

## Paper-Based Testing Accessibility Planning Tool

Students taking Ohio's state tests may use a number of accessibility features, including administrative considerations, universal tools, designated supports and accommodations. This document serves as an optional planning tool to help district and school personnel identify which features are available, record student needs and prepare for paper-based testing. It does not supersede a student's individualized education program or Section 504 plan.

When deciding whether to offer accessibility features during testing, consider the student's experience with them. For additional information about these accessibility features, refer to *Ohio's Accessibility Manual*.

Districts and schools should not submit this form to AIR or the department. Districts and schools may use the information from this form when planning for paper-based tests.

District and school personnel **must**:

- Arrange resources before testing so students receive appropriate accessibility features as needed.
- Confirm that district test coordinators or district administrators order Braille or printed large-print test booklets for students who need these materials.
- Confirm that district test coordinators or district administrators order additional test booklets for test administrators who have students taking paper-based tests who will receive a human read-aloud or language translation administration.

### Student Information

Please complete the information below.

<b>District Name</b>		<b>School Name</b>	
<b>Student Name</b>		<b>DOB</b>	<b>Gender</b> M / F
<b>SSID/Student ID</b>		<b>IEP/504</b> Y / N	<b>ELL</b> Y / N
<b>Enrolled Grade</b>	<b>Accelerated?</b> Y / N	<b>Accelerated Grade</b>	
<b>Prepared By</b>		<b>Completed Date</b>	

<b>Administrative Considerations</b>	<b>ELA</b>	<b>M</b>	<b>Sci</b>	<b>SS</b>
Familiar test administrator				
Frequent breaks				
Separate or alternate location				
Small group				
Specialized equipment or furniture				
Specified area or seating				
Time of day				

<b>Universal Tools</b>	<b>ELA</b>	<b>M</b>	<b>Sci</b>	<b>SS</b>
Blank paper (required for ELA. M/S/SS must be available if requested)				
General directions				
Mark for review (Flag items)				
Masking (student strategy; may use blank paper.)				
Redirect student to the test				
Strikethrough				
Writing tools such as underlined words or bullets (student strategy)				

<b>Designated Supports</b> Districts that wish to provide these features to any student who needs them must plan for their use in advance of testing.	<b>ELA</b>	<b>M</b>	<b>Sci</b>	<b>SS</b>
Color overlays				
Calculator or fact charts – handheld				
External magnification or enlargement device				
Highlighting tool				
Human reader				
Line-reader tool				
Music and white noise				
Noise buffers (e.g., headphones, ear plugs)				
Rulers, angled-rulers, compasses and protractors				
Specialized paper (e.g., wide-rule, grid, color)				
Spellchecker – handheld device				
Student reads test aloud to self (requires 1:1 setting)				
Tactile fidgets/Fidget devices				
Timer				

<b>Accommodations for Students with Disabilities</b>				
<b>Presentation Accommodations and Special Versions</b>				
Note that the test contractor will provide Braille and large-print test booklets, but the district test coordinator must order them in TIDE.	ELA	M	Sci	SS
Additional assistive technology regularly used in instruction Type: _____				
Braille test				
Computer-based test instead of paper (Use computer-based test planning tool.)				
Human reader English language arts test. (Student must meet criteria for the read-aloud accommodation to receive this feature.)				
Large-print test booklet				
Sign language interpreter. (Student must meet criteria for the read-aloud accommodation to receive this feature on the English language arts test.)				
<b>Response Accommodations</b>				
If a student uses an alternate response option, the test administrator must transcribe and submit the student's responses on a paper scorable document.	ELA	M	Sci	SS
Additional assistive technology regularly used in instruction (e.g. speech-to-text) Type: _____				
Answers recorded in test booklet				
Braille notetaker				
Braille writer				
Calculator or fact charts on non-calculator mathematics test or part of test				
Mathematical tools (mathematics and science only) – allowable tools accommodation include: <input type="checkbox"/> 100s chart <input type="checkbox"/> Abacus/rekenrek <input type="checkbox"/> Base 10 blocks <input type="checkbox"/> Counters and counting chips <input type="checkbox"/> Cubes <input type="checkbox"/> Fraction tiles and pies without numerical labels <input type="checkbox"/> Square tiles <input type="checkbox"/> Two-colored chips				
Monitor test response				
Scribe				
Specialized calculation device (e.g., talking calculator or large key.)				
Word prediction device				
<b>Timing Accommodation</b>				
Extended time (e.g., 1.5X, 2X, but not to exceed one school day)				

<b>Accommodations for English Language Learners</b> Only students designated as English Language Learners qualify for these accommodations.	<b>ELA</b>	<b>M</b>	<b>Sci</b>	<b>SS</b>
Extended time (e.g. 1.5X, 2X, but not to exceed one school day)				
Oral translation of the paper-based test Language: _____				
Scribe (in English)				
Word-to-word dictionary				

<b>Emergency Accommodations</b>
Districts or schools may use an optional form to document a temporary disabling condition (e.g., a broken arm). See Appendix E: Emergency Accommodation Form in Ohio's Accessibility Manual for further information.