

Accessibility Manual

for Ohio's State Tests



10th Edition

Updated September 2025

School Year 2025-2026



**Department of
Education &
Workforce**

Table of Contents

Acknowledgements	4
Revision History	5
Section 1: Introduction	6
1.1 Purpose of this Manual	6
1.2 Accessibility Features on Ohio’s State Tests.....	8
1.3 General Testing Procedures.....	8
Section 2: Accessibility Features for Students Taking Ohio’s State Tests.....	9
Decision-Making Framework	9
2.2 Administrative Considerations	10
2.3 Universal Tools	12
2.4 Designated Supports	15
2.5 Accommodations for Ohio’s State Tests.....	20
2.6 Other Accommodations and Modifications	37
Section 3: Universal Design and Ohio’s State Tests.....	39
Appendices	40
Appendix A: Accessibility Planning Tools	40
Online Testing Accessibility Planning Tool.....	40
Paper-Based Testing Accessibility Planning Tool	48
Appendix B: Decision-Making Tool for Reading Access Accommodations.....	54
Appendix C: Decision-Making Tool for Written Response Accommodations	57
Appendix D: Assistive Technology Guidance	67
Appendix E: Emergency Accommodation Form.....	69
Appendix F: Guidelines for the Sign Language Interpreter Accommodation	71
Appendix G: Non-Disclosure Agreement for Accommodations on Ohio’s State Tests.....	73

Acknowledgements

The Ohio Department of Education and Workforce (Department) acknowledges the members of the Ohio Assistive Technology Network and Ohio English Learner Advisory Committee for giving their time, insight, and expertise to this manual. The Department also acknowledges Mr. Andrew R. Hinkle for contributions and his many years of service. Finally, the Department acknowledges the Council of Chief State School Officers, whose accessibility manual served as a guide for this manual.

Revision History

The revision history of this manual helps readers easily navigate to the section where updates have occurred. Significant changes and updates are indicated with **red text**. Minor changes, such as formatting and grammar corrections, are not included in the revision history.

Revisions for School year 2024-2025	
Page	Description
All pages	Removed references to the Ohio Graduation Test and updated test vendor name change from AIR to Cambium Assessments
Appendix F	Deleted Accessibility Feature Decision-Making Framework since the manual provides this information.
pp. 32-33	In Section 2.6.4 Accommodations for English Learners , added clarifications to the description for “oral translation of the test.”
pp. 34-35	In Section 2.6.4 Accommodations for English Learners added clarifications to the description for “word-to-word dictionaries and word-to-word glossaries.” Translation devices and software are not permitted during any Ohio’s State Tests administration.
Appendix G	New guidance provided for Speech-to-Text accommodation feature.
	Read-aloud is now Reading Access
Revisions for School Year 2025-2026	
Page	Description
	The description of the Reading Access accommodation for English learners taking the online and paper tests has been updated for greater clarity. It’s also been renamed Human Read-aloud.
21	Exceptional Requests for Accommodations describes how districts submit the Unique Accommodation Request Form to the Department to request approval for use of the accommodation during testing.
27	A student who qualifies to use a fact chart during online testing may enable the embedded hundreds table and/or multiplication table in the SecureBrowser.
71	Revisions and new name for Appendix F: Guidelines for Sign Language Interpreter Accommodation
	Spellcheck (embedded and handheld) as universal tool has been removed from the manual.

Section 1: Introduction

1.1 Purpose of this Manual

This manual is a comprehensive policy document providing information about the accessibility features of the Ohio State Tests (OST). The manual does not include the Kindergarten Readiness Assessment-Revised (KRA-R) nor Ohio's English Language Proficiency Assessments (OELPA). The table below provides information about locating accessibility features of the OSTs and various other assessments.

The term Ohio State Tests refers to Ohio's tests in English language arts, mathematics and science for grades three through eight and the Ohio Graduation Tests, unless specifically noted. The manual defines the specific accessibility features available for all students, including students with disabilities, students who are English learners and students who are English learners with disabilities. The intended audience for this manual is educational team members who determine accessibility features for all students taking state tests.

<u>Assessment</u>	<u>Names of Included Tests</u>	<u>Relevant Accessibility Manual</u>
Ohio's State Tests	Grades 3-8 tests of English language arts and mathematics Grades 5 and 8 tests of science High school end-of-course tests <ul style="list-style-type: none">• English language arts II• Algebra 1• Geometry• Integrated Math I• Integrated Math II• Biology• American History• American Government	Accessibility Manual for Ohio's State Tests
Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD)	Grades 3-8 tests of English language arts and mathematics Grades 5 and 8 tests of science High school end-of-course tests <ul style="list-style-type: none">• English language arts II• Algebra 1• Geometry• Integrated Math I• Integrated Math II• Biology• American History• American Government	AASCD Test Administration Manual, Appendix B: Accessibility and Accommodations

College Readiness Exams	SAT ACT	Refer to each assessment publisher's resources for information about allowable supports and accommodations. Accommodations on College Board Exams (SAT) Accommodations and English Learner Supports for the ACT
Ohio's English Language Proficiency Assessments	Ohio English Language Proficiency Screener (OELPS) Ohio English Language Proficiency Assessment (OELPA) Alternate Ohio English Language Proficiency Assessment (Alt- OELPA)	OELPS and OELPA: Accessibility Manual for OELPS and OELPA Alt-OELPA: Alt-OELPA Accessibility and Accommodations Manual
Kindergarten Readiness	Kindergarten Readiness	Kindergarten Readiness Assessment for Administrators webpage. KRA Guidelines for Allowable Supports Universally Designed Allowable Supports
District-level Assessments	Examples: Diagnostic Assessments DIBELS NWEA MAP Alternative Assessments WebXams WorkKeys	Refer to each assessment publisher's resources for information about allowable supports and accommodations. Districts are required to make these assessments accessible for students with disabilities and English learners.

1.2 Accessibility Features on Ohio's State Tests

Ohio's tests are tools for enhancing teaching and learning. Ohio is committed to providing all students with equitable access to valid and reliable assessments. This includes students with disabilities, English learners, English learners with disabilities and underserved populations. Application of universal design, technology and embedding a broad range of accessibility features ensure that OSTs allow the widest possible number of students to demonstrate their knowledge and skills. The Department encourages an iterative approach to accessibility decisions. As students' needs evolve, decisions should be reevaluated to ensure that appropriate accessibility features are provided.

Ohio sets and maintains a high expectation that all students have access to the full range of Ohio's Learning Standards. Implementing accessibility features with fidelity ensures student access to Ohio's State Tests and the accurate assessment of knowledge and skills.

Ohio's goals for promoting student access include:

1. Apply principles of universal design to the development of the assessments such that the assessments provide the greatest amount of accessibility and minimize test related barriers for all students;
2. Measure the full range of complexity of the standards;
3. Leverage technology for the accessible delivery of the assessments;
4. Build accessibility throughout the test without sacrificing assessment validity; and
5. Use a combination of accessible design and accessible technologies from the inception of items and tasks.

1.3 General Testing Procedures

[Ohio Administrative Code 3301-13-02 \(J\)\(4\)](#) requires all testing procedures adopted by the Department and by a participating district be followed explicitly by all appropriate staff. In addition, each participating district shall appoint enough test administrators and monitors to satisfy the provisions of this rule. The Department will respond to individual exceptional requests for students who require accommodations beyond those routinely allowed.

Information about coordinating or administering Ohio's State Tests, including test security policies, administrative procedures and tasks to complete before, during and after testing, is available in the [OST Test Administration Manual](#). Manuals are available on [Ohio's State Tests portal](#).

Section 2: Accessibility Features for Students Taking Ohio's State Tests

Decision-Making Framework

Accessibility choices should reflect supports that students are familiar with and use in their daily work. They may become familiar with the assessment's accessibility features prior to testing by selecting, practicing and using those features before test day. Students can access embedded online features in the [sample test items and practice tests](#). The graphic below titled Ohio's Accessibility System shows the various layers of accessibility features and accommodations available to students taking Ohio's state assessments.

