

# ACCESSING STATE ASSESSMENTS

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**A presentation for the Ohio Education Data Professionals**

**November 17, 2023**



# PRESENTERS



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**Office of Assessment**

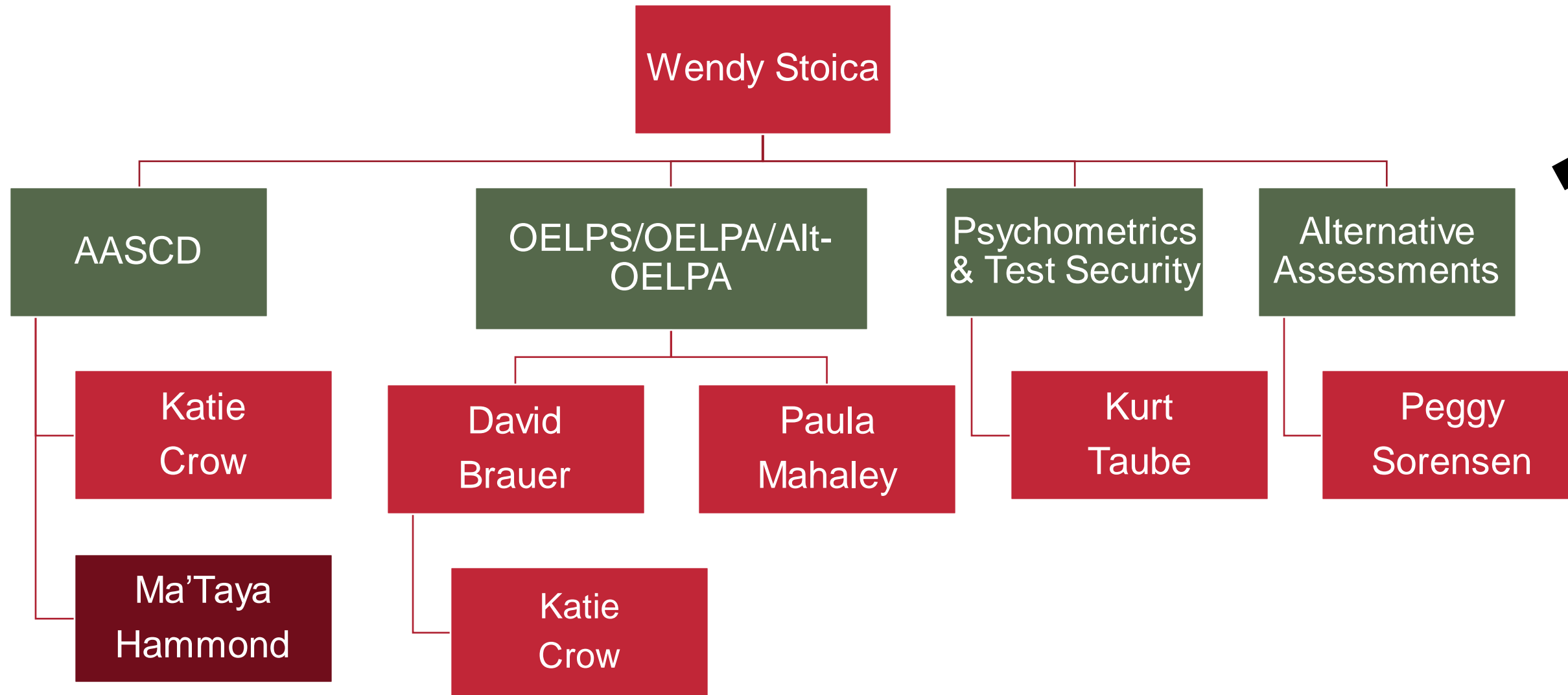


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**Office for Exceptional Children**

