the [\*AASCD Supplemental Instructions for Paper Testing\*](#), the [\*AASCD Test Administration Manual \(TAM\)\*](#), the [\*Test Administrator User Guide\*](#), the [\*TIDE User Guide\*](#), the [\*AASCD Data Entry Interface \(DEI\) User Guide\*](#) and the [\*Centralized Reporting System User Guide\*](#). All of these are available for download from Ohio's AASCD test portal.
- Ensures that state and district test security procedures are followed in the building.
- Reports all alleged test security violations to the district test coordinator.
- Ensures that test administrators act in accordance with all test security requirements.
- Ensures that test administrators are trained on required paper accommodation administration procedures before testing.
- Can preidentify students in TIDE using the Add Student task and can update a student's demographics in TIDE.
- Receives paper accommodation materials from the district test coordinator; ensures that all materials are received for testers; provides for locked, secure storage when materials are not in use; and distributes materials each day as needed.
- Ensures all paper accommodation materials are accounted for and securely stored following the test administration each day.
- Distributes and stores calculators (when applicable).
- Ensures that test administrators understand their responsibilities when the paper accommodation administration ends.
- Ensures that responses are entered and submitted in the Student Interface for supplemental testers and the Data Entry Interface for full paper testers.
- Promptly packages and returns secure materials to the district test coordinator for return to Pel Hughes.

## 4.3 Before AASCD Paper Accommodation Testing

Districts that placed on-time orders for paper accommodation materials will receive materials on **February 12, 2024**, two weeks before the spring 2024 AASCD test administration window. Pel Hughes ships on-time paper accommodation materials orders for all schools in a district to the shipping address listed under the Paper Order for AASCD Spring 2024 administration in [\*TIDE\*](#). All AASCD materials are delivered by UPS and must be signed for by the district.

**IMPORTANT:** Districts should expect to receive paper accommodation materials in two shipments: one for the District Test Coordinator (DTC) Kit and one for any accommodation materials ordered during the on-time order window.

### **4.3.1 Receipt of AASCD Paper Accommodation District Materials**

All AASCD materials are delivered by and returned via UPS. Upon receipt of the shipment from UPS, district test coordinators should locate the DTC Kit bubble envelope, which contains the following:

- AASCD District Security Checklist:
  - AASCD District Packing List
  - AASCD School Box Range Sheet
  - AASCD School Packing List
- AASCD Return Kit
  - UPS Return Labels
  - Secure Materials Resolution Form
- AASCD Supplemental Instructions for Paper Testing manual

The *District Security Checklist* contains the *District Packing List*, *School Box Range Sheet* and copies of the *School Packing Lists*. Use these forms to confirm receipt of all materials. Retain the *District Security Checklist* with district records; do not return it to Pel Hughes.

The *District Packing List* shows the number of boxes packaged for the district. District test coordinators use this sheet to verify that they have received all boxes. District test coordinators who do not receive all their boxes should immediately call the Ohio Help Desk at 1-877-231-7809 and select option 6.

The *School Box Range Sheet* shows the number of boxes packaged for each school, as well as the number of boxes packaged for the district. District test coordinators use this sheet to sort the boxes by building and verify that they have received all boxes. District test coordinators who do not receive all their boxes should immediately call the Ohio Help Desk at 1-877-231-7809 and select option 6 for assistance with shipments.

The *School Packing List* shows the number of boxes for each school. Building test coordinators use this sheet to verify that they have received all boxes for each school. Building test coordinators who do not receive all their boxes should notify the district test coordinator. The district test coordinator should immediately call the Ohio Help Desk at 1-877-231-7809 and select option 6.

District test coordinators should also locate the AASCD return kit. It is in a white Tyvek envelope inside the DTC Kit bubble envelope. The kit contains a *Secure Material Resolution Form*, additional return shipment labels and a list of all tracking numbers assigned to your district. You can use this list to track which boxes have been returned from individual schools. The district test coordinator should retain the AASCD Return Kit consisting of the UPS return shipping labels and secure materials resolution form. These materials are used to return the materials after the paper accommodation test(s) are administered. District test coordinators must record secure material discrepancies on the *Secure Material Resolution Form*; if there are no discrepancies, it is not necessary to complete this form.

It is not necessary for the district test coordinator to open the school boxes of supplemental accommodation materials or full paper accommodation materials; building test coordinators

are responsible for inventorying these boxes. The district test coordinator must securely store school boxes until they can be distributed to school buildings.

#### **4.3.2 Receipt of AASCD Paper Accommodation School Materials**

Building test coordinators receive their boxes of AASCD paper accommodation materials from the district test coordinator. Each school box contains the following materials:

- *School Packing List*
- *School Security Checklists*
- *AASCD Supplemental Instructions for Paper Testing manual*

Building test coordinators must keep all of the boxes they receive. Building test coordinators return all paper accommodation materials to the district test coordinator in the same box(es) in which the materials were received. The building test coordinator must keep all materials in locked storage until it is time to distribute them to the test administrators on test days. Test materials must be returned to secure storage immediately after testing each day.

Building test coordinators must use the *School Packing List* to verify the school's order. Building test coordinators must verify that the number of materials listed on the packing list is sufficient for the number of test administrators administering paper accommodations. If the school needs additional materials, the building test coordinator must notify the district test coordinator.

The *School Security Checklist* lists the security numbers for all secure material sent with the original order. Building test coordinators must maintain test security by using the security numbers to account for all secure test materials before, during and after test administration until they are returned to the district test coordinator. If there are discrepancies or missing test materials, the building test coordinator must notify the district test coordinator immediately. Building test coordinators should retain the *School Security Checklists* with school records; they should not return them to the district test coordinator or Pel Hughes.

#### **4.3.3 Requesting Additional AASCD Paper Accommodation Materials**

It is the district test coordinator's responsibility to ensure that all schools have enough test materials for test administrators to administer the paper accommodations. Test administrators must notify their building test coordinators if they need additional paper accommodation materials. Building test coordinators must notify their district test coordinators if additional paper accommodation materials are needed. District test coordinators may place orders for additional paper accommodation materials during the Additional Order Window in TIDE between February 12 and April 17. **All requests must have an explanation entered in the reason box.** All orders are subject to Department approval.

## **4.4 During AASCD Paper Accommodation Testing**

Test coordinators must understand the rules and procedures that govern paper accommodation testing; the rules and procedures specific to test coordinators for paper accommodation testing are addressed below. For the general rules and procedures for paper accommodation testing that apply to test coordinators **and** test administrators, please refer to [Section 3](#) of this manual. For detailed information on staff responsibilities during paper accommodation testing, refer to [Section 5](#) of this manual.

