



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 (Updated January 2, 2024)

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. Sections I, II, and IV are provided in Appendix A.

The low-risk state test accommodations are described as follows:

- The seven “low-risk” accommodations that support state testing are: 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). Refer to Table 1 for their descriptions, applicable tests and test sections, and recommended use based on student disability category/categories. Table 1 is adapted from the [Usability, Accessibility, and Accommodations Guidelines \(UAAG\)](#).
- They are available to IEP/504 students with documented physical, sensory, or motor disabilities to access content, demonstrate understanding, and meaningfully participate in statewide interim and summative assessments.
- They are considered “low-risk” given the limited potential for accommodation misuse and minimal risk for artificial elevation of student test scores. For example, the accidental exposure of test content in braille would not pose a security breach for student(s) who do not know how to read braille and would not unfairly enhance their performance on state tests.
- 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 on braille paper form for the student.
- Test coordinators (TCs) need to ensure that proctors follow the specific guidelines found in the [Smarter Balanced Summative Test Administration Manual](#), including the completion of these two forms before live testing: 1) *Test Security Acknowledgement Form* and 2) *the Test Administrator and Proctor Acknowledgement of Security and Confidentiality Statement* (forms are available on the AlohaHSAP.org Smarter Balanced Portal via <https://smarterbalanced.alohahsap.org/resources/test-administration-forms>). **TCs should keep the completed forms on file at their school.**
- Test Administrators must ensure that the procedures for the secure handling of printed test materials are 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](#).

- Test Administrators (TA) need to ensure that emboss files are deleted following the guidance provided under “*Removing Files from the Web Browser Download Archive*” in the [Assistive Technology Manual](#).

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>	Visual processing or spatial perception needs	Smarter Balanced Math
<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>	Visual impairments or with documented processing impairments	Smarter Balanced Math
<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>	Physical (or sensory) disabilities, including fine motor and gross motor skills	All HSAP assessments
<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>	Deaf or hard of hearing	Smarter Balanced <u>ELA-CAT listening items</u> , Smarter Balanced Math, Grades 3 – 8, and 11

<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>		
<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>Visual impairments</p>	<p>See below for the applicable tests for the embedded and non-embedded braille forms</p>
<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 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 prepare for printing the test item(s) using the embosser via the braille embedded accommodation, consult the section on “Testing with Assistive Technology for Braille Tests” in the <i>Assistive Technology Manual</i> and view the <i>Online Testing with the Refreshable Braille Display Video</i> (posted on the Assistive Technology Manual and Braille Resources 2023-2024 resource page. 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>	<p>Visual impairments</p>	<p>Smarter Balanced ELA and Math, HSA Science and Biology EOC exam (not available for Alg. 1 and 2 EOC exams)</p>
<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. To avoid delays in processing returned materials and scoring of braille tests, be sure to print the Pre-ID label from TIDE and attach it to the student’s braille answer documents before mailing them.</p>	<p>Visual impairments</p>	<p>Smarter Balanced ELA and Math, and HSA Science assessments (not available for Biology and Alg. 1 and 2 EOC exams)</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 AND 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>

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.

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 low-risk accommodations is to provide students with disabilities (e.g., physical, sensory, or motor disabilities) access to state test content and the ability to demonstrate understanding. Without these test accommodations, these students would be unable to respond to the state tests.

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 low-risk test accommodations should only be assigned when a student has a documented disability that, as shown on Table 1, prevents the student from demonstrating their knowledge, skills, and abilities on the state tests. To request verification, it is necessary to show the following evidence in the student’s IEP/504 Plan:

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) State Test Accommodation

If students are to use a low-risk 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.

Documentation of Designated Supports and State Test Accommodations for IDEA and Section 504 Students

IDEA, Section 504, and English Learner (EL) students with disabilities who may have certain characteristics and access needs that require accessibility supports on statewide assessments must document those supports in their IEPs/504 Plans. The IEPs/504 Plans are stored in the [electronic Comprehensive Student Support System \(eCSSS\)](#).