# OFFICE OF ASSESSMENT SPECIAL POPULATIONS TEAM



# **SESSION OVERVIEW**

**1. Ohio's Accessibility System**

**2. Administrative Considerations**


**3. Universal Tools**

**4. Designated Supports**

**5. Accommodations**

**6. Alternate Assessment**





# 1

# Ohio's Accessibility System

# Ohio Accessibility Manual

for Ohio's State Tests



**FUTURE  
FORWARD  
OHIO**

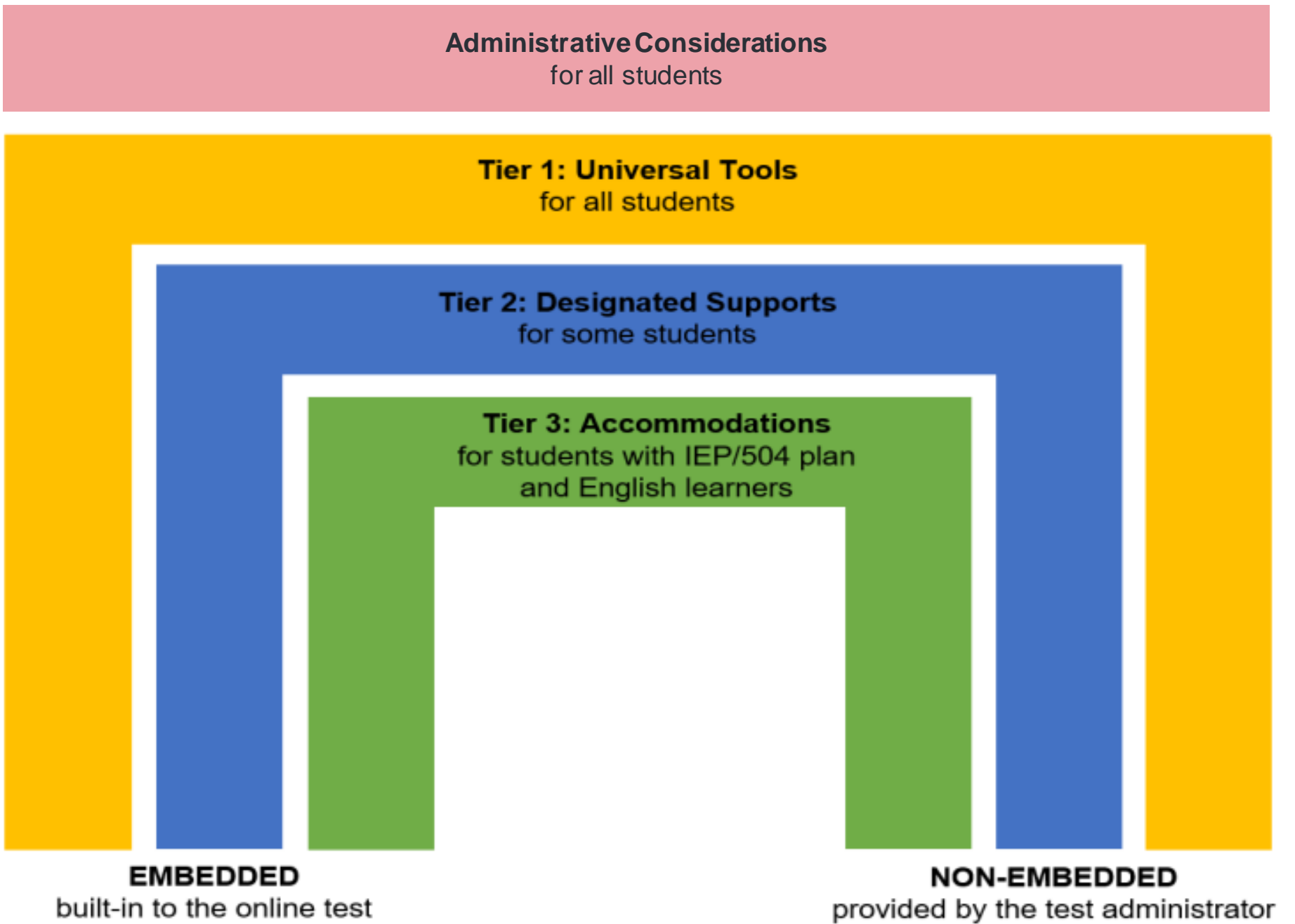
9<sup>TH</sup> EDITION | UPDATED SEPTEMBER 2023 FOR SCHOOL YEAR 2023-2024

**Ohio** Department  
of Education

Ohio's State Tests for grades 3-8 and high school in English language arts, mathematics, science and social studies

[Website Link](#)

# OHIO'S ACCESSIBILITY SYSTEM



2

# Administrative Considerations



# ADMINISTRATIVE CONSIDERATIONS



Adjustable lighting



Familiar test administrator



Frequent breaks



Separate or alternate location

3

# Universal Tool

# UNIVERSAL TOOLS, EMBEDDED

Calculator

Highlighter

Line reader

Mark for  
review

Masking

Notepad

Paginated  
stimuli and  
reading mode

Spellcheck

Strikethrough

Test clock

Text-to-  
speech

Writing tools

Zoom

# UNIVERSAL TOOLS, NON-EMBEDDED

Blank paper

Calculator  
(handheld)

General  
directions

Headphones

Redirect  
student to  
the test

# 4

# Designated Supports

# DESIGNATED SUPPORTS, EMBEDDED

Background/font  
color choice

Disable  
universal tool

Mouse pointer  
size and color

Print size

# DESIGNATED SUPPORTS, NON-EMBEDDED

Calculator or  
fact charts  
(handheld)

Mathematics  
reference  
sheets

External  
magnification

Line reader tool  
(handheld)

Music and white  
noise

Noise buffers

Rulers,  
angled rulers,  
compasses and  
protractors

Specialized  
paper

Spellchecker  
(handheld)

Student reads  
test aloud to self

Tactile fidgets

Timer (external)