### **4.4.1 Distributing AASCD Paper Accommodation Materials to Test Administrators**

Building test coordinators must ensure all secure materials are kept in a secure location at all times. Upon receipt of the materials, the building test coordinator may distribute the materials to test administrators so the test administrators may prepare the materials for test day.

## **4.5 After AASCD Paper Accommodation Testing**

### **4.5.1 Returning AASCD Paper Accommodation Materials to Pel Hughes**

The following contents of the TA Kits must be returned immediately after the district is finished with testing and no later than **Friday, April 26, 2024**:

- test booklets
- stimulus booklets
- paper response options (including the plastic bags that they were packaged in)
- optional student response forms (if used)
- any embossed tactile graphics ordered from the Ohio Help Desk
- any locally created embossed tactile graphics or any other locally adapted paper test materials

The AASCD Test Administration Manual and the AASCD Supplemental Instructions for Paper Testing manual may be retained by the district or discarded.

In order to facilitate the process of returning materials, Pel Hughes sends email notifications regarding the status of returning test materials assigned to each district. This email notification includes information on what test materials have been returned to Pel Hughes and what test materials remain outstanding.

Building test coordinators and test administrators should keep all boxes and plastic bags in which the test materials are delivered. Use these boxes and plastic bags to return the materials to the district test coordinator when testing is complete. If the boxes are damaged in the original shipment, use sturdy boxes or ask the district test coordinator to call Pel Hughes for more boxes. All optional student response forms with student information and/or responses on them must be returned to the district test coordinator for return to Pel Hughes. Districts and schools may not keep a copy of student response forms with student information and/or responses on them.



Building test coordinators should direct all questions about returning materials to their district test coordinators. District test coordinators who have any questions or encounter difficulties with these shipping procedures should call Pel Hughes at 1-877-231-7809 and select option 6.

#### **4.5.2 *Preparing to Return AASCD Paper Accommodation District Materials to Pel Hughes***

District test coordinators should use the checklist below to complete the necessary steps for returning secure paper accommodation materials to Pel Hughes.

- Work with all building test coordinators immediately after all testing is concluded; collect all the school boxes containing the secure testing materials (test booklets, stimulus booklets, paper response options, optional student response forms, any embossed tactile materials or locally created adapted paper test materials).
- Confirm all paper response options are organized by content area and returned in their original bags. They do not need to be re-rubber banded. Do not return test booklets or stimulus booklets in these bags. Each TA Kit includes a memo that should be completed by the test administrator to verify all paper response options are received and returned. These memos should be retained by the district along with the District Security Checklist, District Packing List, School Box Range Sheet and School Packing List.
- Confirm that you have received each of the materials that were sent to the school(s). If the contents of the kits were sent to multiple schools, you may combine the materials into one return box.
- Pack the materials in the box(es) in which they were delivered.
- Confirm that each box is sealed securely with packaging tape.
- Locate the white UPS-RS labels that were in your shipment and apply the labels to the box(es) for return.
  - o If you need additional labels or boxes, call Pel Hughes at 1-877-231-7809 and select option 6.
- To schedule a pickup of your district's paper materials, follow the return instructions given in the next section.

#### **4.5.3 *AASCD Paper Materials Return Instructions for the District Test Coordinator***

District test coordinators must affix a WHITE UPS-RS label to the top of each box, making sure that it is not applied across the box flap seam. These labels contain a checklist to confirm all materials are boxed, as well as information on scheduling your UPS pickup. A sample can be found in [Appendix C](#) of this manual. Do NOT send any boxes via UPS without a UPS-RS label. Please keep records of your UPS shipments by keeping the tracking number(s). The UPS-RS number is located directly above the bar code in the middle of the shipping label.

**If you have a daily scheduled UPS pickup, you may send the return shipment with the rest of your daily packages.** If you do not have a daily scheduled UPS pickup, follow the procedures below to schedule a UPS pickup.

#### **4.5.3.1 Scheduling a UPS Pickup for AASCD Materials**

- District test coordinators are responsible for calling the Ohio Help Desk to arrange for pickup of secure test materials as soon as district testing is complete and materials have been packed for return, but the pickup must occur no later than **Friday, April 26, 2024**.
- Do NOT call the UPS general pickup number found on the UPS website.
- Contact the Ohio Help Desk at 1-877-231-7809 and select option 7 or email the Ohio Help Desk at [ohhelpdesk@cambiumassessment.com](mailto:ohhelpdesk@cambiumassessment.com).
- Provide the Ohio Help Desk with the following information:
  - Date and time range for the pickup (note that same-day pickup is not available in all areas)—please list the earliest available pickup time and the latest available pickup time.
  - Tracking number for at least one of the AASCD boxes
  - Pickup location

Once the pickup has been scheduled, the Ohio Help Desk will provide confirmation.

#### **4.5.4 Returning the AASCD Secure Material Resolution Form**

If there were any discrepancies to report with your materials, complete the *Secure Material Resolution Form*. This form can be found in the return kit. An example is found in [Appendix C](#). Email ([OhioAASCDsupport@pelhughes.com](mailto:OhioAASCDsupport@pelhughes.com)) or fax (1-504-910-8711) this form to Pel Hughes following the shipment of materials. This form does not need to be returned with your shipment. You do not need to complete this form or return it if there are no discrepancies.

If you have any questions or encounter difficulties with these return procedures, please call the Ohio Help Desk at 1-877-231-7809 and select menu option 6.

#### **4.5.5 AASCD Missing Materials Documentation**

If there are still missing materials after all return shipments are received, Pel Hughes sends an email and a Missing Material Report listing secure materials missing from the administration of the AASCD. Test coordinators should first check again with their teachers (TEs) or test administrators (TAs) to ensure the missing materials are no longer physically located in district or school buildings. If these materials are not recovered, there must be an investigation and a report that includes the following information:

- A list of items that are missing and the reason you are unable to return them.
- Security procedures you implemented during and after the test administration to locate the missing items.
- Individuals you believe are involved in the incident. Do not include student names or the names of any other individuals. Identify the individuals by position title. Identify students as Student A or Student 1.
- Detailed description of the incident. Your district should determine what to include in this description, which may be testimony from individuals who have knowledge of the incident.

- District's conclusion—for example, the incident happened, the incident did not happen or we did not find enough evidence.
- Plan of action if the incident did happen.

**This documentation must be provided on district or school letterhead and submitted in one of two ways:**

- Email documentation to [OhioAASCDsupport@pelhughes.com](mailto:OhioAASCDsupport@pelhughes.com), or
- Fax documentation to 1-504-910-8711, Attn: OHIO AASCD Support Team

The Office of Assessment at the Ohio Department of Education will review your investigation report. If the report confirms there is a test security violation, it is shared with the Office of Professional Conduct. The Office of Assessment has authority regarding the tests. The Office of Professional Conduct has authority for school staff conduct. The Office of Professional Conduct determines if it will take further action, which may include an additional investigation.

