

Appendix A

Accessibility Features for Students Taking the Paper-based Ohio's State Tests

1.0 Conditions for taking a paper-based test

Although Ohio's State Tests are computer-based using an online testing platform, there may be specific instances that require a student to take a paper-based assessment instead.

Condition #1: The school is providing paper-based assessments for its students as the primary mode of administration. Districts and schools must deliver Ohio's State Tests only online unless they can demonstrate the need for paper tests. Information about this process can be located on the department website by searching *Capacity Planning Tool*.

Condition #2: A student is unable to use a computer due to the impact of his or her disability. Before selecting a paper version of the test, IEP teams and 504 plan coordinators should first consider other accessibility features. Students who take a paper-based test should be unable, even with support, to use technology to produce and publish writing using keyboarding.

Situations that may require this accommodation include:

- A student with a disability who cannot participate in the online assessment due to a health-related disability, neurological disorder or other complex disability and/or cannot meet the demands of a computer-based test administration even with other accessibility features such as extended time, frequent breaks or a scribe;
- A student with an emotional, behavioral or other disability who is unable to maintain sufficient concentration to participate in a computer-based test administration, even with other accessibility features such as a familiar test administrator, frequent breaks, small group, specified seating or a timer;
- A student with a disability who requires assistive technology that is not compatible with the testing platform.

Condition #3: A student who is unable to access an online assessment due to religious beliefs.

2.0 Accessibility features

The accessibility features available to computer-based testers often are the same as those available for students taking paper-based tests. However, the limitations of paper-based testing can sometimes require schools to use alternative methods to provide a similar feature on paper tests from what is available on computer-based tests.

2.1 Administrative considerations

Administrative considerations are changes to the timing, setting or conditions of testing and are at the discretion of the principal or test coordinator. There are no differences in administrative considerations between computer-based tests and paper-based tests.

| Administrative Considerations | Description |
|------------------------------------|---|
| Familiar test administrator | Student knows the test administrator and/or interpreter. |
| Frequent breaks | All students may take breaks as needed. Frequent breaks refers to multiple, planned, short breaks during testing based on a specific student need (for example, the student fatigues easily). During each break, the testing clock is stopped. |
| Separate or alternate location | The test is administered in a different location than the location where other students are testing (for example, a different classroom). |
| Small group | A small group is a subset of a larger testing group assessed in separate location. There is no specific number defined for a small group but two to eight is typical. A “group” of one also is permissible. Small groups may be appropriate for human read-aloud and translated test administration or to reduce distractors for some students. |
| Specialized equipment or furniture | This includes equipment such as adjustable desks or chairs. |
| Specified area or seating | The student sits in a specific place in the test setting, such as by the window for natural light or beside the test administrator’s desk. |
| Time of day | The student takes the test during the time of day most beneficial to his or her performance. Care must be taken to ensure that the student has all allowable time available for testing. |

2.2 Universal tools

Universal tools for paper-based testing are student strategies or features provided externally by test administrators and are available for all students.

| Universal Tools | Description |
|----------------------------|--|
| Blank paper | The test administrator provides blank scratch paper to students to take notes and/or work through items during testing. Blank paper is required for the English language arts tests. For mathematics, science and social studies, blank paper must be available upon request. Refer to the Test Administration Manual for more information about blank paper. |
| General directions | The test administrator must read the scripted general directions for starting all administrations and must not deviate from the script. After the test administrator has read the directions, students may ask for the directions to be repeated or clarified. General directions may be translated or signed (e.g. ASL). General directions include the scripted information for students that comes before the test starts. Once students have begun the test, nothing may be clarified. |
| General Masking | The student may cover or uncover answer options with external blank masking cards or scrap paper as needed. |

| | |
|---|---|
| Mark for review (Flag items) | The student uses non-sticky place markers to “bookmark” items to review later. All place markers must be removed before test booklet or answer document is submitted for scoring. |
| Redirect student to the test | The test administrator redirects the student’s attention to the test without coaching or assisting the student in any way. |
| Strikethrough (Eliminate answer choices) | The student may mark answers to indicate to her/himself that he or she is eliminating an answer. The student must NOT cross out or make any marks on answer bubbles. Placing stray marks in the answer area may conflict with accurate scoring. |
| Writing tools | The student uses a writing instrument on written responses to underline, bold, or add bullets for formatting. |

