



## Guide for IEP/504 Teams Considering the Print on Demand (POD) State Test Accommodation (Updated January 2, 2024)

This document contains guidelines for the Print on Demand (POD) state test accommodation and 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 Print on Demand (POD) state test accommodation is described as follows:

- It enables the printing of test items in all content areas: [English Language Arts/Literacy \(ELA\)](#), [math](#), and [science \(NGSS\)](#). The Items are printed one at a time during the computer adaptive test.
- A very small percentage of students should need this state test accommodation.
- *It should **not** be considered as an option for students who simply **prefer** a paper-and-pencil form.*
- It enables printing of a test item containing a passage or stimuli and a question, answer options, or fillable field. The items are printed based on the student's correct responses to the prior questions on the test.
- It is only available to IEP/504 students with sight limitations or disabilities related to the processing of digital stimuli or presentations of information that prevent them from responding to the online assessment (delivered via a computer screen).
- It is essential that students with sight limitations or disabilities related to the processing of digital stimuli or presentations of information try out accessibility supports such as the Zoom universal tool or Magnification and Masking designated supports, prior to assigning the POD state test accommodation. **Only those students who are unable to access the assessment using the Zoom, Magnification, or Masking features should receive the POD accommodation for state assessment(s).**
- 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 Smarter Balanced Portal via <https://smarterbalanced.alohasap.org/resources/test-administration-forms>). ***TCs should keep the completed forms on file at their school.***
- The POD state test accommodation is strictly controlled due to the high risk of test security violations. Test Administrators must ensure that the procedures for test administration guidelines and 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](#).

### **Section III: Critical Considerations before Assigning Print on Demand (POD) State Test Accommodation**

Decisions about recommending the POD state test accommodation should be based on the general principles and laws governing testing accommodations presented in Sections I and II and the specific POD guidelines found below.

#### Purpose of Print on Demand (POD) State Test Accommodation

The purpose of the POD state test accommodation is to provide students with disabilities (e.g., students with sight limitations or disabilities related to the processing of digital stimuli and presentations of information) with a presentation format to which they are able to respond. The POD state test accommodation provides printed paper copies of test items one at a time.

#### Documented Need for the Print on Demand (POD) State Test Accommodation

The POD state test accommodation should only be assigned to students who have a documented sight limitation or disabilities related to the processing of digital stimuli or presentations of information, thereby impacting their ability to access/view test items on the computer screen. To be verified with the POD state test accommodation, it is necessary to show the following in the student's IEP/504 Plan:

1. Student has been **unsuccessful** in their attempt to use test accessibility support alternatives that are available at the universal tool or the designated support levels (e.g., Zoom, Magnification, or Masking);
2. Student documented disability limits access to non-masked or non-magnified versions of the computer-delivered assessment;
3. Consistent use of material masking accommodation, enlargement tools, or print materials during classroom instruction and classroom assessments; and
4. Improved student understanding of presented materials, classroom assessments, and interim assessments when the POD accommodation is provided.

#### Test Administration with the Print on Demand State Test Accommodation

Upon verification, the student's POD state test accommodation will be set in TIDE and no additional program is needed to print out the test items. The test administrator (TA) must ensure that the requirements for test administration with the POD accommodation and for the secured handling of printed materials as described in the [Smarter Balanced Summative Test Administration Manual \(TAM\)](#) are met:

- A workable printer is on to print out each item;
- Trained staff monitors the printing and handling of the printed test material;
- The POD accommodation is administered in a separate setting without other students; and
- Proper handling of printed test materials provided under the "*Secure Handling of Printed Materials*" in the TAM.

We strongly recommend that your school try out the POD support using a training or practice test (<https://smarterbalanced.alohahsap.org/test-coordinators.html>). Be sure to sign in the practice or training test **using the student's credentials**, not as a "guest," to access their POD setting in TIDE. Refer to the [Guide to Navigating the Online HSAP 2023-2024](#) for guidance on how to process a student's POD request.

### 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](mailto: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](http://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](mailto:elaine.lee@k12.hi.us) or by phone at 808-307-3636.