#### **4.5.6 *Preparing to Return AASCD Paper Accommodation Materials to the District Test Coordinator***

Building test coordinators should use the checklist below to complete the necessary steps for returning secure paper accommodation materials to the district test coordinator.

- Work with all test administrators immediately after all testing is concluded; collect all the school boxes containing the secure testing materials (test booklets, stimulus booklets, paper response options, optional student response forms, embossed tactile graphics and any locally created adapted paper materials).
- Use the School Security Checklist to ensure that all test materials are accounted for.
- Confirm all paper response options are organized by content area and returned in their original bags. They do not need to be re-rubber banded. Do not return test booklets or stimulus booklets in these bags. Each TA Kit includes a memo specifying the materials included in the kit. This memo also includes checklists that the test administrator uses to verify that all paper response options are received and returned. Ensure that the test administrator has completed these checklists and returned the memo(s) to you. These memos should be provided to the district test coordinator to be retained by the district along with the District Security Checklist, District Packing List, School Box Range Sheet and School Packing List.
- Confirm that you have received each of the materials that were sent to the school(s). If the contents of the kits were sent to multiple schools, you may combine the materials into one return box.
- Keep all boxes and plastic bags in which the test materials are delivered to return the materials to the district test coordinator when testing is complete.
- If the boxes are damaged in the original shipment, use sturdy boxes or ask the district test coordinator to contact Pel Hughes for more boxes.
- All optional student response forms with student information and/or responses on them must be returned to the district test coordinator for return to Pel Hughes. Districts and schools may not keep a copy of these forms.

## **5. Test Administrator Responsibilities for AASCD**

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This section provides information to the test administrators in districts and schools that are conducting paper accommodation testing for AASCD. Please note, test administrators must be employees of the district, have a license, certificate or permit issued by the Ohio Department of Education and be trained to administer the AASCD.

### **5.1 Test Administrator Responsibilities for AASCD**

The test administrator is the person who administers the test. In districts where students are testing on paper, the test administrator:

- Is aware of state and district test security procedures and follows them at all times
- Is trained on how to administer the AASCD. Available on the test portal is the Ohio Alternate Assessment [Test Administrator Certification Course](#). Also, you may search [STARS](#) or contact your local State Support Team (SST) for information regarding additional training opportunities.
- Receives secure test materials from the building test coordinator, maintains the security of materials at all times and returns secure materials to the building test coordinator immediately after testing.
- Ensures all materials needed on test day are available.
- Confirms if students are using approved handheld calculators, that the memory on all calculators has been cleared before and after each testing session.
- Has a Teacher (TE) or Test Administrator (TA) user account which is associated with the same school(s) as the students testing in their TA session.
- Has access to the student information needed for signing supplemental testers in to the Student Interface and signing in to the Data Entry Interface for full paper testers on test day and knows which test(s) students are eligible for.
- Is familiar with the accessibility features and assistive technology needed for each student.
- Knows how to establish a test session, review and adjust test settings, approve a student to test and monitor and stop the test administration for supplemental testers.
- Reviews and understands the [Test Administrator User Guide](#) and [Data Entry Interface User Guide](#).

## **5.2 Test Administrators: Before AASCD Paper Accommodation Testing**

### **5.2.1 AASCD Paper Accommodation Test Design**

The paper accommodations (supplemental and full paper) are fixed-form tests with the same 40 items presented in the same order. The supplemental and full paper tests are designed to reflect the design of the online tests; stimulus on the left, question on the right, and response options below the question. The difference between the two paper accommodations is that the supplemental test is administered online to the student with a paper component and the full paper test is administered on paper to the student with an online component for the test administrator.

- For supplemental testers, the test administrator starts a session in the TA Interface, the student takes the test online via the Student Interface, and the test administrator provides paper response options to the student for each item. The paper response options in the supplemental materials match up with the 40 items in the Student Interface for students with the supplemental (S) test mode in the Test Information Distribution Engine (TIDE).
- For full paper testers, the test administrator uses a paper test booklet, a stimulus booklet and paper response options to administer the full paper test to the student. The test administrator then records the student's responses and enters them online via the Data Entry Interface. The tests in the Data Entry Interface are set up like the tests in the Student Interface, with the stimulus on the left and the question and response options on the right.

### **5.2.2 Receiving AASCD Materials from the Building Test Coordinator**

On the morning that a school begins administering the paper tests, building test coordinators deliver the test materials to rooms as needed. Please make sure you receive enough materials to administer the test. Test administrators must keep testing materials in a secure location when the kits are in their possession. Test materials must be returned to secure, locked storage after testing.

### **5.2.3 Materials Used for AASCD Paper Accommodation Testing**

The materials needed to administer paper accommodation tests are detailed below. You should familiarize yourself with these materials before administering paper accommodations.

#### **5.2.3.1 AASCD Test Booklets (for full paper accommodation only)**

Test booklets are bound booklets that contain the questions and response options for each of the 40 items, in sequential order, for the grade and subject indicated on the front cover. These booklets are for use by the test administrator and student. Below is a breakdown of the design of the test booklets:

- The page immediately after the front cover is a blank page that denotes it is left blank intentionally.

- Flipping the blank page over, the question and response option for item 1 is presented to the student. The blue bar at the top of the page indicates the item. This is referred to as the “item page” and should face the student.
- The opposite page is referred to as the “item script page” and also has a blue bar indicating the item.
  - If the item has an associated stimulus, there will be a note directly below the blue bar on the “item script page” that indicates if the item has an associated stimulus in the stimulus booklet. **The stimulus script must be read before the test booklet script for these items.**
  - The script must be read aloud to the student verbatim.

**Marks should not be made in test booklets.** Using a marked test booklet could alter the integrity of the test administration. Though students may respond to an item by indicating the response options in the test booklet, the test administrator should record student responses in the optional student response form or directly into the Data Entry Interface.

### *5.2.3.2 AASCD Stimulus Booklets (for full paper accommodation only)*

Stimulus booklets are bound booklets that contain the stimuli for the grade and subject indicated on the front cover. These booklets are for use by the test administrator and student. Below is a breakdown of the design of the stimulus booklets:

- Not all items have a stimulus and some stimuli are associated with multiple items. The test booklet indicates which items have an associated stimulus.
- **The stimulus script must be read, and the stimulus presented to the student, before the test booklet script is read and the question and response options are presented to the student.**
- The page immediately after the front cover of the stimulus booklet is a blank page that denotes it is left blank intentionally.
- Flipping the blank page over, the stimulus for the associated item is presented to the student. The blue bar at the top of the page indicates the associated item(s). This is referred to as the “stimulus page” and should face the student.
- The opposite page is referred to as the “stimulus script page” and also has a blue bar indicating the associated item(s).
- The script must be read to the student verbatim.