5

# Accommodations



# WHO CAN RECEIVE ASSESSMENT ACCOMMODATIONS?

1 – Students with disabilities who have an IEP

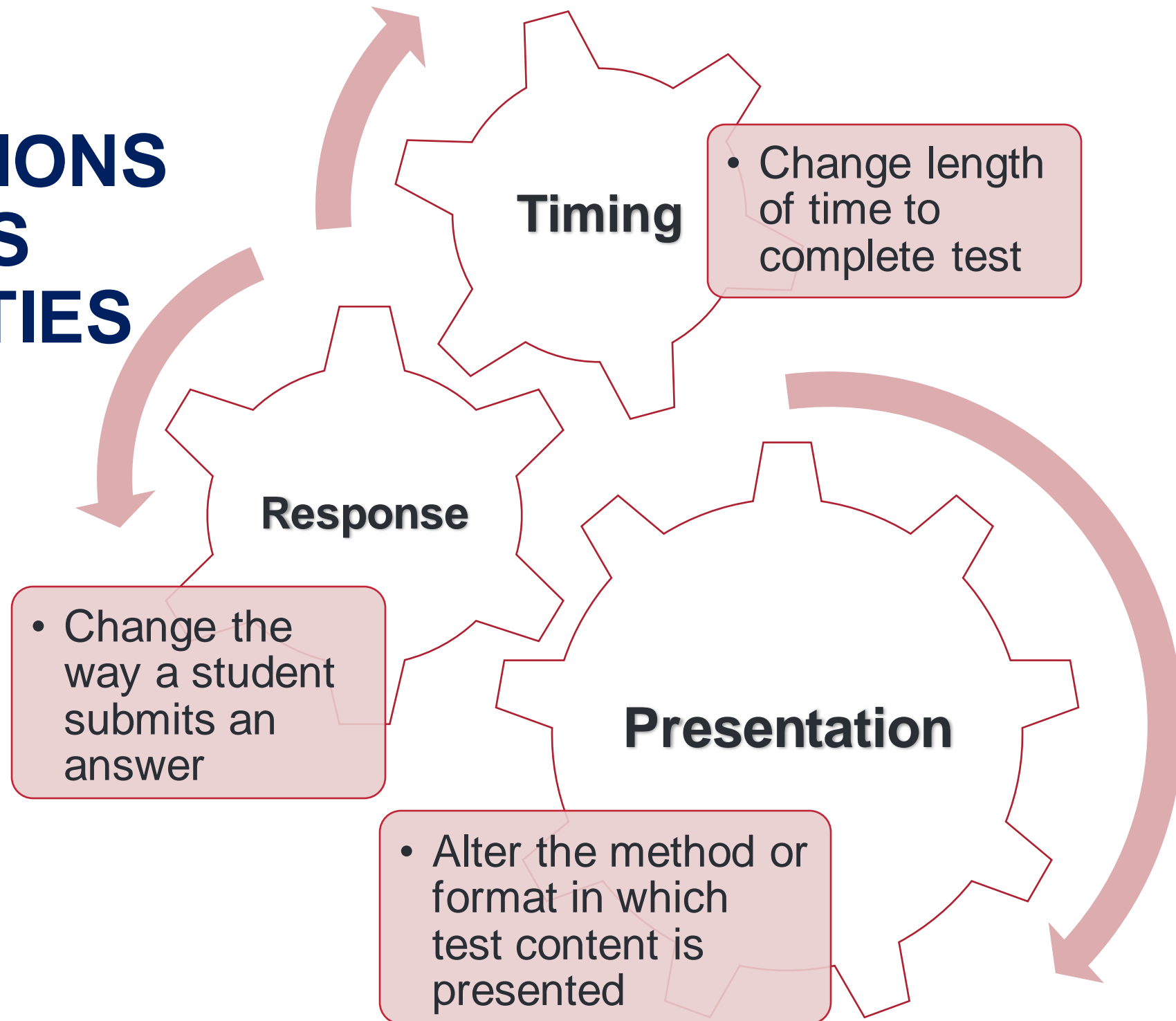
2 – Students with disabilities who have a Section 504 Plan

3 – Students identified as English learners

4 – English learners with disabilities

5 – Adult testers who exited high school with EL status, a valid IEP or 504 plan

# TYPES OF ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES



# Assessment Accommodations for English Learners

# BILINGUAL TEST FORM



Ohio's State Tests  
of math, science  
and social studies

Online  
tests only

For students  
with content  
knowledge in  
both languages

Oral translator  
may translate  
student's answers

# ORAL TRANSLATION

## What is it?

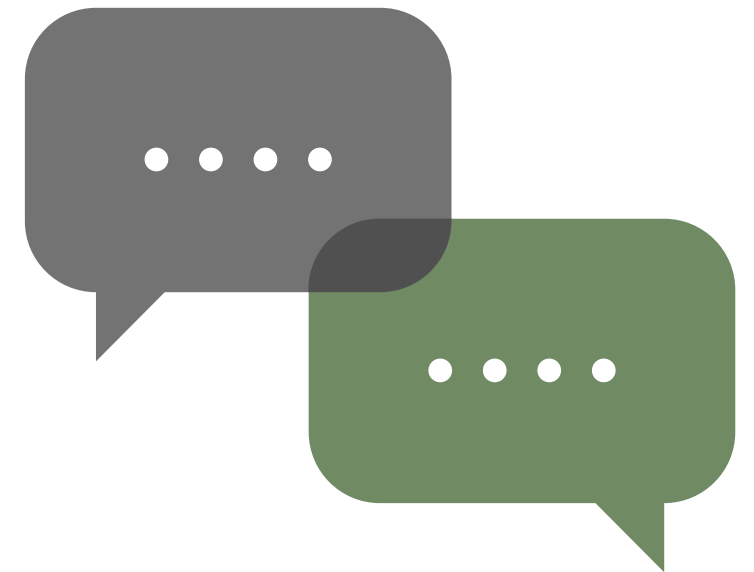
- ✓ Translator reads test aloud in student's preferred language and translates student's responses to English
- ✓ Administered in separate setting
- ✓ Translator must be an adult non-relative of the student



