

Guide for IEP/504 Teams Considering the 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), and Closed Captioning (CC) State Test Accommodations (August 2021)

There are seven “low-risk” accommodations to support state testing: The 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR embedded/online form) and (BR non-embedded/paper form), Braille Transcript (BT), and Closed Captioning (CC). The accommodations are available for the interim and summative assessments as follows:

- The 100s Number Table and Abacus accommodations are available for the Smarter Balanced (SB) math assessments.
 - 100s Number Table and Abacus are also available at the designated support level.
 - The 100s Number Table and Abacus designated supports are available for the HSA Science test and the Biology, Algebra 1, and Algebra 2 End-of-Course (EOC) exams.
- The American Sign Language (embedded) accommodation is available for listening items on the SB ELA Computer Adaptive Test (ELA-CAT) and on all SB math items.
 - ASL (embedded) is not available for SB Science or EOC exams. For these exams, a human signer may be requested for the IEP/504 student by submitting the [Unique State Test Accommodation Verification Form](#) to the Assessment Section.
- The Alternate Response Option accommodation is available for all HSAP assessments.
- The Braille (embedded/online form) accommodation is available for all HSAP assessments, except the Algebra 1 and Algebra 2 EOC exams.
- The Braille (non-embedded/paper form) accommodation is available for all HSAP assessments, except the HSA Science, Biology, Algebra 1, and Algebra 2 EOC exams.
- The Braille Transcript accommodation is available for listening passages on SB ELA-CAT.
- The Closed Captioning accommodation is available for listening items on SB ELA-CAT.

These seven test accommodations are available to IEP/504 students in all tested grades. See Table 1¹ for the descriptions of these seven test accommodations, applicable content areas, and student disability category based on the “recommendations for use” in the [Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines \(UAAG\)](#).

These state test accommodations are considered “low-risk” given the limited potential for accommodation misuse and minimal risk for artificial elevation of student test scores. As an example, the provision of braille to a student who does not know how to read braille would not assist the student in understanding test material or demonstrating knowledge and skills. These accommodations have some advantage over other accommodations such as Scribe that depends on

¹ Information provided in Table 1 is adapted from the [Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines \(UAAG\)](#).

the human transfer of student response. Maintenance of item security and increased student independence are promoted. With these low-risk accommodations, students with documented physical, sensory, or motor disabilities are able to access content, demonstrate understanding, and meaningfully participate in statewide assessments.

Care must be taken by the School Test Coordinator (TC) to ensure that test security protocols are followed and qualified proctors, if required, are available to monitor the provision of all accommodations. The BR accommodation most likely will require student proctoring and/or assistance. This is especially true for the BR embedded accommodation where each item is printed one by one in braille paper form for the student. Proctors should follow the specific guidelines found in the [Smarter Balanced Summative Test Administration Manual](#), including the completion of the *Acknowledgement Form for Proctors and Skills Trainers and Test Administrator* and *Proctor Acknowledgement of Security and Confidentiality Statement* form.

In addition, procedures for the secure handling of printed test materials must be followed. Test items/passages, including embossed braille printouts, and scratch paper must be collected and inventoried at the end of each test session, and be immediately shredded as described under *Secure Handling of Printed Materials* in the [Smarter Balanced Summative Test Administration Manual](#).

For more information about the accessibility supports available for state testing: universal tools², designated supports³, and accommodation⁴, see the UAAG.

This document contains guidelines for the 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), and Closed Captioning (CC) state test accommodation. It is organized into four sections: (I) general principles; (II) legal foundation; (III) critical considerations for teams; and (IV) decision guidance for teams.

Section I: General Principles Regarding State Test Accommodations

The statewide assessments are designed to measure student proficiency and growth over time, curriculum impact and effect, and school achievement and gains. Tests are aligned to standards for learning that are established at the grade-level. Statewide assessments measure our students against those standards and the grade-level expectations for achievement found there. In order to yield valid and comparable results, it is essential that our tests measure what students know and can do when measured to the grade-level standard expectations. In Hawai'i, the Common Core and Next Generation Science Standards are used as the metric.

The purpose of state test accommodations is to enable students with disabilities to participate “with adjustments that do not alter the assessed construct” and that are “applied to test presentation,

² Universal tools - available to all students based on student preference and selection. Universal tools are access features of the assessment that are either provided digitally as part of the test system (embedded) or separate from the test system (non-embedded). *Note for Test Coordinators: non-embedded universal tools must be available on site to ensure equitable testing conditions and comparability of results.*

³ Designated supports - features that are available for use by any student for whom the need has been indicated. Educators, parents/guardians, students or educator teams may be used for decision-making.