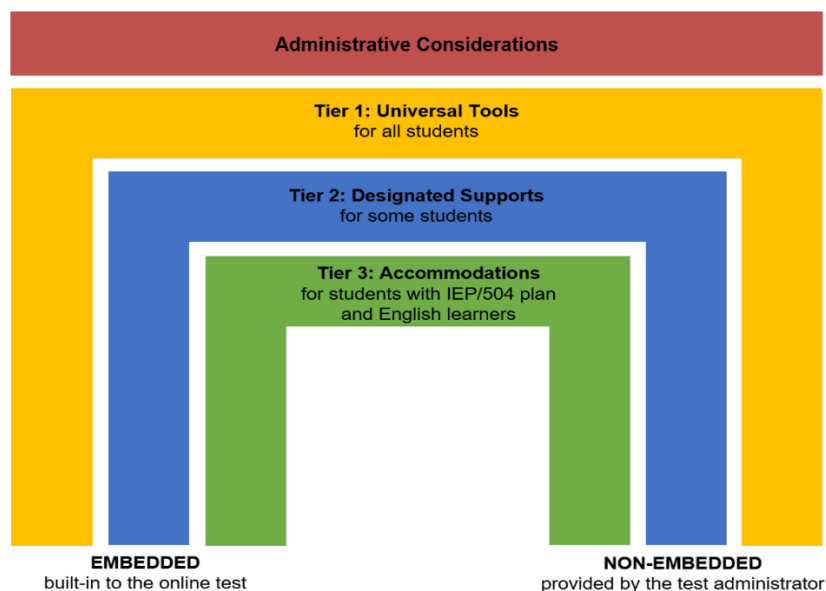
The graphic presents Ohio's three-tier accessibility framework of **universal tools**, **designated features**, and **accommodations**. This section also elaborates **administrative considerations** such as minimizing distractions and individual testing. Note: the same accessibility supports may be considered universal in one assessment but designated as an accommodation in another.

The difference between universal supports and accommodations usually depends on the focus of a particular assessment or instruction. An English language proficiency assessment, for instance, may include some test items for all English learners with text-to-speech support. This specific support for English learners participating in a content assessment might be part of the default test format.

In addition, some accessibility supports which are allowable on content assessments may be prohibited on English language proficiency or alternate assessments, or vice versa.

This manual also includes considerations for students who participate in alternate assessments, to assist educators with the process of including this population of students in meaningful educational experiences. The framework provides a general understanding of the accessibility supports educators will need to have in place for both instruction and assessment for students who take alternate assessments.

Ohio's Accessibility System



2.1 Accessibility Features

Through a combination of universal design principles and computer-embedded accessibility features, Ohio has designed an inclusive assessment system. Ohio incorporates accessibility from initial design through item development, field testing and administration of the assessments to all students. Although some students may require further accommodations to demonstrate what they know and can do, the Department's expectation is that the computer-embedded accessibility features reduce the need for accommodations during testing. This ensures more inclusive, accessible and fair testing for students participating in Ohio's state assessments.

Accommodations for students with disabilities must be documented on Individualized Education Programs (IEPs), **Individual Service Plans (ISPs)**, or 504 plans. Other accessibility features are not required to be documented to be provided. However, if there is an accessibility feature that a team wants to ensure a student receives, the team should document the feature on the student's IEP or 504 plan as well.

For example, if a student with a disability needs to have the test administered in a small group setting or have color contrast for testing, these features should be included on the IEP or 504 plan. Small group setting and color contrast are not considered testing accommodations, so inclusion on an IEP or 504 plan is not a requirement for provision. However, by documenting the student's need for these accessibility features, teams ensure that the features are provided.

**Please note that ISPs are provided to students with disabilities attending nonpublic schools. When IEP is referenced throughout this manual it refers to accessibility features, including accommodations for students with disabilities attending nonpublic schools.*

2.2 Administrative Considerations

Districts typically administer tests in students' general education classrooms following the test administration schedule for the grade and content area being administered. However, the test administrator has the authority to schedule students in testing spaces other than general education classrooms and at different scheduled times, provided all requirements for testing conditions and test security are met as set forth in the [Test Security Provisions and Procedures](#). Districts should consider these options for students who are easily distracted in large group settings by testing them in a small group or individual setting. Generally, changes to the timing, setting or conditions of testing are at the discretion of the local school district.

In accordance with principles of universal design for assessment, these administrative considerations are available to all students.

Administrative Considerations	
Adjustable lighting <i>Online and paper tests</i>	Lighting in testing location adjusts to meet the needs of the student by dimming or brightening the lights. Lighting should be adequate for test administrators to monitor students during testing.
Familiar test administrator <i>Online and paper tests</i>	The student knows the test administrator and/or interpreter. Test administrators and the interpreters must be adult, non-relatives of the student.

Administrative Considerations

Frequent breaks <i>Online and paper tests</i>	<p>All students may take breaks as needed. <i>Frequent breaks</i> are multiple, planned, short breaks during testing based on a specific student's needs (for example, the student fatigues easily).</p> <p>Students should pause their tests when taking a break. Students may pause their tests from the student testing site, or the test administrator may do so from the Test Administrator Interface. The testing clock stops when the test is paused. Pausing a student's test signs the student out of the test. A student who pauses their test and signs back into the test on the same school day should be monitored to ensure the student does not return to previously viewed or answered items.</p> <p>A warning message displays 20 minutes after test inactivity. If the student does not click OK within 30 seconds after this message appears, the test pauses, and the student is logged out.</p>
Separate or alternate location <i>Online and paper tests</i>	<p>The test administrator administers the test in a location different than the location where other students are testing (for example, in a different classroom).</p>
Small group <i>Online and paper tests</i>	<p>A small group is a subset of a larger testing group assessed in a separate location. There is no specific number defined for a small group, but a group of two to eight students is typical. A "group" of one also is permissible. Small groups may be appropriate for human read-aloud and translated test administrations or to reduce distractors for some students.</p>
Specialized equipment or furniture <i>Online and paper tests</i>	<p>This includes providing students with equipment for furniture, such as adjustable desks or chairs, to make students comfortable during test administration.</p>
Specified area or seating <i>Online and paper tests</i>	<p>A student sits in a specific place in the test setting, such as by the window for natural light or near the test administrator.</p>
Time of day <i>Online and paper tests</i>	<p>A student takes the test at the time of day most beneficial to their performance. Test administrators must ensure that the student has all allowable time available for testing.</p>

2.3 Universal Tools

Universal tools are features or preferences that are either built into the assessment system or provided externally by test administrators. **Universal tools are available for all students taking Ohio’s State Tests** and are not classified as accommodations. Students should be familiar with these features prior to testing and should have the opportunity to select and practice using them to appropriately utilize these features on test day. Universal tools benefit a wide range of students. Students may use these universal tools at their discretion during testing. Universal tools embedded in the Test Delivery System are on by default, but some may be turned off. See the [TIDE User Guide](#) for detailed information about turning features on and off in the student test settings.

Universal Tools	
Blank paper <i>Online and paper tests</i>	<p>The test administrator provides blank scratch paper to students to take notes and/or work through items during testing. Two sheets of blank paper are required for the English language arts OST. For all other tests, blank paper must be available upon the student’s request or per the district’s assessment plan and policy. After testing, the test administrator must collect and securely shred all marked scratch paper. Refer to the applicable OST Test Administration Manual for more information about blank paper.</p>
Calculator – built-in to Test Delivery System <i>Online tests</i>	<p>The Test Delivery System provides a calculator for student use on calculator-allowable mathematics tests or parts of tests.</p> <p>The OST uses Desmos as the online calculator. The Desmos calculators are also available in the Student Practice Resources folder on the Ohio’s State Tests portal. Additional calculator guidance is in the OST Test Administration Manual.</p> <p>A graphing calculator is available on the following end-of-course tests:</p> <ul style="list-style-type: none"> • Algebra I • Geometry • Integrated Mathematics I • Integrated Mathematics II <p>A scientific calculator is available on the following tests:</p> <ul style="list-style-type: none"> • Grades 6, 7, and 8 Mathematics
General directions <i>Online and paper tests</i>	<p>The test administrator must read the scripted general directions prior to the administration of each test. They must not deviate from the script. After they read the directions, students may ask the administrator to repeat or clarify the directions. General directions may be translated or interpreted (for example, into American Sign Language (ASL) or a student’s native language). General directions include the scripted information for students read aloud before each test. (See Appendix F for more information if a sign language interpreter will sign the general directions).</p> <p>Once students have begun the test, the test questions may not be clarified.</p>