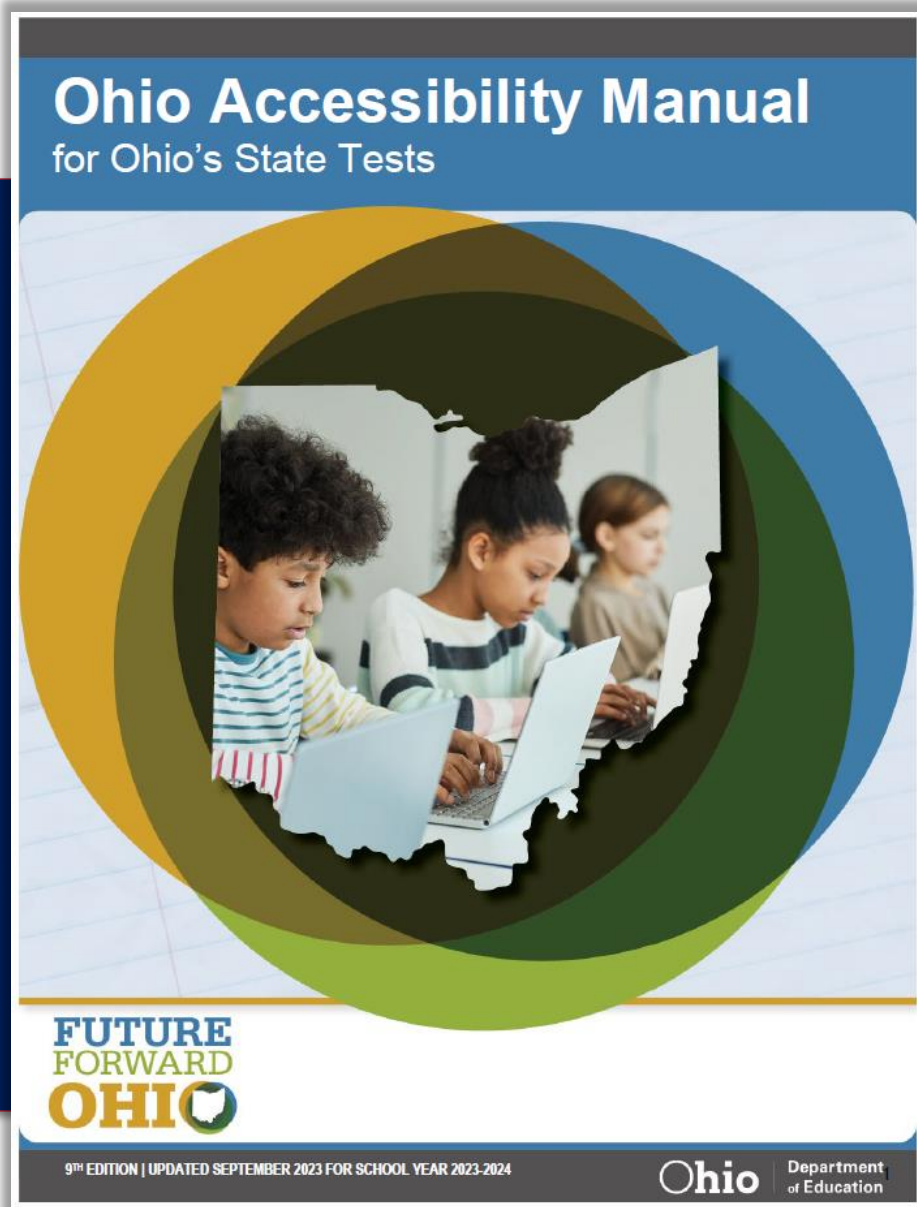
# ORAL TRANSLATION (CONT.)

## Which tests?

- ✓ Ohio's State Tests of mathematics, science and social studies
- ✗ Not allowed for English language arts tests. Only general test directions may be translated



# ORAL TRANSLATION RESOURCES



Click the covers to access each resource.

[Fall 2023 OST TAM Appendix B: Supplemental Instructions for Oral Translation](#)

[Fall 2023 OST TAM Appendix G: Non-Disclosure Agreement for Translators](#)

# REIMBURSEMENT FOR ORAL TRANSLATION

## Translation Reimbursement: Ohio's State Tests and Ohio's Alternate Assessment

The Ohio Department of Education and Workforce (Department) reimburses districts and schools for translation and interpretation services provided to students participating in Ohio's State Tests (OST) and the Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD).

- The Department processes reimbursements; Cambium Assessment, Inc. does not.
- **OST:** The reimbursement rate for OST is \$90 per translated test administration for each part of the test (i.e., Part One = \$90 and Part Two = \$90).
- **AASCD:** The reimbursement rate for the AASCD is \$180 per translated test administration for each test (e.g., Mathematics = \$180 and Science = \$180).
- The reimbursement request is by district, not by building.