⁴ Accommodations - available only to those students with IEP/504 Plan documentation of need.

environment, content, format (including response format), or administration conditions” (*Standards for Educational and Psychological Testing*, 2014). State test accommodations are intended to remove obstacles to student demonstration of knowledge and skills resulting from student disability. State test accommodations are not intended to reduce expectations for learning, modify the curriculum, or artificially inflate a student’s test score. The key for appropriate accommodation provision during statewide assessments is to ensure that the student’s individual needs are met and the assessed “construct” (what a test measures) is not modified or altered.

Additionally, state test accommodations should:

1. *Not be confused with instructional accommodations that support student learning.* Instructional accommodations may be applied to support emerging skills or reinforce the acquisition of new skills; however, these accommodations are strategically adjusted or removed in the classroom to monitor and/or assess student progress. Removal of the instructional accommodation during classroom assessment in many cases is the only way to acquire an accurate measurement of the student’s current level of skill.
2. Be shown to specifically overcome a student’s disability. The student should have used the support in the past with success in both classroom assessments and interim assessments that are measuring the same skills (construct). *This evidence should be documented under the Present Levels of Educational Performance (PLEP) in the student’s IEP/504 Plan.*
3. Be assigned only when supported with substantial evidence of need. Documentation of student disability mediation and classroom use during tests of the same construct must be found in the IEP/504 record. *This evidence should be documented in the “Services or Accommodations and Related Services” and the “Statewide Assessment” pages of the student’s IEP/504 Plan record.*

State test accommodations are different from modifications. Modifications are allowances made for IDEA students that provide for adjustment(s) to the curriculum or assessment that change what is to be learned or what is to be measured. Examples of testing modifications that reduce expectations for learning and affect the construct of the test include: 1) simplification, clarification, or explanation of test questions or items; 2) use of spell-checking devices on a test of the student's spelling skills; and 3) use of a calculator on a test of the student's computational skills. While modifications may be used with caution during instruction to support students as they develop their knowledge and skills over time, they are not used in the general summative test.

Section II: Legal Foundation for State Test Accommodations

Under the IDEA, State has the responsibility to:

- Ensure that children with disabilities are provided appropriate accommodations on Title I, Part A assessments, where necessary, as determined on an individualized case-by-case basis by their IEP/504 team.
- Develop guidelines for the provision of appropriate accommodations. Under 34 CFR §§300.160(b)(2), the State’s guidelines must identify only those accommodations for each

assessment that do not invalidate the score; and instruct IEP teams to select, for each assessment, only those accommodations that do not invalidate the score.

These State guidelines apply to the provision of appropriate accommodations under the IDEA on regular and alternate assessments (34 CFR §300.160 (a)).

Section III: Critical Considerations Before Assigning 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), and Closed Captioning (CC) State Test Accommodations

Decisions about assigning the 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), or Closed Captioning (CC) state test accommodation should be based on the general principles and laws governing state test accommodations presented in Sections I and II and the specific low-risk guidelines found below.

Table 1: Information Regarding the 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), and Closed Captioning (CC) State Test Accommodations

Test Accommodation Description	Disability Category	Applicable Assessments
<p>100s Number Table (NT) - A paper-based table listing numbers from 1–100 in a ten-by-ten grid available from Smarter Balanced.</p> <p>*Also available as a designated support for these assessments: HSA Science, Biology, Algebra 1 and Algebra 2 EOC exams (a digital or specialized calculator is allowed on all items for these assessments).</p>	<p>Visual processing or spatial perception needs</p>	<p>Smarter Balanced Math</p>
<p>Abacus (AB) - A tactile tool for performing math calculations which may be used in place of scratch paper.</p> <p>*Also available as a designated support for these assessments: HSA Science, Biology, Algebra 1 and Algebra 2 EOC exams (a digital or specialized calculator is allowed on all items of these assessments).</p>	<p>Visual impairments or with documented processing impairments</p>	<p>Smarter Balanced Math</p>
<p>Alternate Response Options (ARO) - A method of responding using alternate modes of response signification and/or entry including, but not limited to, adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, FilterKeys, adapted mouse, touch screen, head wand, and switches. Any external device that is used must be compatible with the assessment delivery system.</p>	<p>Physical (or sensory) disabilities, including fine motor and gross motor skills</p>	<p>All HSAP assessments</p>