Universal Tools

Headphones <i>Online tests</i>	<p>There are no audio clips embedded in any content area tests. Therefore, headphones are not required for testing unless a student is using the text-to-speech in a group setting.</p> <p>A student may use headphones or earbuds to access text-to-speech on an assessment. A student using text-to-speech and speech-to-text must use headphones if tested in a group setting.</p> <p>A student with a hearing impairment may use a personal FM system. For more information on other assistive technology and software permitted on Ohio's State Tests, refer to the Assistive Technology Manual.</p>
Highlighter <i>Online tests</i>	<p>A student may highlight text using an embedded tool. The highlighter tool is turned on by default. The test administrator can adjust this setting in the Test Information Distribution Engine (TIDE) and the Test Administrator Interface.</p>
Line reader <i>Online tests</i>	<p>A student may use an onscreen tool to highlight lines of text as they read. The line reader is a beneficial tool for students with low vision. This setting can be changed in the Test Information Distribution Engine (TIDE) and the Test Administrator Interface.</p>
Mark for review <i>Online tests</i>	<p>A student may electronically “flag” or “bookmark” test items to review later. All students, including those with the extended time accommodation, must complete their test part within the same day.</p>
Masking <i>Online tests</i>	<p>A student may cover an area of an item to better focus on certain item elements. They may uncover the masking when ready. The test administrator can adjust this setting in the Test Information Distribution Engine (TIDE) and the Test Administrator Interface.</p>
Notepad <i>Online tests</i>	<p>A student may write notes using an embedded notepad. The notepad keeps notes during the entire test. The notes are not item specific.</p>
Redirect student to the test <i>Online and paper tests</i>	<p>A test administrator may redirect a student's attention to the test without coaching or assisting the student in any way. Redirecting a student is not the same as cueing or prompting the student.</p>
Strikethrough <i>Online and paper tests</i>	<p>Online tests. A student may electronically cross out possible answer choices on selected-response items. The test administrator can change this setting in TIDE and the Test Administrator Interface.</p> <p>Paper tests. The student may mark answers to indicate to themselves that they are eliminating an answer. The student must not cross out or make any marks on scorable test documents. Placing stray marks in the answer area(s) may conflict with accurate scoring.</p>
Test clock <i>Online tests</i>	<p>The test clock displays the amount of time the student has been in the test. The student can view the test clock by clicking on it. The clock only runs while the student is viewing test content. The test administrator can turn the test clock off in TIDE and the Test Administrator Interface.</p>

Universal Tools

<p>Text-to-speech for mathematics, science, and social studies tests</p> <p><i>Online tests</i></p>	<p>Text-to-speech is a universal tool available in mathematics, science, and social studies tests. Text-to-speech reads the test aloud. A student may activate the feature by clicking ear icon or “speak” option.</p> <p>Students must use headphones for text-to-speech if tested in a group setting.</p> <p>Students who use text-to-speech should use a voice pack they are familiar with and adjust the volume, pitch, and rate prior to starting the test.</p> <p>Students may also adjust volume, pitch, and rate while in the Test Delivery System. For detailed information about text-to-speech functionality consult the Test Administration Manual.</p> <p>English language arts OST: Only students who meet the criteria to have a reading access accommodation on the English language arts state assessment may use this feature for the OST English language arts. See Appendix B for more information and to determine eligibility.</p>
<p>Text-to-speech tracking for mathematics, science, and social studies tests</p> <p><i>Online tests</i></p>	<p>This feature highlights words in test items as they are read aloud. Students must use headphones for text-to-speech tracking if tested in a group setting.</p>
<p>Writing tools</p> <p><i>Online and paper tests</i></p>	<p>Online tests. Students may use the Test Delivery System’s embedded writing tool, such as cut, copy, paste, underline, bold, italics, undo, redo, and insert bullets, when responding to constructed responses on the English language arts tests.</p> <p>Paper tests. The student uses a writing instrument on written responses to mark the answer bubbles, underline, bold, or add bullets for formatting.</p>
<p>Zoom</p> <p><i>Online tests</i></p>	<p>A student may use zoom-in and zoom-out buttons to increase or decrease the size of the text and graphics on the page. The maximum zoom is about 250 percent depending on the device.</p>

2.4 Designated Supports

Some students who do not have an IEP or 504 may benefit from additional features to meet their individual needs (for example, changing the background or font color or disabling text-to-speech for the mathematics assessments). Providing too many tools might distract some students. Therefore, some designated features can be selected ahead of time based on the individual needs and preferences of the student. Prior to testing, students should practice using these features and understand when and how to use them. Students can decide whether to use a designated support without any consequence to the student or district.

Individualizing access needs on the test for each student supports their ability to accurately demonstrate knowledge and skills.

Online tests. Designated supports can be *embedded* (built in to the test delivery system) or *non-embedded* (provided outside of the test delivery system). Embedded designated supports can be turned on by:

1. Uploading a student settings file to the Test Information Distribution Engine (TIDE);
2. Marking the features under the “Test Settings” section of the student’s record manually in TIDE; or
3. Enabling the feature(s) under “Test Settings” in the Test Administrator Interface when approving the student to test during the test session.

The [OST Test Administration Manual](#) contains detailed information about turning features on and off in the student test settings in the section titled *Updating Accessibility Features Under Student Test Settings*.

Non-embedded supports are not part of the test delivery system so test administrators must provide them locally.

Paper tests. Designated supports on paper tests are non-embedded. Designated supports for students taking paper tests may be provided to any student who needs them. Students must practice using these features and understand when and how to use them, either in a classroom or real-world application or setting.

Embedded Designated Supports	
Background/font color choice <i>Online tests</i>	<p>Alternate on-screen background and font color are enabled.</p> <ul style="list-style-type: none">• Black on light yellow• Black on light blue• Black on light magenta• White on black (inverted)• White on navy blue <p>A note about color blindness: The Department follows accessibility color guidelines when developing test items. Graphs, maps, charts, and other images may have color, but the inability to distinguish the colors should not affect a student’s ability to respond to a question.</p> <p>When using color-contrast options, the contrast may not transfer to some images or text in images. If a student comes to an item that they cannot answer, either because it is not universally accessible or the color contrast does not work properly, a test administrator may describe what needs to be explained for the student to be able to answer the question.</p>

Embedded Designated Supports

Disabling universal tools <i>Online tests</i>	<p>Some students may benefit from fewer tools and options when testing. Many of the universal tools available in the Test Delivery System can be turned off. The Test Administration Manual section titled <i>Updating Accessibility Features Under Student Test Settings</i> provides details on turning student settings on and off.</p>										
Mouse pointer size and color <i>Online tests</i>	<p>Adjust the size and color of the mouse cursor as it appears on the student's screen. In addition to the default cursor, these options are available:</p> <table> <tr> <td>Large black</td><td>Extra-large black</td></tr> <tr> <td>Large green</td><td>Extra-large green</td></tr> <tr> <td>Large red</td><td>Extra-large red</td></tr> <tr> <td>Large yellow</td><td>Extra-large yellow</td></tr> <tr> <td>Large white</td><td>Extra-large white</td></tr> </table>	Large black	Extra-large black	Large green	Extra-large green	Large red	Extra-large red	Large yellow	Extra-large yellow	Large white	Extra-large white
Large black	Extra-large black										
Large green	Extra-large green										
Large red	Extra-large red										
Large yellow	Extra-large yellow										
Large white	Extra-large white										
Paginated stimuli and reading mode <i>Online tests</i>	<p>A student may choose to read a passage by flipping pages, like a book or e-reader rather than vertically scrolling. They can also open a reading mode window to display two pages of the reading passage at a time, side by side. By default, the paginated stimuli tool is turned off in the student test settings, but educators can change this setting in the Test Information Distribution Engine (TIDE) and the Test Administrator Interface.</p> <p>Paginated stimuli and reading mode are available only for the English language arts and social studies tests.</p>										
Print size <i>Online tests</i>	<p>The print size can be preset to several levels larger than the default size of 12-point. Students may adjust the print size during testing.</p> <ul style="list-style-type: none"> Level 0: 100% (default) Level 1: 150% Level 2: 175% Level 3: 250% Level 4: 300% 										

Non-embedded Designated Supports

Calculator or fact charts – handheld <i>Online and paper tests</i>	<p>A students may use an approved handheld calculator for calculator-allowable mathematics tests or parts of tests. Grade-level appropriate fact charts are permitted for calculator-allowable mathematics tests or parts of tests (addition, subtraction, multiplication, or division only). See the Department's website and Appendix C of the OST Test Administration Manual for additional information.</p>
Color overlays <i>Online and paper tests</i>	<p>A student may use colored overlays when taking the assessment. The color should match that which the student uses during instruction.</p>

Non-embedded Designated Supports

External magnification or enlargement device <i>Online and paper tests</i>	A student may use external magnification or enlargement devices to increase the font or graphic size. Examples include projectors, closed-circuit television, eyeglass-mounted or hand-held magnifiers and electronic magnification systems.
Highlighting tool <i>Paper tests</i>	The student uses highlighters or colored pencils to highlight text as needed. The Department does not recommend highlighters for grades 3 or 4. These grades use consumable test booklets and highlighter ink can bleed through the paper causing errors in scoring. Scoring machines cannot scan student responses in colored pencil. Test administrators should monitor students who use colored pencils to ensure only #2 pencils are used to mark responses in answer documents.
Human reader for mathematics, science, and social studies tests <i>Paper Tests</i>	<p>A test administrator 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. The reader can only read to the group as fast as the slowest student. Reading tests to large groups is rarely, if ever, appropriate. As with all designated supports, the feature should be based on student need. Many students do not need tests read and their performance will decrease if the test is read to them. 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 for a read-aloud accommodation on the English language arts test may use this feature for English language arts.</p>
Line-reader tool - handheld <i>Online and paper tests</i>	A student may use a blank straight edge as they read the text on the screen or from the paper test booklet.
Mark for review <i>Online and paper tests</i>	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.
Masking <i>Paper tests</i>	The student may cover or uncover answer options with external blank masking cards or scrap paper as needed.