**Marks should not be made in stimulus booklets.** Stimulus booklets are for use by multiple students. Using a marked stimulus booklet could alter the integrity of the test administration.

### *5.2.3.3 AASCD Paper Response Options (for supplemental and full paper accommodation)*

Paper response options consist of response cards and sentence strips. There are paper response options for each of the 40 items. Paper response options are for use by the student. Below is a breakdown of the design of the paper response options:

- Response cards are packaged within a plastic bag and rubber banded together, in sequential order, separate from the sentence strips.
- Sentence strips are packaged within a plastic bag and rubber banded together, in sequential order, separate from the response cards.
- All response options indicate on the back which item they correspond to and that the material is secure.

**Marks should not be made on paper response options.** Paper response options are for use by multiple students. Using paper response card options with marks could alter the integrity of the test administration. The test administrator should record student responses in the optional student response form or directly into the Data Entry Interface (DEI).

#### *5.2.3.4 AASCD Optional Student Response Form (for full paper accommodation only)*

The optional student response form is available in [Appendix E](#) of this manual and is used by the test administrator to record the student's responses. The district can make as many copies of the blank optional student response form as needed. Below is a breakdown of the design of the optional student response form:

- **The form is generic by design.** If used, the test administrator must indicate the following before administering the test:
  - Student's Name
  - SSID
  - Grade
  - Content Area
  - Date
  - Test Administrator's Name
- A separate form should be used for each student, grade and content area.
- The test administrator should record the corresponding response option letter **only** (A, B, C, D) and not any of the response option text (example, "fruit in the basket" or "the fruit").
- If the student does not respond to an item, you can record "No Response" or "NR" in the optional student response form for that item.
- If No Response is indicated for all four of the first four items on the full paper test, the test administrator should follow the instructions on the form and stop the test administration.
- If any of the optional student response form is filled out, it is considered secure and must be returned to Pel Hughes with the rest of the secure materials.
- **Is not a scorable document.** All responses recorded in the optional student response form must be entered into the Data Entry Interface by the test administrator for the student to receive a score.

### 5.2.3.5 AASCD Embossed Tactile Graphics

Embossed tactile materials make visual concepts of the tests accessible through touch, by providing tactile representations of images on the test such as maps, diagrams and graphs to students who are blind and visually impaired. These materials are **not a braille form nor do they contain braille text**, as reading braille text is not expected for a student taking the alternate assessment. Refer to [Appendix B of the Ohio's Accessibility Manual](#) for information on determining eligibility for embossed tactile materials.

These materials must be used **in addition** to either the supplemental test **or** the full paper test.

- Professionally created embossed tactile graphics for a **selection** of items deemed too extensive to locally produce.
- The pages consist of unbound (loose leaf) embossed paper.
- The back of each embossed tactile graphic indicates the item the graphic corresponds to and that the material is secure.
  - NOTE: due to size and detail of some graphics, there may be more than one page of graphics for an item's component. For example, there may one page for response option A, a second sheet for response option B, and a third sheet for response option C. The back of the graphic will indicate the component to which it corresponds.
- **These are secure nonscorable documents that must be returned to Pel Hughes.**

The graphics should be presented to the student **in addition** to the full paper test materials or the supplemental test in the Student Interface. For example, if there is an embossed tactile graphic associated with an item's stimulus, the graphic must be presented to the student while the stimulus is being read. Refer to [Appendix B](#) on how to administer these materials to students who are blind or visually impaired.

## 5.3 Test Administrators: Preparation for AASCD Paper Accommodations

### 5.3.1 Steps to Prepare for AASCD Paper Accommodation Administrations

The list below outlines the steps that teachers and test administrators should take to prepare for the AASCD using paper accommodations.

#### 1. Receive Training and Review the Supplemental Instructions for Paper Testing Manual

- Personnel who are administering the AASCD must be trained.
- The Ohio Alternate Assessment Test Administrator Certification Course is available on the test portal. Also, you may search STARS or contact your local State Support Team (SST) for information regarding additional training opportunities.
- Review this spring 2024 AASCD Supplemental Instructions for Paper Testing Manual in its entirety.



## 2. Reserve Testing Space

- Reserve a room or plan for a testing space that is out of the hearing and viewing of other students and teachers. Consider what space will be most conducive for your student to be engaged and comfortable.
- Most students perform better in a quiet location. If your student does not adjust well to new settings, you may find it helpful to provide the student with opportunities to become familiar with the testing location prior to administering the test.
- Keep in mind that some tables may not be at the proper height for optimal student performance.
- Consider the student's optimal time of day.
- Keep in mind that you may choose to administer the assessment in multiple sessions (for example, administering the first few items on one day and the remaining items on another day).

## 3. Determine Student Accommodations

- Check the testing section of your students' IEPs for AASCD eligibility. Ensure that any accommodations listed on the IEP are provided during the test administration. Note that the AASCD by design is very adaptable and allowable accommodations can be provided as necessary in order for students to have access to the assessment.
- A list of allowable accommodations and adaptations can be found in Appendix B of the *Spring 2024 AASCD Test Administration Manual*.
- Determine the content areas you are assessing for each student based on the student's grade assignment in EMIS.
- **Note:** Students taking the AASCD in high school should take content-area tests after receiving relevant instruction. If a student does not score proficient or higher on a test, and if the IEP team determines they should retake the test, the student should take only the test they did not score proficient on previously. There is no penalty for not retaking tests the student previously scored proficient on or higher.

#### **4. Prepare Test Materials**

- When you receive your materials, verify that you have all the necessary assessment materials. Use the checklists provided in the shipment to verify that all test materials have been provided. Contact your building test coordinator if any items are missing.
- Please retain the boxes and plastic bags in which you receive the materials. You will return all materials in the same boxes and plastic bags. Contact the building test coordinator if any materials are missing or damaged.
- Read the test security requirements and decide how you will store your materials in a secure, locked cabinet or closet.
- Prepare and organize the test materials.
- Adapt the assessment materials, when necessary, according to the identified needs of the student. Guidance for adapting materials can be found in Appendix B of the *Spring 2024 AASCD Test Administration Manual*.
  - Devise a strategy for organizing the paper response options to ease the test administration process.