2.3 Designated supports

These features may be provided to any student who needs them. A relatively small number of students will require additional features for their particular needs. Students must practice using these features and understand when and how to use them, either in a classroom or real world application or setting.

| Designated Supports | Description |
|--|---|
| Color overlays | The student uses colored overlays when taking the assessment. The color should match what the student currently uses during instruction. |
| Calculator <u>or fact charts</u> – handheld | Students may use handheld calculators <u>and fact charts (addition, subtraction, multiplication or division only)</u> for calculator-allowable mathematics tests or parts of tests and the physical science test. Additional calculator guidance is in the Test Administration Manual . |
| External magnification or enlargement device | The student uses external magnification or enlargement devices to increase the font or graphic size (e.g., projector, closed-circuit television, eye-glass mounted or hand-held magnifiers, electronic magnification systems, etc.). |
| Highlighting tool | The student uses highlighters or colored pencils to highlight text as needed to recall and/or emphasize. The department does not recommend highlighters for grades 3 or 4. These grades use consumable test booklets and highlighter ink can bleed through paper causing errors in scoring. Students must use colored pencils with caution. Scoring machines cannot scan or score student responses in colored pencil. Test administrators should monitor students who use colored pencils to ensure they only use approved #2 pencils for marking responses in answer documents. |
| Human reader for mathematics, science and social studies | A test administrator or monitor reads the test from a test booklet to the student This feature can be provided in small groups. If testing in a small group, test administrators should ensure that all students in the group have similar abilities so that the reader’s pace meets all students’ needs without being too slow or too fast for some students. |

| | |
|--|---|
| | <p>If students need this feature, then the person providing the feature must read the entire test to the students. It cannot be “as needed” or “on demand”.</p> <p>Only students who meet the criteria to have a read-aloud accommodation on the English language arts test may use this feature for English language arts.</p> |
| Line reader tool | The student uses a blank straight edge as he or she reads and follows along with the text. |
| Music and white noise | <p>A student or group of students listens to back-ground music during testing. The test administrator may play music to a student or group of students or a student may use a teacher provided device and earbuds. Music selections should be free of any test content specific lyrics. Test security must be maintained. Students may not use a personal device (e.g. cell phone, MP3 player).</p> <p>Additional information about the electronic device policy is in the Test Administration Manual.</p> |
| Noise buffers | The student uses headphones/earbuds or earplugs to minimize distraction or filter external noise during testing. If students use headphones/earbuds as noise buffers, they should not be plugged into a device. |
| Rulers, angled-rulers, compasses and protractors | <p>Students may be familiar with these tools from instruction at various grade levels and want to use them on the test. While these tools are not required for testing, districts may choose to provide them to students or allow students to provide their own. The tools cannot contain any additional writing or information that may provide an unfair testing advantage. Examples of additional writing could include but are not limited to multiplication tables, formulas, or conversion charts.</p> <p>A student with a visual impairment may need adapted mathematical tools such as a large print ruler, Braille ruler, tactile compass or Braille protractor.</p> |
| Specialized paper | In addition to blank paper, students may use test administrator provided grid paper, wide-ruled paper, Braille paper, raised-line paper, bold-line paper, raised-line grid paper, bold-line grid paper, colored paper, etc. The paper provided cannot contain any writing that may give the student an unfair testing advantage. Examples of additional writing that is prohibited can include but is not limited to number lines, two-column tables, fraction models, and coordinate grids. Students also may use personal white boards. |
| Spell check – handheld device | Not allowed for the English language arts test. The student uses an external spell check device. Device may not have embedded grammar check, connect to the Internet, or save information. The student should be familiar with the spellchecker he or she will use during testing. |
| Student reads test aloud to self | Student reads aloud to self. This feature includes the use of whisper phones. Student must be tested in a one-on-one setting so that the student does not disturb other students or in a setting in which students are separated enough from each other that they cannot hear each other and do not disturb one another. |

| | |
|---------------------------------------|--|
| <u>Tactile fidgets/Fidget devices</u> | <u>Student uses tool for self-regulation, to help with focus, attention, calming, and active listening. (e.g. Fidget Spinner, squish ball, focus cube, pencil topper, etc.). Tool must be free of anything that may give an advantage during testing or test content.</u> |
| Timer | <p>Student uses a timer. There are a variety of timers that students may use ranging from basic kitchen timers to more complex wearable devices that vibrate or flash at preset intervals or timers with visual clues such as a red covering that disappears as the timer counts down.</p> <p>Students may not use cell phones and devices must not connect to the internet.</p> |