Non-embedded Designated Supports

<p>Mathematics reference sheets <i>Online and paper tests</i></p>	<p>All students in grades 4 and above may use reference sheets on Ohio's State Tests in mathematics. For paper-based testers, the math reference sheets will be included within the student test booklet. For online testers, the math reference sheet is embedded within the Test Delivery System.</p> <p>The test administrator may provide hard copies of reference sheets to students during online testing. These must be printed at the local level. Mathematics reference sheets are available in English and Spanish on the Department website and OST portal.</p> <p>Districts and schools may translate the mathematics reference sheets into languages other than English and Spanish, so long as the translations are verbatim recreations. They may not add or remove any information when translating the reference sheet.</p> <p>At the end of each test session, test administrators must collect the math reference sheets and shred any that contain student writing.</p>
<p>Music or white noise <i>Online and paper tests</i></p>	<p>A student or group of students may listen to background music or white noise 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 must be free of any test content-specific lyrics and test security maintained. Students may not use personal devices (for example, cell phone or MP3 player). Additional information about the electronic device policy is in the OST Test Administration Manual.</p>
<p>Noise buffers <i>Online and paper tests</i></p>	<p>A student may use headphones, earbuds, or earplugs to minimize distraction or filter external noise during testing. If students use headphones or earbuds as noise buffers, they may not be plugged into a device. When using noise buffers, the student must be able to hear the test administrator.</p>
<p>Rulers, angled-rulers, compasses, and protractors on mathematics tests <i>Online and paper tests</i></p>	<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 a testing advantage. Examples of additional writing that are prohibited 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>
<p>Specialized paper and whiteboards <i>Online and paper tests</i></p>	<p>In addition to blank paper, the test administrator may provide students grid paper, wide-ruled paper, braille paper, raised-line paper, bold-line paper, raised-line grid paper, bold-line grid paper, colored paper, or tracing paper. These options may not contain any writing that may give the student an unfair testing advantage. Students also may use personal whiteboards instead of paper. Examples of prohibited writing include, but are not limited to: number lines, graphic organizers, two-column tables, fraction models, and coordinate grids.</p>

Non-embedded Designated Supports

Student reads test aloud to self <i>Online and paper tests</i>	A student may read aloud to themselves. This requires testing in a one-on-one, separate setting, so the student's voice is not heard by others and test content remains secure.
Tactile fidgets and fidget devices <i>Online and paper tests</i>	A student may use such tools for self-regulation, to help with focus, attention, calming, and active listening. Examples include a fidget spinner, squish ball, focus cube, and pencil topper. The tool must be free of anything that may give an unfair advantage during testing or reveal any test content.
Timer (external) <i>Online and paper tests</i>	A student may use an external timer. Acceptable devices range from basic kitchen timers to more complex wearable devices that vibrate or flash at preset intervals or timers with visual cues such as a red covering that disappears as the timer counts down. Students may not use cell phones or devices that connect to the internet as timing devices.

2.5 Accommodations for Ohio's State Tests

While universal tools and designated supports can benefit all students from the during testing, some students may need further support to access assessments to adequately demonstrate their knowledge. These students may require testing accommodations. Accommodations for testing are supports that are already familiar to the student because they are used during instruction.

Five distinct groups of individuals are eligible to receive accommodations on Ohio's State Tests (OST):

- 1. Students with disabilities who have a current Individualized Education Program (IEP).**
- 2. Students with a Section 504 plan.**
- 3. Students who have been formally identified as English learners.**
- 4. Students who are English learners with disabilities.**

Students who have been identified as English learners and who have an IEP or 504 plan are eligible for both accommodations for students with disabilities (Sections 2.6.1 to 2.6.3) and accommodations for English learners (Section 2.6.4).

- 5. Testers who exited high school with English learner status and/or a valid IEP or 504 plan.**

- English learners who exited high school with valid English learner status may have access to the same accommodations available to English learners enrolled in school if taking Ohio's State Tests for graduation purposes.
- Testers who had valid IEPs or 504 plans when they exited high school may have access to the same or comparable accommodations as listed on their IEPs or 504 plans if the student is taking Ohio's State Tests for graduation purposes. Testers with disabilities who are 22 or more years of age and who are enrolled in an adult high school continuation program are subject to the provisions of [Ohio Administrative Code 3301-13-09](#).

For OST, accommodations are defined as adjustments to the testing conditions, test format, or test administration that provide students with disabilities and students who are English learners equitable access to assessments. The assessment administration should never be the occasion in which an accommodation is first introduced to the student. The Department recommends practicing with assessment accommodations before testing.

Accommodations should:

- ✓ Provide equitable access during instruction and assessment to mitigate the effects of a student's disability or English learner status;
- ✓ Promote learning or performance expectations;
- ✓ Preserve the construct being assessed; and
- ✓ Maintain the integrity, validity, and security of the assessment.

The guidelines provided in this manual are intended to ensure that valid and reliable scores are produced on Ohio's State Tests and that an advantage is not given to students who receive accommodations. Outside of the guidance in this manual, changes to an accommodation or the conditions in which it is provided, may change what the test is measuring and likely will call into question the reliability and validity of the results.

Accommodations should adhere to the following principles:

- ✓ Accommodations enable students to participate more fully and fairly in assessments so they can demonstrate their knowledge and skills.
- ✓ Accommodations should be based upon an individual student's needs rather than on the category of a student's disability, level of English language proficiency alone, level of or access to grade-level instruction, amount of time spent in a general education classroom, current program setting, or availability of staff.
- ✓ Teams of educators should base accommodations on a documented need in the instruction and assessment setting and educators should not provide accommodations to give the student an enhancement that others could view as an advantage.
- ✓ IEP teams and 504 plan coordinators should describe and document accommodations for students with disabilities and English learners with disabilities in the student's appropriate plan (either the IEP or 504 plan).
- ✓ Districts should develop district-wide educational plans for *all* English learners that include testing accessibility features.
- ✓ **Educators should not introduce accommodations to the student for the first time during state testing.**
- ✓ When allowable, accommodations should be the same as those used during instruction and on district assessments.
- ✓ Policies about allowable accommodations sometimes differ between standardized tests. For example, an accommodation allowed on the state English language arts test may not be allowed on a different standardized English language arts test used in a district.. To help ensure that students only receive accommodations that result in a valid assessment, teams of educators should document student accommodations by test and content area, not content area alone.
- ✓ The Department recommends that educators document in student plans the accommodations that the school will provide on behalf of the student on tests. This is especially helpful for accommodations that require application and vendor approval, such as college and career readiness tests.
- ✓ Districts should ensure that schools apply for accommodations in a timely manner, when applicable.

Assessment scores for students who qualify and receive any of the accommodations listed in this manual will be aggregated with the scores of other students and those of relevant student subgroups and will be included for accountability purposes.

The tables below show the allowable accommodations for Ohio's State Tests. Note that some accommodations students use in the classroom will reduce the validity of a student's test score and are not allowable, such as use of a thesaurus, graphic organizers, or access to the internet during testing.

Exceptional Requests for Accommodations. The Department is committed to ensuring Ohio students can access the state assessments so they can demonstrate what they know and can do. If a student with a disability or an English learner requires an accommodation not listed in this manual to access Ohio's State Tests, the District Test Coordinator may submit the Unique Accommodation Request Form to the Department to request approval for use of the accommodation during testing. See the [Accessibility for Ohio's Students webpage](#) for more information or contact the Office of Assessment at statetests@education.ohio.gov or (614) 466-1317.