## Translator Reimbursement Guidance Document

- Information on translations for the AASCD ELA tests can be found in the [AASCD Test Administration Manual](#).
- All student responses on tests must be submitted in English. Responses in a language other than English will not be scored. For all tests other than ELA, students' responses in languages other than English must be translated into English. Translating student responses into English is reimbursable.
- The Department does not maintain a list of translators; districts and schools may wish to share their lists of translators. Districts may find translators at translation companies, local community organizations for refugees and immigration centers, religious institutions, colleges and universities, and hospitals.

Please direct questions about reimbursement procedures to [Noel.Nethers@education.ohio.gov](mailto:Noel.Nethers@education.ohio.gov). Please direct questions about translation procedures to [David.Brauer@education.ohio.gov](mailto:David.Brauer@education.ohio.gov).



## Translator Reimbursement Form

- Please use this form to request reimbursement for translation services for Ohio's State Tests (OST) and the Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD).

## Translator Reimbursement Form

- All student responses on tests must be submitted in English. If students' responses to constructed response items are in their native languages, the translator must translate students' responses into English.
- Districts are to keep a complete record of all paid translators on file. Translator names, addresses, contact information, dates of work, lists of tests translated, and salary are all necessary records. These records must be made available upon request by the Department.
- Please complete the entire form and click the "Submit" button at the end to submit. There will be no confirmation when the form is submitted. The window will close. You will be sent a pdf of the form within one week of submission, If you do not please contact [noel.nethers@education.ohio.gov](mailto:noel.nethers@education.ohio.gov).
- Please direct questions regarding reimbursement to Noël Nethers at [noel.nethers@education.ohio.gov](mailto:noel.nethers@education.ohio.gov).

Both resources have been updated for the 2023-2024 school year and are on the Office of Assessment's [Documents and Forms webpage](#) under Forms.



# BILINGUAL WORD-TO-WORD DICTIONARY



- Meets criteria stated in Ohio Accessibility Manual
- Paper or electronic
- Familiar to student; student uses independently



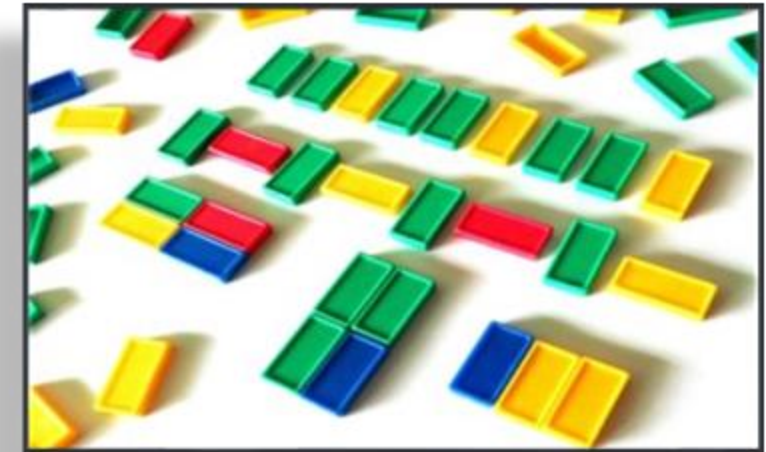
- No definitions, phrases, sentences, pictures
- Does not connect to internet
- Does not store or save information

# OHIO ACCESSIBILITY MANUAL: APPENDIX UPDATES

- **Appendix B:** Decision-Making Tool for a Reading Access Accommodation on ELA Ohio State Tests
- **Appendix F:** Sign Language Interpreter Guidelines and Glossary
- **Appendix G:** Speech-to-Text (Dictation) – must request permission through Ohio Help Desk at 1-877-231-7809 or [OHHelpDesk@cambiumassessment.com](mailto:OHHelpDesk@cambiumassessment.com).
- **Appendix H:** Non-Disclosure Agreement

# ASSESSMENT ACCESSIBILITY: MANIPULATIVES

Students with IEP/504s are allowed to use manipulatives on Ohio's State Tests.



