

Appendix B: AASCD Accessibility and Accommodations

Overview

Ohio regards tests as tools for enhancing teaching and learning. Ohio is committed to providing all students, including students who have the most significant cognitive disabilities, with equitable access to high-quality, 21st-century assessments. By applying principles of universal design and allowing a broad range of accessibility features, including accommodations, Ohio's AASCD provides opportunities for all students to demonstrate their knowledge and skills.

Ohio's AASCD is an online test. The majority of students who take the AASCD test will do so online through the Student Interface via the Secure Browser or SecureTestBrowser app. This section provides details on the available accessibility features, test settings and accommodations available for the AASCD.

Updating Accessibility Features Under Student Test Settings in TIDE for the AASCD

As outlined in [Ohio's Accessibility Manual](#), some accessibility features must be enabled for individual students **prior to testing**. The following table provides a listing of the available embedded test settings within the Student Interface. It is advisable for test coordinators to update a student's test settings in TIDE with the appropriate accessibility features in advance of the testing window. To do so, the test coordinator can upload a "student test settings" file in TIDE. Alternatively, test coordinators or district administrators can manually edit a student's test settings under their Pre-ID record in TIDE. For directions on uploading or manually editing student test settings, refer to the [TIDE User Guide](#), located in the Help section of TIDE or on the test portal.

Test coordinators and test administrators may discuss the features and who updates student records, if needed. If applicable, test settings are not marked in the Test Information Distribution Engine (TIDE) prior to the test administration. The test administrator must update them in the TA Interface under "Test Settings" when approving a student to test.

Table 3. Available AASCD Test Settings and Tools

Embedded Feature	Classification Level	By Default, This Feature Is	Can This Feature Be Marked Through a Student Settings Upload in TIDE?	Can This Feature Be Marked in the TA Interface?
General Testing Tools				
Highlighter	Universal	On	Yes	Yes
Masking	Universal	On	Yes	Yes
Strikethrough	Universal	On	Yes	Yes

Embedded Feature	Classification Level	By Default, This Feature Is	Can This Feature Be Marked Through a Student Settings Upload in TIDE?	Can This Feature Be Marked in the TA Interface?
Reading Testing Tools				
Line Reader	Universal	Enhanced	Yes	Yes
Text-to-Speech (TTS)	Universal	On	No	No
Text-to-Speech Tracking	Universal	On	Yes	Yes
Visual Testing Tools				
Color Choice	Designated support	Black text on a white background	Yes	Yes
Mouse Pointer (size and color)	Designated support	At the default level	Yes	Yes
Print Size	Designated support	At the default level	Yes	Yes
Other Testing Tools				
Permissive Mode	Universal	Enabled	No	No
Access Limited—Blind	Accommodation	Off	Yes	Yes

AASCD Accommodations Policy

A student who qualifies for an alternate assessment is unable to participate in the state's regular assessment, even with allowable accommodations. However, it is expected that the majority of students who take an alternate assessment require support and accessibility features to access or respond to the test. This is considered in the test design and the AASCD allows for the most student accommodations of any type. Accommodations are considered to be adjustments to the standard testing conditions, test format or test administration that provide equitable access to a student. **Accommodations must be marked in a student's Individualized Education Program (IEP).**

As in a general assessment, accommodations on the alternate assessment should adhere to the following:

- Provide equitable access during instruction and assessment
- Mitigate the effects of a student's disability or English learner (EL) status
- Not reduce learning or performance expectations
- Not change the construct being assessed (change what is being measured)
- Not compromise the integrity or validity of the assessment

Additionally, many of the students who qualify for an alternate assessment need assistive technology in one or more of the many assistive technology (AT) domains to

support instruction, communication, sensory or motor access needs. These students are currently learning to use or are independently using AT as a scaffold to access learning and their environments.

Available Non-Embedded Accommodations for AASCD

Test coordinators should be familiar with allowable accommodations on the AASCD and work with a student's Individualized Education Program (IEP) team to identify if a non-embedded accommodation is needed during testing. If a student is eligible to receive one of the following non-embedded accommodations, the test administrator should ensure the student has access to the accommodation prior to approving the student to test:

- Non-Embedded Accommodations:
 - Assistive technology
 - Dual monitors
 - Mathematical tools
 - Supplemental materials (online test with paper response options)
 - Full paper testing
 - Embossed tactile graphics materials

- English Learner Non-Embedded Accommodations:
 - Word-to-word dictionary
 - Oral language translation

- Non-Embedded Designated Supports:
 - Human reader
 - American Sign Language (ASL)

The [Ohio's Accessibility Manual](#) describes these accommodations and the allowable availability.