2.5.1 Presentation Accommodations for Students with Disabilities

Presentation accommodations alter the method or format used to administer Ohio's State Tests to a student by **changing the way a student hears, sees and/or physically interacts with the assessment**. Students who benefit most from presentation accommodations are those with disabilities that affect accessing printed or digital text, typically because of a physical, sensory, cognitive, or specific learning disability.

Presentation Accommodations for Students with Disabilities

<p>Assistive technology regularly used in instruction</p> <p><i>Online and paper tests</i></p>	<p>Students may use a range of assistive technologies (AT) on Ohio’s State Tests including devices that are compatible with the Test Delivery System and those that are used externally (on a separate device).</p> <p>AT may not reproduce the tests in any manner and may not connect to the Internet.</p> <p>For more information on AT devices and software that are compatible with the Test Delivery System, refer to the Assistive Technology Manual.</p> <p>For additional information on considering AT for a student, refer to The Assistive Technology Decision-Making Tool.</p>
<p>Braille test</p> <p><i>Paper test only</i></p>	<p>The home district orders the Braille paper test materials in TIDE for a student who is blind or visually impaired.</p>
<p>Dual monitors</p> <p><i>Online test only</i></p>	<p>Students typically should not take online tests on computers connected to more than one monitor. Systems that use an additional monitor often display an application on one screen while another application is accessible on the other screen. However, dual monitors may be used as an accommodation to facilitate human read-aloud and oral translation. Instead of the reader, interpreter, or translator reading “over the shoulder” of the student testing, the reader, interpreter or translator can face the student while looking at a second screen that mirrors the student’s testing screen. Test security must be maintained at all times due to the dual screens and access to other programs.</p> <p>Projection of the student’s test to a screen or wall may be considered a dual monitor and is allowable. When administering the dual monitors accommodation, the test administrator must ensure no unauthorized person can view either monitor or the projection.</p>
<p>Human reading access</p> <p><i>Online and paper tests</i></p>	<p>A reading access accommodation is when a student is administered an assessment via text-to-speech, human reader, screen reader, or sign language interpreter. In some cases, due to a student’s disability a human reader may be required.</p> <p>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 any student. Refer to the TIDE User Guide for information about setting up groups for online testing; see “Group Oral Administration.”</p> <p>If a student needs this accommodation, then the person providing the accommodation must read the <i>entire</i> test to the student. <i>This is not a “as needed” or “on demand” accommodation.</i></p> <p>English language arts OST: Only students who meet the criteria to have a reading access accommodation on the English language arts state assessment may use this feature for the OST English language arts. See Appendix B for more information and to determine eligibility.</p>

Presentation Accommodations for Students with Disabilities

<p>Large-print test booklet <i>Paper test only</i></p>	<p>Large-print test booklet is a presentation accommodation for students with visual impairments who require large-print materials. The large-print test booklets are 8.5 x 11 inches and printed in 18-point type.</p>
<p>Online test instead of paper version <i>Online test only</i></p>	<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 their disability, it is allowable for the student to take the test on a 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; • 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>
<p>Paper version of test instead of online <i>Paper test only</i></p>	<p>A paper version of the test is available for students who are unable to use a computer due to the impact of their disabilities. Before selecting a paper version of the test, IEP teams and 504 plan coordinators should consider the available accessibility features mentioned above.</p> <p>Students who may require a paper accommodation include:</p> <ul style="list-style-type: none"> • Students whose disabilities prevent their participation in the online assessment. This may be due to a health-related disability, neurological disorder, or other complex disability. • Students who struggle with meeting the demands of an online test administration even with other accessibility features such as extended time, frequent breaks, or a scribe. • Students with emotional, behavioral, or other disabilities who are unable to maintain sufficient concentration to participate in an online test administration, even with other accessibility features such as a familiar test administrator, frequent breaks, small group, specified seating, or a timer. • Students with disabilities who require assistive technology that is incompatible with the testing platform. <p>If a student takes a paper version of a test, the student must take <i>both</i> parts of the test on paper. Refer to Appendix A of this manual for additional information about paper-based testing.</p>

Presentation Accommodations for Students with Disabilities

Reading access on OST English language arts

Online and paper tests

A reading access accommodation is when a student is administered an assessment via text-to-speech, human reader, screen reader, or sign language interpreter. When deciding whether to provide this accommodation on the OST English language arts, IEP teams and 504 plan coordinators must use [Appendix B](#).

The reading access accommodation for the English language arts test is intended to provide students access to printed or digital texts on state assessments. Because students who require this accommodation are unable to access printed or digital text, *they must have a reading access accommodation for the entire test*, including the items, answer options, charts/graphs/figures, and passages.

IEP teams and 504 plan coordinators make decisions about who receives this accommodation. Districts should use a variety of sources as evidence (including state assessments, district assessments, and one or more locally administered diagnostic assessments or other evaluations).

The text-to-speech feature reads aloud the test to the student when the student selects an available “ear icon” or “speak” option. Students must use headphones for text-to-speech if tested in a group setting.

Students who use text-to-speech should use a voice pack they are familiar with and adjust the volume, pitch, and rate prior to starting the test. Students also can adjust volume, pitch, and rate while in the Test Delivery System. Detailed information about text-to-speech functionality is in the [Test Administration Manual](#).

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/>). Refer to the [Test Administration Manual](#) for more information about administering a test through a human reader.

Screen reader mode

Online tests only

Screen reader mode is for students with visual impairments who use screen readers. *Students who do not use screen readers should not enable screen reader mode*. Screen reader mode changes the presentation of items and removes some features. Students working in this mode do not have the same access to tools. Additional information about the screen reader and functionality is in the [Test Administration Manual](#), [Practice Test Guidance Document](#), and [TIDE User Guide](#).

Only students who meet the criteria to have a reading access accommodation on the English language arts test via [Appendix B](#) may use this feature for English language arts.

Presentation Accommodations for Students with Disabilities

<p>Sign language interpreter <i>Online and paper tests</i></p>	<p>Any student who is deaf or hard of hearing may have a sign language interpreter (interpreter) reflecting their IEP accommodations (American Sign Language, Signed English, Cued Speech) for mathematics, science and social studies.</p> <p>Interpreters should use signs that are conceptually accurate and should interpret only the content that is printed in the test book or on the computer screen without changing, emphasizing, or adding information that is not necessary for the translation between languages.</p> <p>It is important to maintain the intent of each question. If a sign language interpreter perceives that a specific sign gives a student the answer or otherwise provides an advantage, an alternate sign, or finger spelling should be used.</p> <p>Only students who meet the criteria to have a reading access accommodation on the English language arts OST via Appendix B may use this feature for English language arts tests.</p> <p>Word-to-word sign dictionaries are permissible for use by students and interpreters.</p> <p>For further guidance for sign language interpreters, refer to Appendix F.</p>
<p>Text-to-speech tracking for English language arts <i>Online tests only</i></p>	<p>Text-to-speech tracking highlights words in test questions as the embedded text-to-speech feature reads the test aloud.</p> <p>Only students who meet the criteria in Appendix B may have a reading access accommodation on the English language arts test.</p>

2.5.2 Response Accommodations for Students with Disabilities

Response accommodations allow students to use alternative methods for providing responses to test items, such as dictating to a scribe or using an assistive device. Response accommodations benefit students who have physical, sensory, or learning disabilities involving difficulties with memory, fine-motor skills, sequencing, directionality, alignment, and organization.

Response Accommodations for Students with Disabilities

<p>Assistive technology regularly used in instruction <i>Online and paper tests</i></p>	<p>Students may use a range of assistive technologies (AT) on Ohio's State Tests, including devices that are compatible with the Test Delivery System and those that are used externally (on a separate device).</p> <p>AT for paper-based tests may not reproduce the tests in any manner and may not connect to the Internet. For more information on AT devices and software for use on Ohio's State Tests, refer to assistive technology guidance in Appendix D of this manual. If considering AT for a student, refer to the Assistive Technology Decision-Making Tool.</p>
--	--

Response Accommodations for Students with Disabilities

Answers recorded in test booklet and transcribed by the test administrator into the scorable document

Paper tests only

The student records their answers directly on paper or in the test booklet and the test administrator transcribes the responses verbatim into the scorable answer document.

Braille notetaker

Online and paper tests

A student who is blind or visually impaired may use an electronic braille notetaker. For Ohio's State Tests, grammar checker, internet, and stored file functionalities must be turned off.

The responses of a student who uses an electronic braille notetaker 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 [Appendix C](#) of this manual.