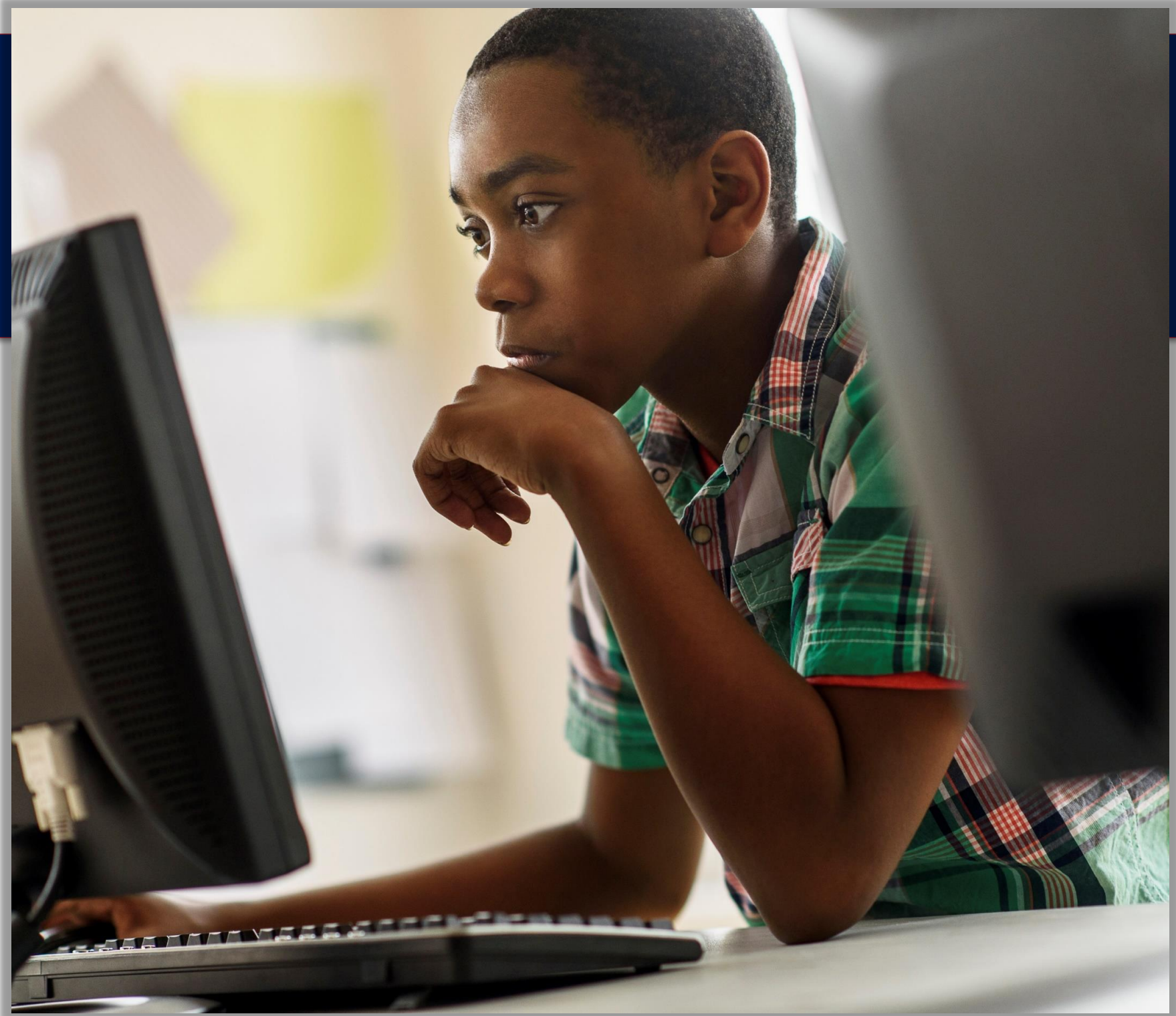


# EXCEPTIONAL REQUESTS

Contact the Office of  
Assessment at:

[statetests@education.ohio.gov](mailto:statetests@education.ohio.gov)

(614) 466-1317



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# ALTERNATE VS. ALTERNATIVE

# ALTERNATE ASSESSMENT

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- **Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD)** is the federally required statewide assessment for students with the most significant cognitive disabilities who are unable to participate in the state's general assessment even with allowable accommodations.
- Aligned to [Ohio's Learning Standards–Extended \(OLS-E\)](#)
- Must use the [Alternate Assessment Participation Decision-Making Tool](#) to determine eligibility

# ALTERNATE ASSESSMENT, CONT.

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## Where can I learn more about AASCD?

- [Alternate assessment website](#)
- [Ohio Alternate Assessment Portal](#)
- [Students and Families website](#)
- The [families of students with disabilities website](#) also offers resources for family members navigating the educational process for students with disabilities. Families are also encouraged to speak with their child's teacher(s) to learn more.
  - [AASCD Test Certification Course](#)
  - [AASCD Practice Test](#)



**AAParticipation@education.ohio.gov**

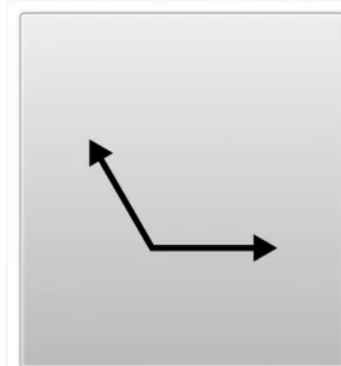
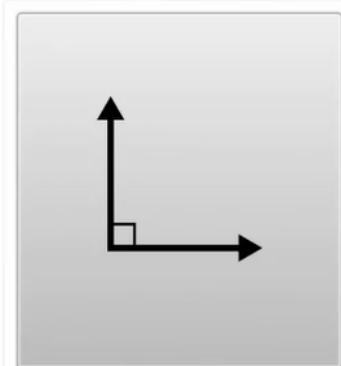
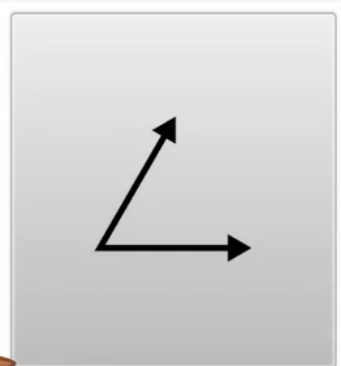
# ASSESSMENT ACCESSIBILITY: EMBOSSED TACTILE GRAPHICS

## Samples of these Materials:

27



Which figure is an obtuse angle?