2.4 Accommodations for students with disabilities and English language learners

While all students can potentially use the universal tools and designated supports, some students may still need further support to access the test and show what they know. Those students may benefit from testing accommodations. Accommodations are supports that are already familiar to the student because they are being used in the classroom to support instruction. See Ohio’s Accessibility Manual section on testing accommodations for students with disabilities and English language learners for more information. Note that the test contractor will provide Braille and large print test booklets, but the district test coordinator must order them in TIDE.

| Accommodations for Students with Disabilities | |
|---|---|
| Presentation Accommodations and Special Versions | Description |
| Additional assistive technology regularly used in instruction | <p>Students may use a range of assistive technologies on Ohio’s State Tests.</p> <p>Assistive technologies for paper-based tests may not reproduce the tests in any manner and may not connect to the Internet.</p> <p>For more information on additional assistive technology devices and software for use on Ohio’s State Tests, refer to Appendix D.</p> |
| Braille test | <p>A student who is blind or has a visual impairment may take the English language arts and mathematics tests using a hard copy contracted Braille edition.</p> <p>Refer to the Directions for Administration Manual for more information about administering braille forms of the test.</p> |
| Computer-based test instead of paper version | <p>If a student’s class is taking Ohio’s State Tests on paper, and a student needs to use a computer due to the impact of his or her disability, it is allowable for the student to take the test on computer instead.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • A student with an emotional, behavioral or other disability who is unable to maintain sufficient concentration to participate in a paper-based test administration, even with other accessibility features; |

| | |
|--|---|
| | <ul style="list-style-type: none"> • A student with a disability who requires assistive technology that is compatible with the testing platform. <p>If a student takes a computer-based version of a test, the student must take the computer-based version of the test for both parts.</p> |
| Human reader for English language arts | <p>A test administrator or monitor reads the test from a test booklet to the student.</p> <p>This feature can be provided in small groups. If testing in a small group, test administrators should ensure that all students in the group have similar abilities so that the reader's pace meets all students' needs without being too slow or too fast for some students.</p> <p>“Read-aloud” as a general term is when a student is administered a test via text-to-speech, human reader screen reader or sign language interpreter.</p> <p>The read-aloud accommodation for the English language arts test is intended to provide access for a very small number of students to printed or written texts on the tests. These students have print-related disabilities and otherwise would be unable to participate in the state tests because their disabilities severely limit or prevent them from decoding, thus accessing printed text.</p> <p>Because students who require this accommodation are unable to access printed text, they must have a read-aloud for the entire test, including the items, answer options, charts/graphs/figures and passages. This accommodation is not intended for students reading somewhat (only moderately) below grade level.</p> <p><u>Reading only questions and answer options to a student is not allowable on the ELA test. If a student qualifies for this accommodation, then they must have the entire test read, including the passages.</u></p> <p>In making decisions on whether to provide a student with this accommodation, IEP teams and 504 plan coordinators should consider whether the student has:</p> <ul style="list-style-type: none"> • A disability that severely limits or prevents him or her from accessing printed text, even after varied and repeated attempts to teach the student to do so (for example, the student is unable to decode printed text); <p>OR</p> <ul style="list-style-type: none"> • Blindness or a visual impairment and has not learned (or is unable to use) Braille; <p>OR</p> |