Assistive Technology for AASCD

Many of the students who qualify for an alternate assessment need assistive technology (AT) in one or more of the many AT domains to support instruction, communication, sensory or motor-access needs. These students are often currently learning to use or are independently using AT as a scaffold to access learning and their environments. Assistive technology that is stated in the student's IEP and is used during instruction may be used to give the student access to the content of the assessment while providing options for responding to items.

Students who use AT on the assessment should use AT on a daily basis to ensure that the student can use it appropriately and effectively during testing; AT should never be provided for assessment purposes only.

Assistive technology affords many ways to adapt both item delivery and student response. Consider both high-tech and low-tech resources that aid delivery (input) and response (output). Any AT that does not unfairly advantage or disadvantage a student may be used, including, but not limited to, the following:

- Word processor (portable, talking or large print word processors)
- Computer with or without adapted software
- Screen magnifier or screen magnification software
- Custom or modified keyboard
- Arm support
- Track ball, track pad, joystick with onscreen keyboard
- Alternative keyboard
- Mouth stick, head pointer with standard or alternative keyboard
- Head mouse, head master, tracker with onscreen keyboard
- Switches
- Voice output device, both single and multiple message
- Tactile and voice output measuring devices (for example, clock or ruler)
- Overhead projector
- Pencil grips, non-skid material to hold objects in place

IMPORTANT: Department policy prohibits the reproduction of any AASCD materials through electronic or digital means. This includes all AASCD items, item response options (as presented in the assessment), passages, other texts and test administration materials. No test materials can be loaded in any electronic system, including white board technologies, tablet devices or computers.

For students who are blind or visually impaired, AASCD items and item response options may be adapted or created locally as tactile graphics. For clarification or questions, please contact the ODE Office of Assessment.

Use of an electronic magnification technology, such as an ELMO™, is allowable for enlargement projection purposes.

Dual Monitors for AASCD

Students should not typically take online tests on devices connected to more than one monitor. Systems that use a dual-monitor setup often display an application on one screen while another application is accessible on the other screen. However, dual monitors are allowable as an accommodation to facilitate interpreters and oral translation. Instead of the interpreter or translator reading “over the shoulder” of the student testing, the reader, interpreter or translator can face the student while looking at a second screen that mirrors the student's testing screen. For more information pertaining to dual monitors, districts should contact the Department's Office of Assessment at 1-614-466-1317.

Mathematical Tools for AASCD

Mathematical tools that are allowable as accommodations include the following:

- 100s chart
- Abacus or Rekenrek
- Algebra Tiles
- Base 10 blocks
- Counters and counting chips
- Cubes
- Fraction tiles and pies without numerical labels
- Square tiles
- Two-colored chips
- Rulers, angled rulers, compasses and protractors

Students use these tools and manipulatives to assist mathematical problem solving. These manipulatives allow the flexibility of grouping, representing or counting without numeric labels.

Tools that give students answers (for example, fraction tiles with numerical labels) or lead students to use a specific strategy (for example, number lines) are not allowed. These types of tools can be effective for instruction, and while students may create their own during testing as a strategy, they may not be provided to students. If an item on the test requires the use of one of these tools, for example a number line, the tool is provided in the item.

These resources can be made available to the student, but you cannot prompt a student to use them while answering questions. This must be done by a student's own initiative. In addition, it is unlikely that providing additional resources is necessary; most items provide these tools as options when appropriate.

Fact charts for addition, subtraction, multiplication and division should be considered the same as calculators. They may be used on any mathematics or science test, unless otherwise noted in a specific item.

Rulers, angled-rulers, compasses and protractors are not prohibited; however, there are no items on the AASCD tests that require these tools.

The Department reviews and revises this list annually as needed. Mathematics tools are allowable for mathematics and science tests only.

Supplemental Test Accommodation Materials for AASCD

Supplemental tests accommodation materials are for students who can be administered the test online in the Student Interface but benefit from having paper response options for answering the questions. For example, for students who may need more space between options, who need the options presented at a different angle than available with the testing screen, who cannot speak, point or use eye gaze for making selections with a computer screen, or who need extra-large response cards. Supplemental materials include only the [Spring 2024 AASCD Supplemental Instructions for Paper Testing](#) manual, paper response card options and sentence strips. The student views the questions and associated stimuli (such as reading passages) **online** via the Student Interface and can use the supplemental materials to

indicate their responses. The test administrator then enters the student's responses directly into the Student Interface as the student takes the test. The use of supplemental materials requires the test administrator to prepare the materials prior to testing.