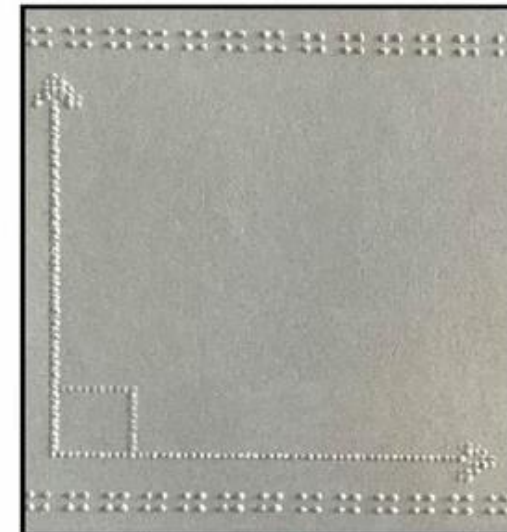
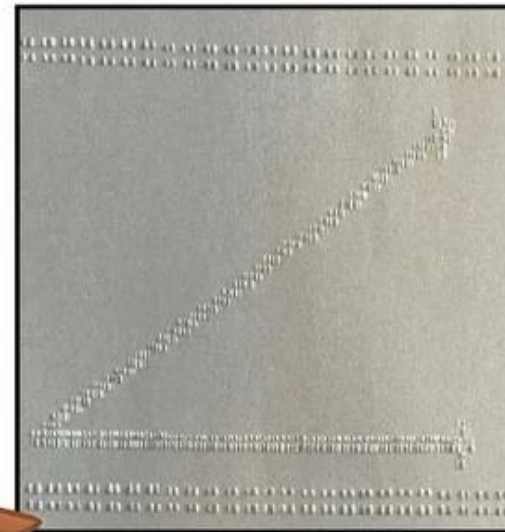


## Samples of these Materials:

27



Which figure is an obtuse angle?



[Website link](#)



# ASSESSMENT AUTHORING SYSTEM

- The [AAS is an online tool](#) to assemble and administer assessments using released test questions that were written and field-tested for Ohio's State Tests
- Educators will be able to review the entire set of released items, select the ones that meet their needs, administer to their students when they feel appropriate, and see their students' achievement when completed
- Contact [Tony.Tracy@education.ohio.gov](mailto:Tony.Tracy@education.ohio.gov) or [Scott.Bryant@education.ohio.gov](mailto:Scott.Bryant@education.ohio.gov)



# FEDERAL 1.0 PERCENT CAP REGULATION

- [ESEA section 1111\(b\)\(2\)\(D\)](#) and [34 CFR 200.6\(c\) and \(d\)](#) contain requirements for the participation of students with the most significant cognitive disabilities in the AA-AAAS.

ESEA section 1111(b)(2)(D)(i)(I) limits the total number of students with the most significant cognitive disabilities who are assessed **Statewide** with an AA-AAAS to 1.0 percent of the total number of students in the **State** who are assessed in that subject. As described in 34 CFR 200.6(c)(3), **a State may not prohibit an LEA from assessing more than 1.0 percent of its assessed students with an AA-AAAS.** However, a State must require an LEA that assesses more than 1.0 percent of its assessed students in any subject with an AA-AAAS to **submit information to the State justifying the need to exceed the 1.0 percent threshold.**

# DISTRICT JUSTIFICATION AND ASSURANCES

Starting January 2024, justification links will no longer be emailed to Superintendents. Instead, the entire process will be conducted through the **CCIP dashboard**.

- The form will be available in the CCIP dashboard beginning calendar year, January 2024. The due date for the form is April 26, 2024.
- No special link will be sent to superintendents.

# DISTRICT JUSTIFICATION AND ASSURANCES CONT.

## Important things to consider:

- Ensure the district personnel who has previously completed the alternate assessment district justification has access to the CCIP dashboard.
  - Update the appropriate district personnel's role in Ohio Education Directory System (OEDS) to include the role, "Data Entry Funding - CCIP."
  - If a role needs updated in OEDS you can do that yourself [here](#). However, if you need further assistance or want to verify contact information, please email [OEDS.ContactUs@education.ohio.gov](mailto:OEDS.ContactUs@education.ohio.gov).
- Direct questions about the alternate assessment district justification form and 1.0 percent threshold to [AAParticipation@education.ohio.gov](mailto:AAParticipation@education.ohio.gov).

# 2022-2023 DISTRICT ALTERNATE ASSESSMENT PARTICIPATION DATA

NOW AVAILABLE

[WEBSITE LINK](#)


## District Alternate Assessment Participation

The Every Student Succeeds Act (ESSA) requires annually each district or community school to submit a justification when it anticipates testing more than 1.0 percent of students using the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD).

Starting January 2024, the Department is [transitioning](#)  the District Justification and Assurances process to the [Comprehensive Continuous Improvement Plan \(CCIP\)](#).