| | |
|---------------------------|--|
| | <ul style="list-style-type: none"> • Deafness or hearing loss and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation. <p>Before documenting the accommodation in the student’s IEP or 504 plan, teams/coordinators also should consider whether:</p> <ul style="list-style-type: none"> • The student has access to printed text during routine instruction through a reader, accessible educational materials (AEM) or sign language interpreter; • The student’s inability to decode printed text or read Braille is documented in evaluation summaries from locally administered diagnostic assessments; • The student receives ongoing, intensive instruction and/or interventions in foundational reading skills to continue attaining the important college and career-ready skill of independent reading. <p>For information about who needs AEM, how to obtain AEM and tools to support AEM, visit the Assistive Technology & Accessible Educational Materials Center online (http://ataem.org/);</p> <p>IEP teams and 504 plan coordinators make decisions about who receives this accommodation. Schools should use a variety of sources as evidence (including state assessments, district assessments and one or more locally administered diagnostic assessments or other evaluation).</p> <p>For students who receive this accommodation, no claims should be inferred regarding the student’s ability to demonstrate foundational reading skills.</p> <p>Refer to the Test Administration Manual for more information about administering a test through a human reader.</p> |
| Large print test booklet | <p>Large print test booklet is a presentation accommodation for students with visual impairments who require large print materials.</p> <p>The large print test booklets are 8.5-x-11 inches and printed in 18-point type.</p> <p>Refer to the Test Administration Manual for more information about administering a test through human read-aloud.</p> |
| Sign language interpreter | <p>Any student who is deaf or has hearing loss may have a sign language interpreter reflecting their IEP accommodations (for example, American Sign Language, signed English, Cued Speech) for mathematics, science and social studies.</p> <p>For the purposes of statewide testing, sign language is considered a second language and should be treated the same as any other language from a translational standpoint. The test must be <i>signed verbatim</i>. The intent of the phrase “signed verbatim” does not mean a word-to-word translation, as this is not appropriate for any language translation. The expectation is that the interpreter should faithfully translate, to the greatest extent possible, all of the words</p> |

| | |
|---|---|
| | <p>on the test without changing or enhancing the meaning of the content, adding information or explaining concepts unknown to the student.</p> <p>If a sign language interpreter perceives that a specific sign gives a student the answer or otherwise provides an unfair advantage, an alternate sign or finger spelling should be used.</p> <p>Only students who meet the criteria to have a read-aloud accommodation on the English language arts test may use this feature for English language arts.</p> |
| Response Accommodations | Description |
| Additional assistive technology regularly used in instruction (for example, speech-to-text) | <p>Students may use a range of assistive technologies on Ohio's State Tests.</p> <p>Assistive technologies for paper-based tests may not reproduce the tests in any manner and may not connect to the Internet.</p> <p><u>For information about who needs AT, how to obtain AT and AT tools, visit the Assistive Technology & Accessible Educational Materials Center online (ataem.org).</u></p> |
| Answers recorded in test booklet and transcribed by the test administrator into the scorable document | The student records his or her answers directly on paper or in the test booklet and the test administrator/monitor transcribes the responses verbatim into a scorable answer document. |
| Braille notetaker | <p>A student who is blind or has visual impairments may use an electronic Braille notetaker. For Ohio's State Tests, grammar checker, Internet and stored file functionalities must be turned off.</p> <p>The responses of a student who uses an electronic Braille note taker during Ohio's State Tests must be transcribed exactly as entered in the electronic Braille notetaker. Only transcribed responses will be scored. Transcription guidelines are available in <i>Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</i>.</p> |
| Braille writer | <p>A student who is blind or has visual impairments may use an electronic Braille writer. A test administrator must transcribe into the computer the student responses exactly as entered in the electronic Braille writer.</p> <p>Only transcribed responses will be scored. Transcription guidelines are available in <i>Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</i>.</p> |
| Calculation device or fact charts on non-calculator mathematics test or part of test | <p>The student uses a calculation device or fact chart (addition, subtraction, multiplication or division only) on a non-calculator mathematics test or part of test. Both parts of grades 3 through 5 mathematics tests and part 1 of grades 6 and 7 mathematics tests are non-calculator tests.</p> <p>The accommodation would be permitted on test sections for which calculators are not allowed for other students. IEP teams and 504 plan coordinators should carefully review the following guidelines for identifying students to receive this accommodation.</p> |

This accommodation is for students with disabilities that severely limit or prevent their abilities to perform basic calculations (i.e., single-digit addition, subtraction, multiplication or division).

In making decisions whether to provide the student with this accommodation, IEP teams and 504 plan coordinators should consider whether the student has a disability that severely limits or prevents the student's ability to perform basic calculations (i.e., single-digit addition, subtraction, multiplication, or division), even after varied and repeated attempts to teach the student to do so.

Before documenting the accommodation in the student's IEP or 504 plan, teams also should consider whether:

- The student is unable to perform calculations without the use of a calculation device, arithmetic table or manipulative during routine instruction;
- The student's inability to perform mathematical calculations is documented in evaluation summaries from locally administered diagnostic assessments;
- The student receives ongoing, intensive instruction and/or interventions to learn to calculate without using a calculation device, in order to ensure that the student continues to learn basic calculation and fluency.