Supplemental materials are available for districts to order during the on-time and additional order windows. **Supplemental materials should only be ordered for students who have supplemental materials documented as an accommodation in their IEPs.** If placing orders for these materials, districts should first confirm their contacts and shipping information in TIDE. There are no preloads for supplemental materials, and all supplemental material orders are subject to Department approval. More information on conducting the AASCD supplemental paper test accommodation is available in the [Spring 2024 AASCD Supplemental Instructions for Paper Testing](#) manual. For more information pertaining to supplemental testers, districts should contact the Department's Office of Assessment at 1-614-466-1317.

Full Paper Test Accommodation Materials for AASCD

Full paper test accommodation materials are for students who cannot interact with the online testing system, even with supplemental materials and assistance from the test administrator. The paper test kits include the [Spring 2024 AASCD Supplemental Instructions for Paper Testing](#) manual, test booklets, stimulus booklet and paper response options (response cards and sentence strips). Test administrators use these kits to administer the test to the student; the test administrator then enters the student responses into the DEI. Test administrators using full paper test kits are required to prepare all materials prior to testing, including sorting response cards and sentence strips.

Full paper materials are available for districts to order during the on-time and additional order windows. **Full paper materials should only be ordered if your district is a board resolution district, for students who are access limited—blind and need to take a mathematics test, or for students who have full paper materials documented as an accommodation in their IEPs.** If placing orders for these materials, districts should first confirm their contact and shipping information in TIDE. There are no preloads for full paper materials and all orders are subject to Department approval. More information on conducting the AASCD full paper test accommodation is available in the [Spring 2024 AASCD Supplemental Instructions for Paper Testing](#) manual. For more information pertaining to full paper testers, districts should contact the Department's Office of Assessment at 1-614-466-1317.

Embossed Tactile Graphics Materials for AASCD

Students who are blind or visually impaired can test online for the English language arts, science and social studies tests. These students should be marked in TIDE with a test mode of online (O) **and** be flagged in TIDE or the TA Interface as "Yes" under the Access Limited—Blind setting. Indicating "Yes" under this setting prevents these students 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 should 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 mathematics, or if the student has a paper accommodation noted in their IEP. For these students, a selection of professionally created embossed tactile materials for the supplemental and paper tests are available. The Ohio Help Desk has a list of these materials upon request. Please note that this is **not a braille form**; only a selection of materials is available. The majority of the supplemental and paper materials still needs to be created locally for students who require them.

If your student requires these materials, ask your test coordinator to call or email the Ohio Help Desk at 1-877-231-7809 or OHHelpDesk@cambiumassessment.com. All embossed tactile graphics (created professionally and locally) are secure materials and must be returned with all other testing materials at the close of the test administration window. More information on conducting the spring 2024 AASCD using embossed tactile graphics is available in Appendix B of the [Spring 2024 AASCD Supplemental Instructions for Paper Testing](#) manual. For more information pertaining to embossed tactile graphics, districts should contact the Department's Office of Assessment at 1-614-466-1317.

Accommodating Presentation of the AASCD

It is important that the test administrator present the script to a student in the modality that 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:

- 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 sign language*
- Using sign language* supported by concrete objects
- Using sign language* supported by picture symbols
- Using a student's other preferred communication system
- Using supports, such as computer software that provides systematic visual aids

*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.

AASCD Presentation Guidelines

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 and images with care so that 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
- 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

Accommodating AASCD Student Responses

Response options are provided for every item. 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.

Students with No Mode of Communication and the Early Stopping Rule for AASCD

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 online and supplemental testers or in the Data Entry Interface (DEI) for paper testers.

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 online and supplemental testers or in the DEI for paper testers.

The Student Interface and DEI 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 should continue the assessment.

For online and supplemental testers for whom the early stopping rule applies, the test administrator should ensure that the test is submitted in the Student Interface so the student receives credit for taking that subject. For paper testers for whom the early stopping rule applies, the test administrator should ensure that the test is submitted in the DEI so the student receives credit for taking that subject. For more information pertaining to students with no mode of communication and/or the early stopping rule, districts should contact the Department's Office of Assessment at 1-614-466-1317.

AASCD Stimulus and Response Materials: Substitutions and Adaptations

The online version of the AASCD has various features, such as magnification and color contrast, that can be enabled to make the test more accessible for some students. However, in recognition of the occasional need to depart from the standard presentation, the chart below shows example substitutions and adaptations for both online and paper test administrations that are based on the student's degree of vision, hearing or physical mobility. Refer to the next section on [Guidelines for Substituting or Adapting Test Materials](#).