#### **5.3.2 Seating Arrangement for AASCD Supplemental Accommodations**

The seating arrangement of the test administration should ensure safety measures that:

- Allow for the test administrator and student to be close enough for the test administrator to assist the student with navigating the Student Interface.
- Allow enough room so that the device the test administrator is using for the test session is within reaching distance to where the student is testing. This allows for the test administrator to keep the session active, preventing the session from closing due to inactivity and disrupting the student's test.
- Allow enough room for the paper response options, testing device and any assistive technology the student is using for testing to be within comfortable hearing, viewing and touching distance.

#### **5.3.3 Room Preparation for AASCD Supplemental Accommodations**

Test administrators must check the testing room for possible test "clues" before each testing session. Charts, maps and other materials in the room that could assist students with test items must be covered or removed before the test administration.

#### **5.3.4 Seating Arrangement for AASCD Full Paper Accommodations**

The seating arrangement of the test administration should:

- Allow for the test administrator to face the student and still be within comfortable hearing distance.
- Allow enough room for the test administrator to have a device for accessing the Data Entry Interface or for the optional student response form to be within reach.
- Allow enough room to place the paper test booklet, stimulus booklet and response options in front of the student within comfortable viewing and touching distance.

### **5.3.5 Room Preparation for AASCD Full Paper Accommodations**

Test administrators must check the testing room for possible test “clues” before each testing session. Charts, maps and other materials in the room that could assist students with test items must be covered or removed before the test administration.

## **5.4 During AASCD Supplemental and Paper Test Administrations**

### **5.4.1 Important Reminders for Administering AASCD Paper Accommodations**

The below listing provides test administrators with important reminders to keep in mind while administering the AASCD supplemental or full paper form test accommodations.

- The AASCD is administered individually, not in a group. No other students should be within the viewing or hearing range of the test administration.
- The design of the assessment requires that the items be administered in the order presented. Do not administer items out of order.
- Be aware of the early stopping rule for students with no discernible mode of communication. Do not proceed past the fourth item on the test if a student does not provide a discernible response to the first four items on the test. Review [Section 3.2.5](#) of this manual for more information regarding the early stopping rule.
- You must follow the script verbatim. You cannot shorten it or add any clarifications.
- You should read the script at the pace that is appropriate for your student.
- For supplemental testers, you can repeat the text-to-speech in the Student Interface as needed or requested by the student. Alternately, you may read the test to the student after you have played the text-to-speech as needed or requested by the student. You must not provide any cues to correct answers when repeating the text-to-speech.
- For full paper testers, you can reread the script in the test booklet and stimulus booklet as needed or requested by the student. You must not provide any cues to correct answers when rereading the script.
- You cannot teach a skill while administering the test.
- The assessment is not timed. You may take breaks as you or your student needs them.
  - Stop the assessment at any time and resume it later within the test administration window.
  - If the student requires a break before completing all the items, pick up where you left off. You may reorient the student by showing the student the materials they had been working with previously.
  - Do not re-administer or review any previously answered items.
- Decide whether your student will show you the answer (for example, point or eye gaze) or tell you the answer (orally or via Augmentative and Alternative Communication [AAC]).

## **5.5 After AASCD Paper and Supplemental Administrations**

### **5.5.1 After Administering the AASCD Paper Accommodations**

After paper accommodation testing is complete, follow the instructions below and those your district test coordinator and building test coordinator provide to return the test materials.

- For supplemental testers, ensure that the student's test is submitted in the Student Interface and the Secure Browser or SecureTestBrowser app is exited from the student's device.
- For supplemental testers, ensure that the test session is stopped and exit out of the TA Interface.
- For full paper testers, ensure that all student responses are entered and submitted in the Data Entry Interface.
- Ensure that all test materials are collected and secured, including embossed tactile graphics and any other adapted secure materials.
- Ensure that all scratch paper with writing on it is securely shredded and the memory of any calculators used during the test administration is cleared.
- Ensure all secure materials, including embossed tactile graphics, are accounted for and properly returned to the building test coordinator.
- Each TA Kit includes a memo specifying the materials in the kit. Use the memo's checklists to verify that all paper response options are received and returned. Complete these checklists and return the memo(s) to your building test coordinator. These memos should be retained by the district along with the District Security Checklist, District Packing List, School Box Range Sheet and School Packing List.
- Place the paper response options inside their original plastic bags (by content area). Please do not include test booklets or stimulus booklets in these plastic bags.
- Place all test materials (test booklets, stimulus booklets and bagged paper response options) in the original boxes in which they were received.
- All printed materials, including those locally produced, must be returned.
- Optional student response forms with student information or responses must be returned in the material boxes. Copies cannot be kept by the school or district. Blank copies do not need to be returned.
- If a student becomes ill and soils secure test material, place that material in a plastic bag and return the material to the building test coordinator.
- Return all materials to the building test coordinator according to district procedures.
- Run participation reports in TIDE to ensure that all students' tests are completed for each eligible subject.

## **Appendix A: Directions and Scripts for AASCD Paper Accommodations**

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### **Directions and Script for the AASCD Supplemental Accommodation**

Complete directions and the script for administering the supplemental accommodation are contained in Appendix K of the *Spring 2024 AASCD Test Administration Manual (TAM)*. Test administrators should read through the entirety of Appendix K in the AASCD TAM before administering supplemental tests and ensure that Appendix K is on hand during the test administration.

### **Directions and Script for the AASCD Full Paper Accommodation**

The instructions shown below are directed to the test administrator. The test administrator should read aloud all text **in bold** to the student.

Once you have the materials set up and the student is ready to begin testing:

SAY: **Today you are taking the** (provide the test name, example; Grade 3 English Language Arts) **test** (indicate the front cover of the test booklet).

**If you need a break during the test, let me know.**

**You can use blank paper to write on** (indicate the blank paper).

For *mathematics* tests only:

SAY: **You may have a calculator for this test** (indicate the calculator). You must confirm that the memory on the calculator has been cleared before providing the calculator to the student.

Step 1: If there is a stimulus for the first item, open the stimulus booklet to the stimulus for the first item.

Step 2: With the stimulus page facing the student, read the stimulus script on the opposite page in the stimulus booklet and then place the stimulus booklet in front of the student.

Step 3: Open the test booklet to the first item and place the response options for the first item in front of the student.

Step 4: With the item page in the test booklet facing the student, read aloud the script for the question and responses on the opposite page in the test booklet, indicating the corresponding response options as you read from the script. Then place the test booklet in front of the student, next to the stimulus booklet.

Step 5: Once the student has provided a response to the first item, enter the student's response directly into the optional student response form and enter the responses into the Data Entry Interface. It is recommended that responses be entered into the Data Entry Interface at the end of each day, should the response form become lost. You also have the option to enter student responses directly into the Data Entry Interface while the student is administered the test, so long as doing so is not distracting to the student.