Calculators are ~~not~~ allowed on grades 5 and 8 science tests and the biology end-of-course test. However, there are no mathematical calculations on these Ohio science tests and a calculator should not be needed.

Specific calculation devices must match the Ohio's State Tests [calculator policy](#).

Mathematical tools – allowable tools as accommodation include:

- 100s chart
- Abacus/[rekenrek](#)
- Algebra Tiles
- Base 10 blocks
- Counters and counting chips
- Cubes
- Fraction tiles and pies without numerical labels
- Square tiles
- Two-colored chips

Student uses these tools and manipulatives to assist mathematical problem solving. These manipulatives allow the flexibility of grouping, representing or counting without numeric labels.

Tools that give students answers (e.g. fraction tiles with numerical labels) or lead a student to use a specific strategy (e.g. number lines) are not allowed. These types of tools can be effective for instruction and while students may create their own during testing as a strategy, they may not be provided to students on Ohio state tests.

For information about fact charts, see [calculation device or fact charts on non-calculator mathematics test or part of test in this section.](#)

Information about rulers, angled-rulers, compasses and protractors is located in the [non-embedded designated supports section of this manual.](#)

The department will review and revise this list annually as needed.

Allowable for mathematics and ~~physical~~ science tests only.

| | |
|---------------------------------------|--|
| <p>Monitor test response</p> | <p>The test administrator monitors proper placement of student responses on a test booklet or answer sheet. The test administrator cannot assist the student with changing a response to the correct answer.</p> <p>This accommodation is to ensure that the student is marking the answer for the problem the student intends to answer. For example, a student may accidentally put two answers for one problem on the same line or accidentally skip a question. Students who are able to use bubbled answer sheets may benefit from having an adult simply monitor the placement of their responses to ensure that they are actually responding to the intended question.</p> |
| <p>Scribe</p> | <p>The student dictates responses either verbally, using a speech-to-text device, augmentative or assistive communication device (e.g., picture or word board), or by signing, gesturing, pointing or eye-gazing. Grammar checker, Internet and stored files functionalities must be turned off. Word prediction must also be turned off for students who do not receive this accommodation. The student must test in a separate setting.</p> <p>In making decisions whether to provide the student with this accommodation, IEP teams and 504 plan coordinators should consider whether the student has:</p> <ul style="list-style-type: none"> ● A physical disability that severely limits or prevents the student’s motor process of writing through keyboarding; <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ● A disability that severely limits or prevents the student from expressing written language, even after varied and repeated attempts to teach the student to do so. <p>Before documenting the accommodation in the student’s IEP or 504 plan, teams/coordinators should also consider whether:</p> <ul style="list-style-type: none"> ● The student’s inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments; ● The student routinely uses a scribe for written assignments; and ● The student receives ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team or 504 plan coordinator. <p>Student responses must be transcribed exactly as dictated.</p> <p>Information about the scribing process is available in <i>Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</i>.</p> |
| <p>Specialized calculation device</p> | <p>A student uses a specialized calculation device (for example, large key, talking or other adapted calculator) on the calculator part of the mathematics assessments. If a talking calculator is used, the student must use headphones or test in a separate setting.</p> |

| | |
|-----------------------------|---|
| | <p>The student must qualify for calculation device or fact charts on non-calculator mathematics test or part of test accommodation to use a specialized calculator in those tests.</p> <p>Calculators are not allowed on science tests except physical science.</p> |
| Word prediction device | <p>The student uses an external word prediction device that provides a bank of frequently or recently used words on screen as a result of the student entering the first few letters of a word.</p> <p>The student must be familiar with the use of the external device prior to assessment administration. The device cannot connect to the Internet or save information.</p> <p>In making decisions whether to provide the student with this accommodation, IEP teams and 504 plan coordinators are instructed to consider whether the student has:</p> <ul style="list-style-type: none"> ● A physical disability that severely limits or prevents the student from writing or keyboarding responses; <p>OR</p> <ul style="list-style-type: none"> ● A disability that severely limits or prevents the student from recalling, processing and expressing written language, even after varied and repeated attempts to teach the student to do so. <p>Before documenting the accommodation in the student's IEP/504 plan, teams/coordinators are instructed to consider whether:</p> <ul style="list-style-type: none"> ● The student's inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments; and ● The student receives ongoing, intensive instruction and/or intervention in language processing and writing, as deemed appropriate by the IEP team/504 plan coordinator. |
| Timing Accommodation | Description |
| Extended Time | <p>Student is allowed more time than allotted for each test part.</p> <p>In most cases, the department recommends that extended time be defined for students and not open ended. This accommodation is usually expressed as one and a one-half time (1.5x) or double time (2x). A student who has one-half time on a test that normally takes 90 minutes, may be allowed 135 minutes. Extended time may not exceed one school day; students must complete each test part on the same day the test is started.</p> <p>Decisions about how much extended time is provided must be made on a case-by-case basis for each individual student, not for any category of students or group. Teams should keep in mind the purposes of different accommodations as they relate to disability</p> |