Braille writer

Online and paper tests

A student who is blind or visually impaired may use an electronic braille writer. A test administrator must transcribe into the computer the student's responses exactly as entered in the electronic braille writer. Only transcribed responses will be scored. Transcription guidelines are available in [Appendix C](#) of this manual.

Calculator or fact charts on non-calculator mathematics test or part of test

Online and paper tests

The following are **non-calculator tests**:

- Parts 1 and 2 of grades 3 through 5 mathematics tests
- Part 1 of grades 6 and 7 mathematics tests

A student who qualifies to use a calculator or fact chart on non-calculator mathematics tests (or parts) may use a handheld calculator, the embedded calculator in the Test Delivery System, or a fact chart (addition, subtraction, multiplication, or division only). **Math tables where the solution is not provided are allowed. Fact sheets where the solution is provided are not allowed.**

MATH TABLE VS. FACT SHEETS

*Math tables where the solution is not provided are allowed.
Fact sheets where the solution is provided are not allowed.*

Multiplication Table 1 x 10										
x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

ALLOWED

MULTIPLICATION FACTS				
0 x 0 = 0	1 x 0 = 0	2 x 0 = 0	3 x 0 = 0	4 x 0 = 0
0 x 1 = 0	1 x 1 = 1	2 x 1 = 2	3 x 1 = 3	4 x 1 = 4
0 x 2 = 0	1 x 2 = 2	2 x 2 = 4	3 x 2 = 6	4 x 2 = 8
0 x 3 = 0	1 x 3 = 3	2 x 3 = 6	3 x 3 = 9	4 x 3 = 12
0 x 4 = 0	1 x 4 = 4	2 x 4 = 8	3 x 4 = 12	4 x 4 = 16
0 x 5 = 0	1 x 5 = 5	2 x 5 = 10	3 x 5 = 15	4 x 5 = 20
0 x 6 = 0	1 x 6 = 6	2 x 6 = 12	3 x 6 = 18	4 x 6 = 24
0 x 7 = 0	1 x 7 = 7	2 x 7 = 14	3 x 7 = 21	4 x 7 = 28
0 x 8 = 0	1 x 8 = 8	2 x 8 = 16	3 x 8 = 24	4 x 8 = 32
0 x 9 = 0	1 x 9 = 9	2 x 9 = 18	3 x 9 = 27	4 x 9 = 36

NOT ALLOWED

A student who qualifies to use a fact chart may enable the embedded hundreds table and/or multiplication table in the SecureBrowser.

Response Accommodations for Students with Disabilities

Number Table

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Multiplication Table

x	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

Calculators are allowed on the grades 5 and 8 science tests and the biology end-of-course test for students with disabilities. However, there are no mathematical calculations on these science tests, and a calculator should not be needed. An embedded calculator is not available for these tests.

Determining Eligibility: This accommodation is for tests in 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. An accommodation should never be introduced to the student during testing.

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 (in other words, 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 or fact chart during routine instruction and classroom assessments;
- 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, to ensure that the student continues to learn basic calculation and fluency.
- The student uses a calculation device or fact chart during routine instruction and classroom assessments.

Students in grade 3-5: If students in grades 3-5 will use the embedded Desmos calculator within the Test Delivery System as an accommodation, the test administrator must turn on this accommodation when approving the student to test for part 1 **and** part 2.

Students in grades 6 and 7: If students in grades 6 and 7 will use the embedded Desmos calculator within the Test Delivery System as an

Response Accommodations for Students with Disabilities

	<p>accommodation, the test administrator must turn on this accommodation when approving the student to test for part 1.</p> <p>An embedded calculator for non-calculator math tests (or parts) cannot be turned on in Test Settings and Tools like other accommodations in TIDE prior to testing. The embedded calculator for non-calculator math tests must be turned on by the test administrator in the Test Administrator Interface on the day of testing. Calculator guidance is in Appendix C of the Ohio's State Tests Test Administration Manual.</p>
<p>Embedded Speech-to-text (Dictation)</p> <p><i>Online tests only</i></p>	<p>Embedded Speech-to-text (STT) is an accessibility feature allowing students to use their voices to speak into a Test Delivery System (TDS) to dictate a response to test questions and in the Notes tool. This accommodation only can be enabled with permission from the Department for the English language arts OST, Ohio English Language Proficiency Screener (OELPS) and the Ohio English Language Proficiency Assessment (OELPA).</p> <p>Education teams must also use Appendix C: Decision-Making Tool for Written Response Accommodations to determine eligibility.</p> <p>The request for STT must be made in TIDE after the completion of a proctored practice test. Please review Appendix C of this manual for detailed instructions.</p>
<p>Mathematics tools</p> <p><i>Online and paper tests</i></p>	<p>Mathematics tools are only allowed on math and science tests for students with disabilities. Eligible students use these tools and manipulatives to assist mathematical problem solving. The tools allow the flexibility of grouping, representing, or counting without numeric labels.</p> <p>Allowable mathematics tools as accommodations include:</p> <ul style="list-style-type: none"> • 100s chart • Abacus/Rekenrek • Algebra tiles • Base 10 blocks • Counters and counting chips • Cubes • Cuisenaire rods • Fraction tiles and pies without numerical labels • Square tiles • Two-colored chips <p>Tools that give students answers (fraction tiles with numerical labels or fact sheets with the solution) or lead a student to use a specific strategy (number lines) are not allowed. Students may create these tools on blank paper., but the test administrator cannot provide the student with paper with pre-written strategies or solutions.</p> <p>See <i>Calculation device or fact charts on non-calculator mathematics test or part of test</i> in this section for information about fact charts. See Non-embedded Designated Supports for information about rulers, angled-rulers, compasses, and protractors.</p>

Response Accommodations for Students with Disabilities

<p>Monitor test response <i>Paper tests only</i></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 <i>Online and paper tests</i></p>	<p>The student dictates responses either verbally, using a speech-to-text device, augmentative or assistive technology device (for example, picture or word board), or by signing, gesturing, pointing, or eye gazing. The 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 the scribe accommodation, IEP teams and 504 plan coordinators should consider whether the student has met the required criteria in Appendix C: Decision-Making Tool for Written Response Accommodations.</p>
<p>Specialized calculation device <i>Online and paper tests</i></p>	<p>A student may use a specialized calculation device (for example, a 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>

Response Accommodations for Students with Disabilities

Word prediction - external device

Online and paper tests

A student may use an external word prediction device that provides a bank of frequently or recently used words on screen when the student enters the first few letters of a word.

A 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.

In making decisions about whether to provide the student with this accommodation, IEP teams and 504 plan coordinators are instructed to consider whether the student has:

- A physical disability that severely limits or prevents the student from writing or keyboarding responses;

OR

- 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.

Before documenting the accommodation in the student's IEP/504 plan, teams/coordinators are instructed to consider whether:

- The student's inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments;
- The student uses a word prediction device during routine instruction and classroom 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.

For more information about word predictions devices for online testing, refer to the [Assistive Technology Manual](#).

2.5.3 Timing and Scheduling Accommodations for Students with Disabilities

Timing and scheduling accommodations are changes in the allowable length of time in which a student may complete the test. The extended-time accommodation is most beneficial for students who routinely need more time than is generally allowed to complete activities, assignments, and tests. Extra time may be needed to:

- Process written text (for a student who processes information slowly or has a human reader);
- Write (for a student with limited dexterity); and
- Use other accommodations or devices.

Note: Students taking Ohio’s Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) or any of Ohio’s English language proficiency assessments (OELPS, OELPA, Alt-OELPA) may utilize the entire test window to complete the assessment. The OELPS and each domain test of the OELPA are intended to be completed in one day, though there may be circumstances that cause a student's test to be completed on another day (for example, student illness, the test is paused, or a fire drill).

Timing and Scheduling Accommodations for Students with Disabilities	
Extended time <i>Online and paper tests</i>	<p>Extended time may not exceed one school day; students must complete each test part on the same day that part is started. Lunch and breaks from testing are not counted as part of extended time.</p> <p>Decisions about how much extended time is provided must be made on a case-by-case basis for each student, not for any category of students or group. Teams should keep in mind the purposes of different accommodations as they relate to language barriers or disability characteristics.</p> <p>Districts may choose to test students with extended-time accommodations 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>

2.5.4 Accommodations for English Learners

English learners represent a diverse group, and, similar to students with disabilities, assessment accommodations should be assigned on a case-by-case basis. It is essential for educator teams to include educators with knowledge, experience, and expertise in second language acquisition, such as English learner teachers, when considering the provision of appropriate accommodations.