Step 6: Proceed to item 2, following steps 1–5 above. Repeat this process for all 40 items unless the early stopping rule is enacted after item 4.

## Appendix B: Instructions for AASCD Blind, Visual Impairment and Oral Translations

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### AASCD Blind or Visual Impairment Accommodation Administrations

Students who are blind or visually impaired are able to test online for the English language arts, science and social studies tests, with the Access Limited-Blind test setting turned on to prevent the student from receiving items on the online test that are flagged as access limited for blind or visually impaired students.

Students who are blind or visually impaired should not take the *mathematics* test online, even with the Access Limited-Blind test setting turned on. These students must test in mathematics using a paper accommodation.

A student who is blind or visually impaired should **only** receive a paper accommodation test if the student is taking **any** mathematics test **or** if the student has a paper accommodation noted in the student's IEP.

- These students will test using embossed tactile graphics **in addition** to the supplemental paper accommodation materials or the full paper accommodation materials. Refer to Section [5.2.3.5](#) for information on embossed tactile graphics.
- **IMPORTANT:** The select embossed tactile graphics available to order through the Ohio Help Desk are **not a braille form nor do they contain braille text**, as reading braille text is not expected for a student taking the alternate assessment.

The majority of materials may need to be tactilled locally for students who are testing using supplemental paper or full paper. For guidance on how to tactile materials locally, please contact the Office of Assessment at 1-614-466-1317.

If your student requires embossed tactile graphics, ask your test coordinator to call or email the Ohio Help Desk at 1-877-231-7809 or [ohhelpdesk@cambiumassessment.com](mailto:ohhelpdesk@cambiumassessment.com). **All embossed tactile graphics are secure materials and must be returned with all other testing materials at the close of the test administration window.**

For more information pertaining to administering embossed tactile graphics, districts should contact the Department's Office of Assessment at [statetests@education.ohio.gov](mailto:statetests@education.ohio.gov) or 1-614-466-1317.

### *During AASCD Blind or Visual Impairment Accommodation Administrations*

Test coordinators should take inventory of any embossed tactile graphics or locally created adapted materials and incorporate these materials into the administration of paper accommodation testing for the AASCD test.

For supplemental paper testers, the students test online via the Student Interface with supplemental paper response options, substituting the embossed tactile graphics when available. The back of the embossed tactile graphics indicate the item(s) they correspond to.

Responses for supplemental testers using embossed tactile materials must be entered and submitted into the Student Interface.

For full paper testers, students use the full paper accommodation materials, substituting all embossed tactile graphics when available. Responses for full paper testers using embossed tactile materials must be entered and submitted into the Data Entry Interface.

### ***After AASCD Blind or Visual Impairment Accommodation Administrations***

Test administrators must return all embossed tactile graphics (professionally and locally created) along with the other secure test materials to the building test coordinator.

### **AASCD Oral Translations**

Students who meet the criteria outlined in *Ohio's Accessibility Manual* are eligible for an oral translation of the test. During this type of test administration, a translator orally translates the test into the student's native language.

**IMPORTANT:** Unlike the general assessment, translation into foreign languages is allowed for the English language arts (ELA) AASCD tests. **However, any reading passage (stimuli) on the ELA AASCD may not be translated—only directions, questions and response options.** The AASCD mathematics, science and social studies tests may be translated in their entirety, including stimuli.

### ***Policies for AASCD Oral Translations***

Test coordinators and test administrators must be mindful of the following policies that govern oral translations:

- Test coordinators, test administrators and translators must maintain test security at all times.
- The district test coordinator must assign a test administrator to assist with scheduling the testing for students who are eligible for a language translation.
- Districts and schools are responsible for identifying, contacting and scheduling individuals who will serve as translators at the district or school.
- The district contacts the translator and arranges the location, dates and times to administer the tests. Schedule the translator to arrive at least 30 minutes early to review instructions before translating the tests. The translator may not review the test prior to the day of the test.
- The test administrator may not leave the translator and the student in the room alone. The test administrator is responsible for ensuring that the translator and the student adhere to test security policies.
- After receiving a language translation, if a student feels more comfortable with an English language administration for other portions of any remaining tests (rather than a language translation in the student's native language), they may receive one.

### ***Before the AASCD Test Administration for Oral Translations***

The test administrator is responsible for bringing the necessary test materials to the testing session and ensuring their security. Test security and validity are of the utmost importance. Prior to starting the test, the test administrator must ask the translator to sign and date a copy of the Non-Disclosure Agreement located in Appendix D of this manual (copies of this form can be made, as needed). The district or school must maintain the Non-Disclosure Agreement and provide it to the Department if requested. It should not be returned with other test materials.

After the Non-Disclosure Agreement is signed, the test administrator reviews the procedures for language translations with the student and the translator, as described below. The test administrator monitors the entire testing session.

### ***General Procedures for the AASCD Oral Language Translation***

The test administrator reads the test directions aloud in English. The translator translates the test directions, questions and response options as closely to word-for-word as possible.

**IMPORTANT:** The translator must allow the text-to-speech (TTS) to read the questions and response options **first** to account for any "hidden text". The translator can repeat or clarify directions, questions and response options as often as necessary for the student.

It is not expected that a foreign language translation will translate verbatim from English to the native language; however, it is expected that it should faithfully translate, to the greatest extent possible, all of the words on the test without changing or enhancing the meaning of the content, adding information or explaining concepts unknown to the student. Some terms may not have a translation in another language. If a term cannot be translated, it should be read in English.

The translator may not answer student questions regarding the content of test questions. The best response is, "I can't answer that; just do your best." Some questions include tables, figures, pictures, charts or graphs. Any text included immediately before these should be orally translated for the student (for example, "Use the picture below to answer question 5."). When referring to tables, figures, pictures, charts or graphs, the translator must be consistent in translation and description (for example, "The title of the graph is 'Fitness Test Results.' The x-axis is titled 'Fitness Test Results.' The y-axis is titled 'Number of Sit-ups.'"). Many questions have numbers as the response options. The translator should discuss with the test administrator whether numbers need to be orally translated for the student. If so, the translator must be consistent throughout the test administration and read all numbered response options aloud.

### ***Breaks in Testing Sessions for the AASCD Oral Language Translation***

If district and school policy permit, the test administrator may wish to give the student a break, especially if the student is working slowly. If a break is given, all test materials must remain in the room with the test administrator. If both the student and the test administrator leave the room, the test administrator must keep all testing materials secure or place the test materials in a locked, secure location.



### ***After Administering the AASCD Oral Language Translation***

After the student has completed testing, the student's test is submitted, and the test administrator ends the test session. If the student wrote any responses on paper, the test administrator must securely shred that paper.