<p>American Sign Language* (ASL) - A method of communication based on hand and body signs in which spoken language is translated into signed language. An embedded video showing an ASL signer and the signed test content is available to students. The ASL video is repeatable.</p> <p>*Note: ASL (embedded) is not available for SB Science or EOC exams. For these exams, a human signer may be requested for the IEP/504 student by submitting the Unique State Test Accommodation Verification Form to the Assessment Section.</p>	Deaf or hard of hearing	Smarter Balanced ELA-CAT listening items, Smarter Balanced Math, Grades 3 – 8, and 11
<p>Braille (BR) - A raised-dot alphabet code that students translate into words by “reading” the code with their fingertips. Braille versions of graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) are presented in a raised format on paper or thermoform so that students can “see” presented visuals provided on the test through their sense of touch. The two forms of braille accommodation that are available to students—embedded (online form) and non-embedded (paper form)—are described below.</p> <p>For more information about including braille accommodations in the administration of state tests, refer to the Assistive Technology Manual and other braille resource documents.</p>	Visual impairments	See below for the applicable tests for the embedded and non-embedded braille forms
<p>Braille - Embedded/online form - The embedded form of braille uses the JAWS or other computer screen reader software that allows blind and visually impaired students to read the screen either with a text-to-speech output or by a refreshable braille display. The student uses either an attached refreshable braille device or an embosser to view or print-off the braille version of the item. To print test item(s) using the embosser option in the braille embedded accommodation, the <i>Permissive</i> mode designated support must be set in the Test Information Delivery Engine (TIDE) prior to testing. Also, a separate setting and one-on-one test administrator or proctor support must be considered for the embedded braille accommodation given the high-volume sound emitted by the embosser.</p>	Visual impairments	Smarter Balanced ELA and Math, HSA Science and Biology EOC exam

<p>Braille - Non-embedded/paper form - The non-embedded form of the braille test accommodation is an optional paper version of the assessment for students who are unable to use software (e.g., JAWS) to navigate through an online braille-based assessment. The paper version of the braille accommodation is delivered as a fixed form assessment that is mailed as an entire booklet to the student. The braille test booklet includes all necessary embossed visuals, teacher script, etc.</p>	<p>Visual impairments</p>	<p>Smarter Balanced ELA and Math</p>
<p>Braille Transcript (BT) - On the listening portion of the ELA assessment, closed captioning (CC) is available for auditory limited students. This CC is translated into braille for students who are also visually impaired. The braille transcripts are available in the UEB braille codes (contracted and uncontracted).</p>	<p>Visually impaired or blind and deaf or hard of hearing <u>AND</u> who use braille</p>	<p>Smarter Balanced ELA-CAT listening passages</p>
<p>Closed Captioning (CC) - Printed text that appears on the computer screen as audio materials are presented.</p>	<p>Deaf or hard of hearing</p>	<p>Smarter Balanced ELA-CAT listening items</p>

Purpose of 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), and Closed Captioning (CC) State Test Accommodations

The purpose of the 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), and Closed Captioning (CC) test accommodations is to provide students with disabilities (e.g., physical, sensory, or motor disabilities) access to test content and the ability to demonstrate understanding. Without these test accommodations, these students would be unable to see, hear, or respond to the adaptive test items delivered through the test platform.

Documented Need for the 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), and Closed Captioning (CC) State Test Accommodations

The 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), or Closed Captioning (CC) test accommodations should only be assigned when a student has a documented disability, as shown on Table 1, that prevents the student from demonstrating his/her knowledge, skills, and abilities on the state tests. In order to request any of these accommodations for verification, it is necessary to provide the following documented evidence:

1. Student documented disability limits access to the computer-delivered assessment;

2. Consistent use of the NT, AB, ARO, ASL, BR, RT, or CC accommodation during classroom instruction and assessments for learning across content areas; and
3. Improved student demonstration of knowledge and skills across content areas when the NT, AB, ARO, ASL, BR, RT, or CC accommodation is provided.

Documented Familiarity with the 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), or Closed Captioning (CC) Test Accommodation

If students are to use the 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), or Closed Captioning (CC) accommodation on state tests, they must know how to work with these test accommodation(s). Students should have familiarity with these test accommodation(s) and be able to operate them independently or semi-independently (e.g., Braille accommodation) as no external assistance beyond test administration and proctoring is allowed during the test.

Section IV: Guidance for IEP/504 Teams for Verifying the Need for the 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), or Closed Captioning (CC) Test Accommodation

This section provides IEP/504 Teams a tool with a set of questions to help guide the NT, AB, ARO, ASL, BR, RT, and CC test accommodation decision-making process. The questions are intended to support team discussion and to help frame criteria that can serve as supporting evidence when considering student need(s) for one or more of these accommodations. These questions and the answers that are generated may be used to determine when and if there is sufficient evidence of student need supporting the provision of one or more these state test accommodation(s). The intent is for IEP/504 Teams to use the questions found in Table 2 as a starting point from which to engage in dialogue, examine evidence, record data, and indicate the team decision based upon knowledge of the student and the evidence found in the student's IEP/504 Plan. A preponderance of evidence as well as care should be used when making this team decision. (Table 2 is not intended to be a tally sheet.)