Knowing the student is crucial when determining appropriate accommodations. Educators should focus on the effectiveness of each accommodation for the student. Accommodations for English learners are designed to reduce or eliminate language barriers, ensuring that the content and structure of a test remain unchanged. This helps provide a more accurate representation of the student's knowledge of the content being assessed, ultimately improving score validity and potentially enhancing the student's ability to pass state assessments.

Districts should monitor how an English learner benefits from specific supports and accommodations during instruction and local assessments and generally aim to identify and provide similar accommodations for Ohio's State Tests. Districts may provide multiple accommodations from this section on the same test to assist English learners in accessing and responding to the item (e.g., providing extended time, a bilingual word-to-word dictionary, and the bilingual test form). Additionally, districts should provide students multiple opportunities to practice using the accommodations via the practice and released item tests on the [practice test site](#) prior to operational testing.

All students who are currently [identified as English learners](#) are eligible for the accommodations described in this section (2.6.4), including English learners who have been opted out of the district's English language development program and English learners with disabilities. Students who have exited English learner status, however, will participate in state testing without English learner accommodations ([OAC 3301-13-11 \(I\)\(2\)](#)). If an English learner has an IEP or a 504 Plan, the student may also access the accommodations for students with disabilities described in Sections 2.6.1 to 2.6.3 of this manual, as appropriate to their individual needs.

Accommodation decisions should be based on each student's individual needs and be made collaboratively by educator teams—including those with expertise in English language development—in partnership with families. Educators should collaborate with the student's family and engage them in the process. Once decisions are made, it is essential to clearly communicate the selected accessibility features to all relevant educator teams and test administrators. Many districts use local systems or forms—such as Individual Language Plans—to ensure that each student's accessibility needs are shared consistently across teams and with families. The Department also provides accessibility planning tools for online and paper tests in [Appendix A](#) of this manual to assist districts in planning, communicating, and documenting each student's accessibility needs.

Accommodations for English Learners

<p>Bilingual test form (Spanish/English) <i>Online tests only</i></p>	<p>Ohio's State Tests (OST) of mathematics, science, and social studies are available in English and Spanish. The bilingual test form is only for online tests; however, the district may provide an oral translator for the paper test. The bilingual test form is not available for English language arts tests.</p> <p>When the bilingual test form is enabled, the student can toggle between English and Spanish. This means the student can switch between the two languages whenever they wish, allowing them to read the questions and listen to the audio in either English or Spanish.</p> <p>Only responses in English will be scored. So, in addition to enabling the bilingual test form accommodation, districts may provide an oral translator or interpreter to translate the student's response(s) from Spanish to English when necessary. See the Oral translation of the test accommodation for more information.</p> <p>The bilingual test form is most appropriate for English learners who have content knowledge in both Spanish and English and/or who have received content instruction in Spanish. The bilingual test form is intended for students who have received instruction in the tested content area in Spanish. However, regardless of a student's instructional background, the decision to enable the bilingual test form is left up to the local educational team and should be based on the student's language development and instructional background.</p> <p>If a student starts a test in English but requires the bilingual test form (or vice versa), the test administrator should stop the test. The test administrator should then request the district test coordinator or a district administrator submit a test status request in TIDE to reset the affected test. Once the Department processes and approves the reset request, the test administrator and student may restart the test. Before approving the student to test, the test administrator should confirm the language setting is configured correctly.</p>
<p>Bilingual test form, text-to-speech (Spanish/English) <i>Online tests only</i></p>	<p>When using the bilingual test form, the text-to-speech feature automatically plays in the language currently displayed on the screen—English or Spanish. This feature is enabled by default but can be turned off based on individual student needs. Please note that this accommodation is not available for English language arts tests, as those tests are not eligible for the bilingual test form. This accommodation is most appropriate for English learners with beginning-level English proficiency and some English learners with intermediate-level English proficiency. It may be inappropriate for advanced-level English learners.</p> <p>Students who use text-to-speech may adjust the volume, pitch, and rate of speech before and during the test. Districts should administer the practice tests with the bilingual test form and text-to-speech settings enabled to confirm the text-to-speech functions properly. These opportunities also ensure the student has experience using text-to-speech. Some testing devices (Windows computers) may require districts to download and install a Spanish voice pack to speak the Spanish version of the test. The OST Test Administration Manual provides information about text-to-speech functionality, sound checks, and voice packs.</p>

Accommodations for English Learners

<p>Bilingual test form, text-to-speech tracking</p> <p><i>Online tests only</i></p>	<p>When the bilingual test form is enabled, the text-to-speech tracking feature will highlight words as the embedded text-to-speech feature reads the test aloud in Spanish and English. If the language displayed is Spanish, it will read aloud in Spanish; if the language displayed is English, it will read aloud in English. This feature may assist students who are familiar with text-to-speech supports. Text-to-speech tracking is enabled by default when the bilingual test form is administered, but it can also be adjusted based on the student's requirements.</p> <p>This accommodation is not available for the English language arts tests since the English language arts tests are ineligible for the bilingual test form. If the student has an IEP or 504 documenting a reading access accommodation, see the text-to-speech tracking on English language arts tests accommodation for students with disabilities.</p>
<p>Bilingual word-to-word dictionaries & glossaries</p> <p><i>Online and paper tests</i></p>	<p>English learners may use approved bilingual word-to-word dictionaries and glossaries on all Ohio's State Tests, including English language arts assessments.</p> <p>Students may use bilingual dictionaries or glossaries that provide word-to-word translations only. Dictionaries or glossaries containing definitions, phrases, sentences, or images are prohibited. Students should be familiar with the dictionary or glossary used during testing and must be able to use it independently.</p> <p>Electronic dictionaries that meet these criteria are also allowed, but they must not connect to the Internet or store searched terms. If the student uses an electronic, bilingual, word-to-word dictionary or glossary during testing, Department guidelines on the use of this technology must be followed to maintain the security and validity of the assessment. Although students may use translation technology during daily instruction, students may not use technology with functionality that violates test security guidelines during a state assessment.</p> <p>Translation devices and software (ScanMarker, Forum, Vavus, Google Translate, etc.) are not permitted during any Ohio's State Tests (OST) administration. Use of such translation devices is a violation of test security and student privacy.</p> <p>This accommodation is recommended for English learners with intermediate to advanced English proficiency and may not be appropriate for beginning-level or younger English learners.</p> <p>Lists of approved bilingual, word-to-word dictionaries and glossaries known to meet the criteria for state testing:</p> <ol style="list-style-type: none"> 1. Massachusetts Department of Elementary and Secondary Education's list of bilingual word-to-word dictionaries (downloads as a Word.doc) 2. ACT-Approved Bilingual Word-to-Word Dictionaries (opens as a PDF) 3. College Board-Approved Word-to-Word Glossaries for the SAT Suite of Assessments (opens as a PDF) 4. Glossaries for English Learners and Multilingual Language Learners, New York University, Steinhardt. These glossaries may be downloaded, printed, and shared with educators, parents, and students at no cost.

Accommodations for English Learners

<p>Dual monitors <i>Online tests only</i></p>	<p>Students typically do not take online tests on devices connected to more than one monitor; however, dual monitors are allowed as an accommodation to facilitate the human read aloud and oral translation of the test accommodations. Instead of the reader or translator reading “over the shoulder” of the student, the dual monitor may allow the reader or translator to face the student while looking at a second monitor that mirrors the student’s. Projection of the student’s test to a screen or wall may be considered a dual monitor and is allowable. When administering the dual monitors accommodation, the test administrator must ensure no unauthorized person can view either monitor or the projection.</p>
<p>Extended time <i>Online and paper tests</i></p>	<p>Extended time provides additional time to complete tests and may be appropriate for English learners at all proficiency levels. It is recommended that students be tested in a separate setting to minimize distractions.</p> <p>Educator teams should quantify the extended time for each student. The amount of time is a local decision but is typically expressed as one-and-a-half times (1.5x) or double time (2x). Additional time may be granted if necessary to meet the student's needs; however, extended time should not exceed one school day. Students should finish each part of the test the same day they begin it, and they rarely need more than one school day to complete each part.</p> <p>Extended time is especially useful when combined with oral translation or bilingual word-to-word dictionaries. Districts should schedule testing in the morning so students have enough time to complete their tests by the end of the school day.</p>
<p>Human read-aloud (in English) <i>Online and paper tests</i></p>	<p>Human read-aloud in English is permitted for Ohio’s State Tests (OST) of math, science, and social studies. Human read-aloud in English is not permitted for OST of English language arts unless the student has an IEP or 504 plan that documents a need for reading access accommodations using Appendix B of this manual. See the Reading Access on OST for English language arts accommodation in section 2.6.1 of this manual for information.</p> <p>The human read-aloud accommodation is appropriate for English learners who regularly access English text via a human reader during instruction or who have limited experience with standardized tests <u>and</u> cannot access text with the embedded text-to-speech tool on OST of math, science, and social studies.</p> <p>To provide the human read-aloud accommodation, an adult, non-relative of the student (usually the test administrator) reads the test aloud to the student from the student’s screen, a dual monitor, or a paper test booklet (if the student is taking a paper test). Read aloud includes the test and item directions, test questions, answer options, and the student’s responses when applicable. If a person other than the test administrator reads the test aloud, that person must affirm via their signature in the non-disclosure form that they are an adult non-relative and have received training from the district. The test administrator must remain in the room with and supervise the human reader.</p> <p>Test administrators must administer the human read-aloud accommodation in a separate setting. To administer this accommodation in small groups of students during a spring administration, the “group oral administration” setting must be</p>