### ***Reimbursements for AASCD Translators***

Please search keyword *Translators* on the Department's website for guidance on reimbursement for translators. The reimbursement rate for AASCD translations is \$180 per translated test administration for each content area (for example, mathematics \$180, science \$180).

# Appendix C: Sample Forms and Labels for AASCD Paper Testing

## Ohio AASCD Spring 2024 Secure Material Resolution Form

Ohio AASCD Spring 2024 Secure Material Resolution Form			
	PHASE I (At Receipt of Materials) Note any discrepancies between the contents of the shipment and the packing list.	PHASE II (After Testing) Before any materials are returned to Pel Hughes, note any duplicate or missing numbers found during or after testing.	COMMENTS Note any additional comments/discrepancies.
<b>012345</b> YOUR DISTRICT TEST COORDINATOR YOUR ADDRESS YOUR CITY, OH, 12345-9999		DUPLICATE MISSING	

Secure test materials include test booklets, printed manipulatives, and reading passage booklets. **You are responsible only for the secure test materials listed on the packing list.**

Use the *District and/or School Security Checklists* to record all missing or duplicate security numbers of secure test materials on this *Secure Material Resolution Form*. This should be done upon receipt of materials and prior to returning of materials to Pel Hughes.

**If there are discrepancies after testing, send this form to Pel Hughes:**

**FAX it to: 1-504-910-8711**  
or  
**EMAIL it to: OhioAASCDsupport@pelhughes.com**

**Do not return original form with test materials.**

As District Test Coordinator, I attest that the information given on this (these) form(s) is accurate and accounts for all secure test materials sent to my district.

District Test Coordinator's Signature: \_\_\_\_\_ Date Faxed: \_\_\_\_\_



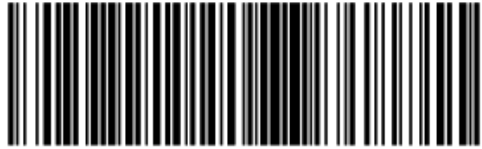
District Test Coordinator's Phone Number: ( \_\_\_\_\_ ) \_\_\_\_\_

OHASIM

## Sample AASCD Checklists and Return Materials

See [Section 4.5](#) of this manual for complete instructions on returning materials.

### AASCD Return Shipment Label

<h2 style="margin: 0;">KEEP THIS PAGE FOR RETURN SHIPPING</h2> <p style="margin: 0;">Deadline for return shipping is <b>Friday, April 26, 2024</b>.</p> <p style="margin: 0;">If there is any issue with your order, this page will help us locate the item.</p> <p style="margin: 0;">Please fill in all information before shipping. Keep this page for your records.</p> <h3 style="margin: 10px 0 0 0;">Grade 3</h3>	
<p><b>Information For UPS Return Pickup:</b>                  Fill out the information below before calling to schedule a UPS Pickup.                  Call 1-877-231-7809 and select "option 7" to schedule pickup.</p> <p><b>Tracking Number:</b> 1Z70195X0000000000</p> <p><b>District JRN / Name</b> <span style="float: right;"><b>Box 1 of 22</b></span>                  012345 Ohio District</p> <p><b>Date:</b> _____</p> <p><b>Contact Name:</b> _____</p> <p><b>Phone Number:</b> _____</p> <p><b>Pickup Time Window:</b> _____</p> <p><b>Location (address + special information):</b>                  _____</p>	<p><b>Box Packing Checklist:</b></p> <p><input type="checkbox"/> ELA Test Booklet</p> <p><input type="checkbox"/> ELA Stimulus Booklet</p> <p><input type="checkbox"/> ELA Printed Manipulatives Bag</p> <p style="margin-top: 20px;">Contents verified by: _____</p>
<p>Peel bottom label and adhere to box (covering old shipping label) before UPS Pickup ↴</p>	
<p><b>FROM:</b>                  SUPPORT SERVICES                  ASSESSMENTS C/O UPS                  5101 TRAUBE RD                  COLUMBUS OH 43228</p> <p style="text-align: right; margin-right: 50px;"><b>10 LBS</b>      <b>1 OF 1</b></p> <p style="text-align: right; margin-right: 50px;"><b>RS</b> DWT: 12,10,7</p>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <h2 style="margin: 0;">LA 701 9-22</h2>  </div> </div>
<p><b>SHIP TO:</b>                  AIR AASCD RETURN                  (800) 251-3602                  PEL HUGHES                  3801 TOULOUSE STREET  <b>NEW ORLEANS LA 70119-4829</b></p>	<p style="background-color: black; color: white; padding: 5px;"><b>UPS GROUND</b></p> <p style="background-color: black; color: white; padding: 5px;">TRACKING #: 1Z 701 95X 00 0000 0000</p> <div style="text-align: center; margin-top: 10px;">  </div>
<p>REF 1 IO-00-OH23-D0123450-S678901-001:022                  REF 2 G03_KIT_ELA</p>	<p><b>BILLING:</b> 3RD PARTY  <b>DESC:</b> Documents                  RETURN SERVICE</p>
<p>N - 012345 - 1 of 22</p>	

AASCD District Checklists



**2024 OHIO ALTERNATE ASSESSMENT  
FOR STUDENTS WITH THE MOST  
SIGNIFICANT COGNITIVE DISABILITIES**

**DISTRICT  
CHECKLISTS**

**District: 012345 Ohio District**

*Contains the following reports:*

**DISTRICT PACKING LIST  
SCHOOL BOX RANGE SHEET  
SCHOOL PACKING LIST(S)**



OH23DRP00000001012345

N - 012345

## AASCD District Packing List



### 2024 OHIO ALTERNATE ASSESSMENT FOR STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES OHIO AASCD TEST MATERIALS DISTRICT PACKING LIST

District: 012345 Ohio District

The following materials are contained in this shipment:

<u>Qty</u>	<u>Ordered</u>	<u>Item</u>
		<b>ADMINISTRATIVE MATERIALS</b>
1		AASCD District Packing List
1		AASCD School Box Range Sheet
1		AASCD Set of School Packing Lists (district copies)
1		AASCD Supplemental Instructions for Paper Testing
1		AASCD Return Label Kit
		<i>The AASCD Return Label Kit contains the following items:</i>
		• Return shipping labels
		• Secure Materials Resolution Form

All materials listed above are included in the District shipment. Use the District Packing List to verify your district materials upon receipt.

A School Packing List will be included in each school order. The DTC will also receive copies of all school packing lists from the original Ohio Alternate Assessment Materials shipment.

If you have question or concerns regarding this shipment or the materials listed on your District Packing List, please contact the Cambium Help Desk at 1-877-231-7809.