Student Characteristic	Example of substitutions and adaptations
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 (right, left, midline, slanted, eye level, vertical [top to bottom]); limit spatial and figure ground problems
	Highlight response choices with flashlight; use backlighting; use multi-sensory materials (incorporate weight, temperature, smell and resonance or vibration); use high-contrast colors (for example, red and yellow)
	Reduce sheen; lower intensity of light; change orientation (flat, slanted, upright); limit visual field; use a plastic frame to display stimulus and response materials

Student Characteristic	Example of substitutions and adaptations
Blind Low vision Partial sight	Use textured paper response options (when tactile discrimination is possible); add raised lines or forms; use embossed 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
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	Rehearse movement needed for response; use an object for pointing; provide tactile and kinesthetic supports (for example, pacing board) 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
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

Guidelines for Substituting or Adapting Test Materials

The following guidelines are in place to provide clarifications 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. Is 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 administration violation. No other changes may be made to the response cards. All paper response options, including adapted response options, must be returned.

- 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 digital clocks).
 - 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 administration 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 of the other secure materials after testing.
- Materials can be laminated as needed, as long as glare is not a concern and the laminating is performed 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 Office of Assessment.

AASCD Accommodations for English Learners

Similar to the general assessments, English learners may use a bilingual word-to-word dictionary. Dictionaries and glossaries that include definitions, phrases, sentences or pictures are not allowed. The student should be familiar with the dictionary or glossary they are using during testing. An electronic translator may be used instead of a paper dictionary. An electronic translator cannot connect to the Internet or store information.

The Massachusetts Department of Elementary and Secondary Education has released a list of bilingual word-to-word dictionaries that are known to meet the criteria for allowable dictionaries for statewide testing. The following word-to-word glossaries and dictionaries approved by American College Testing (ACT) or the College Board are allowable:

- ACT-Approved Bilingual Word-to-Word Dictionaries
- College Board-Approved Word-to-Word Glossaries for the SAT Suite of Assessments

Glossaries provided by the Metropolitan Center for Research on Equity and the Transformation of Schools at New York University, Steinhardt, are allowable. The following glossary may be downloaded, printed and disseminated to educators, parents and English learners:

- NYU Steinhardt Glossaries for English Learners and Multilingual Language Learners

Because the AASCD is not a timed test, extended time is not an accommodation that needs to be considered.

Unlike the general assessment, translation into foreign languages is allowed for the AASCD in English language arts (ELA). **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.

Translators may serve as the test administrator if they meet the following qualifications: (1) trained to administer the AASCD, (2) hold a license, certificate or permit issued by the Department and (3) employed by the school district. If a translator does not meet these qualifications, language translations must be conducted in the presence of a trained test administrator. For AASCD paper testers, the translator translates from the test booklet script. The test administrator manages the test materials and enters the student's responses into the DEI. For AASCD online and supplemental testers, the translator orally translates from the student's device.

Interpreters and translators who do not meet the requirements to be a test administrator must sign a non-disclosure agreement (NDA) if they have access to the secure Student Testing Site and secure testing materials. An NDA form is available in [Appendix F](#).

Family members and close family friends of students may not serve as language translators. A language translator must be an adult, may not be a student and must be proficient in both English and the translated language.

For paper testers, language translators may review each content area full paper test and paper response options for up to two hours prior to the test administration. For supplemental testers, language translators may review the paper response options only for each content area for up to two hours prior to the test administration. For online testers, language translators do not have the opportunity to review the online test prior to the test administration.

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).

Policies for AASCD Oral Translations

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

- 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 serving 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 in order 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), then the student may receive an English-language administration.

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 NDA located in [Appendix F](#) of this manual (copies of this form can be made, as needed). The district must maintain the NDA and provide it to the Department, if requested. It should not be returned with other test materials.

After the NDA is signed, the test administrator reviews the procedures for language translations with the student and the translator, as described in this appendix. 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 close to word-for-word as possible.

IMPORTANT: The translator must allow the text-to-speech (TTS) to speak 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 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 policies 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.

If the test session continues through the lunch period, the student may have lunch in the test room or go to the lunchroom with the test administrator remaining with the student to ensure the student does not discuss the test with other students. The test materials must be placed in a secure location if the student and test administrator leave the test room for lunch.

After Administering the AASCD Oral Language Translation

After the student has completed testing, the student's test needs to be 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. If the student wrote on a white board, the test administrator must erase the board.