Test Coordinators (TCs) and/or school authorized contacts must provide documentation of their students' use of designated supports and state test accommodations either under the "*Present Levels of Educational Performance*" (PLEP), "*Services*," or "*Accommodations and Related Services*" tab of their students' IEPs/504 Plans (refer to **slides 130-131** of the [Webinar: 2023-2024 Accessibility and Accommodations Training \[PowerPoint\] \(Updated January 2, 2024\)](#)).

Designated supports are provided to any student based on their school's testing policies. Test Coordinators (TCs) and/or authorized school contacts must set/record designated supports in the [Test Information Distribution Engine \(TIDE\)](#) for all students who are assigned designated supports for state testing. In addition, for those students with IEPs/504 Plans, Test Coordinators and/or authorized school contacts must document evidence of designated supports in their students' IEPs/504 Plans (refer to **slides 130-131**) and ensure the documentation represents their students' designated support settings in TIDE.

In accordance with the [IDEA, Sec. 300.160 \(b\)](#), School IEP and Section 504 Teams are instructed to select only those state test accommodations that do not invalidate test scores. If directed by their school Teams, Test Coordinators are to submit state test accommodation verification forms to the Assessment Section (refer to the "*Guidelines for Verifying Accommodations on Statewide Assessments*" below and **slides 138-157**). The Assessment Section will verify state test accommodations based on the IDEA, Sec. 300.160 (b) and documentation in the students' IEPs/504 Plans (refer to **slides 128-129, 130-131**). Upon verification, the state test accommodations will be set/recorded in TIDE by the Assessment Section. Further, Test Coordinators and/or authorized school contacts should follow *established* procedures to ensure the state test accommodations listed under the "Statewide Assessment" tab of their students' IEPs/504 Plans represent their *verified* state test accommodation settings in the TIDE.

Guidelines for Verifying Accommodations on Statewide Assessments

The guidance on and deadlines for submitting the SY 2023-2024 Hawai'i State Test Accommodation Verification Request Form ("Form") for IEP/504 students are as follows:

- School IEP/504 Team meets to review the following resources on accessibility supports before instructing their school Test Coordinator (TC) to submit the Form:
 1. The Universal Tools and Designated Supports that are available for state testing without verification are provided on Table 1 and Table 4 of the [Crosswalk of Accessibility Features Across State Assessments in Hawai'i 2023-2024](#) ("Crosswalk"), respectively;
 2. The range of accommodations that are available for state testing with verification, including the applicability of accommodations to selected section(s) of the tests, are described on Tables 7-9 of the [Crosswalk](#); and
 3. Critical considerations and documented evidence to support the need for state test accommodations are provided in the [State Test Accommodation Guides 2023-2024](#).
- As announced in the [July 14, 2023 DOE memo](#), only American Sign Language (ASL), Braille (includes Audio Transcriptions and Emboss), and Closed Captioning (CC) accommodations will be carried over for use in SY 2023-2024.
- School TCs are to submit the Form by logging in to the Test Information Distribution Engine ([TIDE](#)) (<https://www.hitide.org>) and under *Preparing for Testing*, select *Submit Test Administration Forms > Submit a Form > State Test Accommodations Verification Request*.
- The Form should be submitted one month before the opening of the test window. In all cases, it should be submitted no later than 14 days before interim or summative testing of a student.
- The Assessment Section will review the submitted Form, email its decision to the TC (via TIDE and/or hsa@k12.hi.us), and set/record the student's state test accommodation in TIDE if it is verified. *TCs should ensure that records of verified state test accommodations in eCSSS (IEPs/504 Plans) match those in TIDE; if these records are inconsistent, then TCs will need to follow established procedures to update the eCSSS records.*
- Do not submit a Form for IEP/504 students who will take the HSA-Alternate Assessments.

Additional Resources in the [Accessibility and Accommodations](#) folder on alohahsap.org

- [Hawai'i State Test Accommodation Guides](#)
- [Crosswalk of Accessibility Features Across State Assessments in Hawai'i \(CAF\)](#)
- [Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines 2023-2024 \(UAAG\)](#)
- [Assistive Technology Manual and Braille Resources SY 2023-2024](#)

If there are any questions, please contact Dr. Elaine Lee in the Assessment Section by email at elaine.lee@k12.hi.us or by phone at 808-307-3636.