## AASCD School Box Range Sheet



**2024 OHIO ALTERNATE ASSESSMENT  
FOR STUDENTS WITH THE MOST  
SIGNIFICANT COGNITIVE DISABILITIES  
OHIO AASCD TEST MATERIALS  
SCHOOL BOX RANGE SHEET**

District: 012345 Ohio District

School Code	School Name	Grade	Test Administration Kits		# of BTC Kits	Total # of Packages
			Starting Box	Ending Box		
678901	Ohio School	Grade 3	1	4	1	5
678901	Ohio School	Grade 4	5	7	1	4
678901	Ohio School	Grade 5	8	10	1	4
678901	Ohio School	Grade 6	11	13	1	4
678901	Ohio School	Grade 7	14	16	1	4
678901	Ohio School	Grade 8	17	19	1	4
678901	Ohio School	High School	20	22	1	4

## AASCD School Packing List



### 2024 OHIO ALTERNATE ASSESSMENT FOR STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES

### OHIO AASCD TEST MATERIALS SCHOOL PACKING LIST

District: 012345 Ohio District

School: 678901 Ohio School

The following materials are contained in this shipment:

Qty Ordered	Item	Box #	Qty Shipped	Security #
<b><u>TEST ADMINISTRATION KITS</u></b>				
1	G03_KIT_ELA	1	1	000001
1	G03_KIT_MTH	2	1	000134
1	G03_PRP	3	1	000042
1	G03_PRP	4	1	000043
1	G04_KIT	5	1	000147
1	G04_PRP	6	1	000279
1	G04_PRP	7	1	000280
1	G05_KIT	8	1	000238
1	G05_PRP	9	1	000335
1	G05_PRP	10	1	000336
1	G06_KIT	11	1	000676
1	G06_PRP	12	1	000377
1	G06_PRP	13	1	000378
1	G07_KIT	14	1	000767
1	G07_PRP	15	1	000419
1	G07_PRP	16	1	000420
1	G08_KIT	17	1	000858
1	G08_PRP	18	1	000475
1	G08_PRP	19	1	000476
1	GHS_KIT	20	1	000988
1	GHS_PRP	21	1	000545
1	GHS_PRP	22	1	000546
<b><u>ADMINISTRATIVE MATERIALS</u></b>				
1	AASCD School Packing Lists	BTC Kit	1	
1	AASCD School Security Checklist	BTC Kit	1	
1	AASCD Supplemental Instructions for Paper Testing	BTC Kit	1	
<b><u>G03_KIT_ELA ( 000001 ) - ITEM BREAKDOWN</u></b>				
1	AASCD Supplemental Instructions for Paper Testing	1	1	
<b><u>***SECURE MATERIALS*** (secure test materials must be returned)</u></b>				
1	Grade 3 English Language Arts Test Booklet	1	1	000108
1	Grade 3 English Language Arts Stimulus Booklet	1	1	000082
1	Grade 3 English Language Arts Printed Manipulatives Bag	1	1	000056
<b><u>G03_KIT_MTH ( 000134 ) - ITEM BREAKDOWN</u></b>				
1	AASCD Supplemental Instructions for Paper Testing	2	1	
<b><u>***SECURE MATERIALS*** (secure test materials must be returned)</u></b>				
1	Grade 3 Mathematics Test Booklet	2	1	000121
1	Grade 3 Mathematics Stimulus Booklet	2	1	000095
1	Grade 3 Mathematics Printed Manipulatives Bag	2	1	000069
<b><u>G03_PRP ( 000042 ) - ITEM BREAKDOWN</u></b>				

All materials listed above have been ordered by the DTC for this school. Contact your DTC if you need additional or replacement materials. If you have questions or concerns regarding this shipment or the materials listed on your School Packing List, please contact your DTC.

## **Appendix D: Non-Disclosure Agreement for AASCD Translators and Support Staff**

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### **Spring 2024 Administration of the Alternate Assessment for Students with the Most Significant Cognitive Disabilities**

I understand that these test materials are restricted. I understand that all test questions and all other materials related to these tests including, but not limited to, passages, prompts, charts, graphs and tables are considered secure and subject to the provisions of Sections 3301.0710 and 3319.151 of the Ohio Revised Code and Rules 3301-7-01, 3301-13-02 and 3301-13-05 of the Ohio Administrative Code.

I agree not to disclose or discuss the contents of the tests in a manner that would assist a person to cheat or would in any other way compromise the validity of the test questions. Furthermore, I agree that all student-specific information obtained either prior to or during the oral test administration will remain strictly confidential.

My responsibility for maintaining the security of student information, test questions and materials continues even after the test concludes and the test materials are returned.

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*The district or school must maintain a copy of this form and provide it to the Department upon request. It should not be returned with other test materials.*



## Appendix E: Ohio's AASCD Optional Student Non-Scorable Response Form

Enter the below information for the student taking the full paper accommodation. **Use one form for each content area.**

<b>Student Name:</b>	<b>Content Area:</b>
<b>SSID:</b>	<b>Date Administered:</b>
<b>Grade:</b>	<b>Test Administrator Name:</b>

**Directions for recording responses into this form:** Use this form to record the student's responses as you administer the full paper accommodation test. Record the corresponding response option letters **only** (A, B, C, D, NR) and not any of the response option text (example, "the fruit in the basket" or "the fruit"). If NR is indicated for **all four of the first four items** on the full paper test, the early stopping rule should be enacted, and you should stop the test administration.

Responses recorded in this form must be entered into the Data Entry Interface (DEI) immediately after testing and prior to the close of the test window. **This optional student response form will not be scored.** If any portion of this form is filled out, it is considered secure and must be returned with the rest of the secure materials.

Item 1:	Item 2:	Item 3:	Item 4:
<p><b>STOP:</b> If No Response has been recorded for <b>all four of the first four items</b>, stop the test administration. The early stopping rule is enacted. No response must still be entered into the Data Entry Interface for items 1-4 so the student can receive credit for taking the test. The No Response option is located under the context menu of the Data Entry Interface.</p> <p>If at least one of the first four of the first four items has a response other than NR, continue the assessment.</p>			
Item 5:	Item 6:	Item 7:	Item 8:
Item 9:	Item 10:	Item 11:	Item 12:
Item 13:	Item 14:	Item 15:	Item 16:
Item 17:	Item 18:	Item 19:	Item 20:
Item 21:	Item 22:	Item 23:	Item 24:
Item 25:	Item 26:	Item 27:	Item 28:
Item 29:	Item 30:	Item 31:	Item 32:
Item 33:	Item 34:	Item 35:	Item 36:
Item 37:	Item 38:	Item 39:	Item 40:

**You may duplicate this blank form as needed.**