Table 2: Questions to Guide IEP/504 Team Decision about the Need for the 100s NUMBER TABLE (NT), ABACUS (AB), ALTERNATE RESPONSE OPTIONS (ARO), AMERICAN SIGN LANGUAGE (ASL), BRAILLE (BR), BRAILLE TRANSCRIPT (BT), or CLOSED CAPTIONING (CC) State Test Accommodations

The purpose of this table is to guide IEP/504 team discussions about student state test accommodation need and help generate appropriate decisions and recommendations regarding the 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), or Closed Captioning (CC) state test accommodation. The completion of this table is optional.

Questions	Team Response	Evidence/ Comments
Check the box under “Team Response” for the state test accommodation the IEP/504 team is considering for the student: 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), or Closed Captioning (CC). <i>Recommend using a separate table for each state test accommodation being considered by the IEP/504 Plan Team.</i>	<input type="checkbox"/> 100s NT <input type="checkbox"/> AB <input type="checkbox"/> ARO <input type="checkbox"/> ASL <input type="checkbox"/> BR <input type="checkbox"/> BT <input type="checkbox"/> CC	
1. Is there evaluative information indicating that the student’s disability prevents the student from accessing instructional and assessment materials?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Does the student have a documented disability that would prevent the student from accessing the presented stimulus and items of the state test? If so, explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Does the student always use the NT, AB, ARO, ASL, BR, BT, or CC accommodation to see, hear, or respond to classroom assignments and assessments for learning?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Is there evidence that the student’s demonstration of content knowledge, skills, and abilities improves when the NT, AB, ARO, ASL, BR, BT, or CC accommodation is provided during assessments of learning?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Is there an expectation that the student will need the NT, AB, ARO, ASL, BR, BT, or CC accommodation when pursuing post-secondary career opportunities and/or higher education?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
6. Has the student provided input or stated a preference for using the NT, AB, ARO, ASL, BR, BT, or CC accommodation as a means of demonstrating understanding in classroom assignments and assessments?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. If applicable, is the braille online form (embedded) or the paper form (non-embedded) version being considered for the student?	<input type="checkbox"/> Yes/online <input type="checkbox"/> Yes/paper <input type="checkbox"/> N/A	
8. Are there additional considerations for recommending the NT, AB, ARO, ASL, BR, BT, or CC state test accommodation for this student, specific to his/her unique disability-related needs? If so, explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Select the IEP/504 team recommendation below that is decided to be most appropriate for this student.

- 100s Number Table (NT)
- Abacus (AB)
- Alternate Response Options (ARO)
- American Sign Language (ASL)
- Braille (please circle one: BR embedded/online form or BR non-embedded/paper form)
- Braille Transcript (BT)
- Closed Captioning (CC) state test accommodation should be recommended for this student.

- More information is needed before making this decision.

Please list the names and titles of the IEP/504 team and other persons who were part of the state test accommodation decision-making team for the student (use the back if needed).

Name	Title	Date

Follow-up on this decision-making meeting by documenting any selected state test accommodations in the student’s IEP or 504 record, which is stored in the [electronic Comprehensive Student Support System](#) (eCSSS). Refer to the [eCSSS Directions](#) for documenting evidence to support the need for state test accommodations.

If the IEP/504 team makes the decision to recommend a low-risk state test accommodation for a student, then the School Testing Coordinator (TC) should consult the “Hawaii State Test Accommodations Identification and Request Process for Test Coordinators and School Assessment Teams” document available on the [Accessibility and Accommodations resources page](#) on the [AlohaHSAP.org](#) portal website for guidance to submit state test accommodation requests.

In addition to the documented evidence in the IEPs/504 plans and the consultations with the Exceptional Support Branch and the Office of Curriculum and Instructional Design, the Assessment Section verifies state test accommodations in accordance with the *Individuals with Disabilities Education Act* (IDEA). As stated in 34 CFR §300.160(b)(2):

The State's guidelines must identify only those accommodations for each assessment that do not invalidate the score; and instruct IEP teams to select, for each assessment, only those accommodations that do not invalidate the score.

The Assessment Section recommends that [test accommodation verification requests](#) be submitted one month prior to the opening of the test window. In all cases, state test accommodation requests should be submitted to the Assessment Section no later than 14 days prior to state (interim or summative) testing.

If you have any questions, please email Elaine Lee at Elaine.Lee@k12.hi.us or call the HIDOE Assessment Section at (808) 307-3636.