**Justification links will no longer be emailed to Superintendents.**




All public districts and community schools must complete the assurances. Districts and community schools anticipating testing more than 1.0 percent of its total student tested population in the alternate assessment program must submit a justification. The due date for the Spring 2024 District Justification and Assurances is April 26, 2024. **No special link will be sent to superintendents.**

[A template to assist with the district justification process is available.](#)  Note that this template is only a tool to help prepare your district justification.

All district justifications and assurances must be submitted via the [CCIP Consolidated Application](#). To request a justification form submitted by a district or community school, please contact the Office for Exceptional Children or [AAParticipation@education.ohio.gov](mailto:AAParticipation@education.ohio.gov).

### PARTICIPATION RATES:

The participation rates for school years 2020-2023 are below.

- » [2020-2021-Alternate-Assessment-Participation.pdf](#) 
- » [2021-2022-Alternate-Assessment-Participation.pdf](#) 
- » [2022-2023-Alternate-Assessment-Participation.pdf](#) 



# 2023-2024 SPECIAL EDUCATION PROFILES

- Tier 3 LEAs selected for AASCD monitoring will be notified in December 2023
- **Required:**
  - Self-Review Summary Report
  - Improvement Plan
    - ✓ Signature of participation from SST
  - Systemic Improvement/Evidence



# ACCESS TO THE GENERAL EDUCATION CURRICULUM FOR ALL LEARNERS

<https://literacyaccessforall.org/>



The screenshot shows the website's header with the OCAALI logo and the Teaching Diverse Learners Center name. A navigation bar includes 'Login | Create an Account'. The main content area features a video player titled 'Video: Welcome' with a play button and a video thumbnail that reads 'Ensuring Access to the General Curriculum for ALL Learners'. Below the video are buttons for 'Interactive Transcript', 'Audio Description', and 'Help'. To the right of the video player is a large heading 'Access to the General Education Curriculum for ALL Learners' followed by a paragraph of introductory text. At the bottom right of the page are 'Login' and 'Create Account' buttons.

OCAALI Teaching Diverse Learners Center Login | Create an Account

**Video: Welcome**

**Ensuring Access to the General Curriculum for ALL Learners**

Welcome

Interactive Transcript Audio Description Help

## Access to the General Education Curriculum for ALL Learners

The general education curriculum often consists of courses, lessons, and planned learning activities that are intentionally taught. But, what about the informal and unspoken messages and strategies that are communicated and used in the classroom? These are not part of the formal curriculum, but contribute to student growth, engagement, inclusion, and more. This FREE, 10-part video series explores strategies grounded in research that are designed to ensure ALL learners have access to the general curriculum.

Login Create Account

# LIST OF MODULES

The screenshot shows a web browser window with the URL <https://literacyaccessforall.org>. The page header includes the OCAALI logo and the text "Teaching Diverse Learners Center" with a login and account creation link. The main content area is titled "Check Out the List of Modules" and contains a paragraph of introductory text, five icons representing different resource types (Research, Video Explanations, Downloadable Resources, Documents, and Reflection Questions), and a list of ten chapters with their titles.

## Check Out the List of Modules

These chapters are designed for special education professionals, teachers, developmental specialists, and other teaching professionals to increase your knowledge about access to the general education curriculum. Each chapter builds on previous knowledge while providing new strategies, tools, and resources you can use right away in the classroom and beyond.

- Research
- Video Explanations
- Downloadable Resources
- Documents
- Reflection Questions

Each chapter in this module consists of several pages that relate to the chapter. Before watching each video, set the stage for your learning by reading the video description. To continue your exploration of the topic after the video, visit the “research and connected resources” section to learn more.

- Chapter 1:** Ensuring Inclusive Dispositions and Presuming Competence
- Chapter 2:** Design Rich Tier I Core Instruction and Assessment
- Chapter 3:** Designing Inclusive Learning Environments and Rich Tier I Instruction and Assessment
- Chapter 4:** Language and Communication Access: ALL In!
- Chapter 5:** Reading Research in Language and Literacy: From Research to Practice
- Chapter 6:** Stretching Word Recognition to Include Learners with Complex Needs: Access to Communication, Reading, and Writing for ALL Learners
- Chapter 7:** Stretching Language Comprehension to Include Learners with Complex Needs: Applying Reading and Writing Across Content Areas
- Chapter 8:** Tier I Planning Continued: Integrating Learner Supports within Standards-Based Instruction and Assessment
- Chapter 9:** Targeted Interventions: Tiers 2 and 3
- Chapter 10:** Curriculum Screening, Audit, Selection, and Deselection



# ASSESSMENT STAKEHOLDER COMMITTEES

## Seeking educators to help develop Ohio's State Tests

- Content Advisory Committee
- Fairness and Sensitivity Committee
- Rubric Validation and Range-finding Committees


[Assessment Committees Website](#)

# ACCESSIBILITY CONTACTS


David  
Brauer

 (614) 387-7586

Katelynn  
Crow

 (614) 995-4144

Ma'Taya  
Hammond

 (614) 644-7304

(No apostrophe in email  
address)



firstname.lastname@education.ohio.gov

# STAY CONNECTED WITH THE AASCD TEAM!



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**Department of  
Education &  
Workforce**

[EDUCATION.OHIO.GOV](http://EDUCATION.OHIO.GOV)