characteristic or language barrier. Typically, if a student needs extended time, one-half time is sufficient. For some accommodations, such as use of a human reader or scribe, double time may be appropriate. Rarely is unlimited time (an entire school day) applicable.

Schools may choose to test students with the extended time accommodation in a separate setting to minimize distractions. The department recommends scheduling these students for testing in the morning to allow adequate time for completion of a test part by the end of the school day.

| Accommodations for English Language Learners | Description |
|---|--|
| Extended time | <p>Student is allowed more time than allotted for each test part.</p> <p>In most cases, the department recommends that extended time be defined for students and not open ended. This accommodation is usually expressed as one and a one-half time (1.5x) or double time (2x). A student who has one-half time on a test that normally takes 90 minutes, may be allowed 135 minutes. Extended time may not exceed one school day; students must complete each test part on the same day the test is started.</p> <p>Decisions about how much extended time is provided must be made on a case-by-case basis for each individual student, not for any category of students or group. Teams should keep in mind the purposes of different accommodations as they relate to disability characteristic or language barrier. Typically, if a student needs extended time, one-half time is sufficient. For some accommodations, such as use of a human reader or scribe, double time may be appropriate. Rarely is unlimited time (an entire school day) applicable.</p> <p>Schools may choose to test students with the extended time accommodation in a separate setting to minimize distractions. The department recommends scheduling these students for testing in the morning to allow adequate time for completion of a test part by the end of the school day.</p> <p>Appropriate for all English language proficiency levels.</p> |
| Oral translation of the test | <p>Not allowed for English language arts test.</p> <p>Note: The general directions for all tests, including English language arts, may be translated. The general directions are the scripted directions the test administrator reads to all students before the test begins. The department will not reimburse translators for translating general directions only.</p> <p>A translator reads aloud the test to a student in his or her native language. Translators will translate the test from another test booklet. Responses submitted in a language other than English will not be scored.</p> |

| | |
|---|--|
| | <p>Refer to the Test Administration Manual for additional information about how to administer an oral translation.</p> <p>A translator must administer an oral translation of the test in a separate setting.</p> <p>Appropriate for beginning and some intermediate English language learner students but may not be appropriate for advanced level English language learner students.</p> |
| Scribe (In English) | <p>Not allowed for the English language arts test.</p> <p>The student dictates responses in English. The test administrator or monitor must test the student in a separate setting.</p> <p>May be appropriate for beginning English language learner students who do not have a translator and who have better spoken than written English language proficiency. Typically, not appropriate for intermediate or advanced English learners.</p> |
| Word-to-word dictionary (English/native language) | <p>The student uses an allowable bilingual, word-to-word dictionary. Dictionaries that include definitions, phrases, sentences or pictures are not allowed. The student should be familiar with the dictionary they will use during testing. An electronic translator may be used instead of a paper dictionary. An electronic translator cannot connect to the Internet or store information.</p> <p>Recommended for intermediate and advanced English language learner students but may not be appropriate for beginning level English language learner students.</p> <p>The Massachusetts Department of Elementary and Secondary Education has released a list of dictionaries that are known to meet the criteria for allowable dictionaries for statewide testing. This list may be accessed at: http://www.doe.mass.edu/mcas/testadmin/lep-bilingual-dictionary.pdf</p> <p><u>Word-to-word glossaries and dictionaries approved by ACT or the College Board are allowable.</u></p> |