Accommodations for English Learners

	<p>enabled in TIDE. The group oral test administration setting ensures the test questions are presented in the same order and only is necessary for spring administrations of OST. If testing in a small group, test administrators should ensure all students in the group have similar abilities so that the reader's pace is not too slow or too fast.</p>
<p>Navigational assistance <i>Online tests only</i></p>	<p>Navigational assistance is allowed for English learners participating in Ohio's State Tests (OST). English learners who cannot effectively navigate the online OST on their own because they do not have the necessary skills or experience may have a trained test administrator assist with test navigation. For example, the test administrator may assist with the mouse, point-and-click, drag-and-drop, and on-screen tools. The test administrator may assist only with the technology as indicated by the student and must not influence the student's answer selection. Influencing a student's answer selection or response is a test security violation and will invalidate the assessment.</p>
<p>Oral translation of the test <i>Online and paper tests</i></p>	<p>Ohio's State Tests (OST) of mathematics, science, and social studies can be translated orally in the student's native or preferred language. Oral translation includes the test and item directions, test questions, and student responses when applicable.</p> <p>Oral translation of the English language arts tests is not allowed as it would violate the test construct. Only the test administrator's script that is read aloud to students before each administration of OST may be translated for the English language arts tests (see Appendix L of the OST Test Administration Manual).</p> <p>Translation of the test may help a student access the test content and demonstrate knowledge and is most appropriate for students who have learned the content in the translated language. Meaningful, high-quality instruction will yield greater outcomes than direct translation of course content and assessments.</p> <p>Oral translation is most appropriate for English learners with beginning and intermediate English proficiency. Oral translation may be inappropriate for English learners with early advanced and advanced English proficiency.</p> <p>Districts provide the oral translator and verify their qualifications locally. A qualified oral translator is proficient in both English and the target language. They may have professional certification or credentials verifying their multilingual skills.</p> <p>Districts should ensure oral translators can translate subject-specific terms and concepts that could occur on the test (see practice test questions for examples). Districts should also ensure oral translators receive training to perform their role, the need to maintain student confidentiality, and test security. On occasion, an oral translator may be unable to translate a word or concept on the test. In these cases, the oral translator may use a bilingual word-to-word dictionary. For test security and student privacy, the oral translator may not use electronic translation software or devices to translate secure test content.</p> <p>Translators may orally translate the test from the student's screen, a dual monitor or projector, or a paper-test booklet (if the student is taking a paper test). Students may respond in their native language; however, the translator must translate the student's response to English before submitting or returning the test. Student responses must be entered in the Test Delivery System (online tests) or the Response Entry (paper tests) in English. Responses submitted in a language other than English will not be</p>

Accommodations for English Learners

Oral translation of the test (continued)

Online and paper tests

scored. If the oral translator does not meet Ohio’s test administrator criteria a test administrator who meets the criteria must be present with the student(s) and oral translator to supervise the test administration, ([Ohio Test Security Provisions and Procedures](#)).

A translator must administer an oral translation of the test in a separate setting, and the translator must be an adult, non-relative of the student. **To administer a test to a group of English learners receiving oral translation in the same language during a spring administration, test coordinators and test administrators must enable the “group oral administration” setting in TIDE. The group oral administration setting only needs to be enabled for spring administrations of OST.** When enabled, the group oral administration ensures all students in the test session taking the same test receive the field-test items in the same position and sequence.

The oral translator must affirm via their signature in the [non-disclosure form](#) that they are an adult non-relative and have received training from the district.

Refer to Appendix B: Supplemental Instructions for Oral Translation and Human Reader for Online Test Administrations of the [OST Test Administration Manual](#) for additional information on administering an oral translation.

The Department will reimburse districts for oral translation costs. Refer to the [Translator Reimbursement Guidance Document](#) and the [Translator Reimbursement Form](#) on the Office of Assessment’s Forms and Documents webpage. The Department does not reimburse translators for translating general directions only.

If a district cannot find and provide an oral translator, the district should document its attempts to find an oral translator. If the oral translator does not show up on the scheduled test day(s), the district should document the oral translator’s absence. Districts may retain this documentation should the provision of appropriate accommodations ever be questioned. If the district cannot find a translator during its 15-day test window, contact the Office of Assessment at (614) 466-1317 or statetests@education.ohio.gov to discuss options.

2.6 Other Accommodations and Modifications

Emergency Accommodations

An emergency accommodation may be appropriate for a student who incurs a temporary disabling condition that interferes with test performance shortly before or during the assessment window (for example, the student has a recently fractured limb that affects physical access to the test, a student whose only pair of eyeglasses has broken or a student returning after a serious or prolonged illness or injury). A scribe whether human scribe or embedded speech to text is the most common emergency accommodation for the examples given. Extended time also may be considered when providing a scribe, but it is not required. For a student with a concussion, a paper test may be an appropriate emergency accommodation. In addition, frequent breaks and a human reader may provide needed access for a student in this situation.

If the principal (or designee) determines that a student requires an emergency accommodation, the optional *Emergency Accommodation* form found in [Appendix E](#) may be completed and maintained in the student’s file. The Department recommends that the school notify the parent or guardian that an emergency accommodation was

provided. If appropriate, the form also may be submitted to the district testing coordinator to be retained in the student's cumulative file.

Accommodation Irregularities

In the event that a student was provided a test accommodation the student was not entitled to or if a student was not provided a test accommodation the student was entitled to, the school should refer to the *Test Incident Guidance Document* located in the [OST Test Administration Manual](#) Appendix G to determine next steps.

Modifications on Assessments

Modifications are not permitted on Ohio's State Tests. Modifications, as contrasted with accessibility features, involve changes in the standards being measured on the test or in the conditions in which a student takes the test that would result in changes in what the assessment is designed to measure (for example, reducing or changing expectations for students), or provides an unfair advantage to a student.

Examples of modifications the Department does not permit on Ohio's State Tests include:

- Allowing a student to be assessed off grade level;
- Instructing a student to skip selected items, reducing the scope of assessments so a student needs to complete only a limited number of problems or items;
- Modifying the complexity of assessments to make them easier (deleting response choices on a multiple-choice assessment so that a student selects from two or three options instead of four);
- Providing hints, clues or other coaching that directs the student to correct responses;
- Defining vocabulary on the assessment, for non-glossed words, or explaining assessment items;
- Allowing the student to complete an assessment of English language arts in a language other than English; and
- Using a dictionary that provides definitions (rather than an acceptable word-to-word dual language dictionary).

Providing a student with modifications during Ohio's State Tests may constitute a test irregularity and will result in an invalidated score (the score will not be counted) and/or a test security investigation by the Department into the school's or district's testing practices. Moreover, providing modifications to students during statewide tests may have the unintended consequence of reducing their opportunities to learn critical content and may result in adverse effects on the students throughout their educational careers.

Section 3: Universal Design and Ohio's State Tests

The Department designs Ohio's State Tests according to universal design approaches so that all students have the necessary tools and supports to demonstrate what they know. All students, including those who need accommodations, benefit from the flexibility universal design can bring to assessment construction and administration. Universally designed assessments aim to improve access to assessments for all students by providing flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged. Ohio's universal design approach to assessments ensures the tests support valid results, including interpretation and applications of those results.

Item development for Ohio's State Tests is guided by the following universal-design principles:

- Items consider the diversity of the assessment population and the need to allow the full range of eligible students to respond to items and stimuli.
- Constructs have been precisely defined, so each item measures what is intended.
- Assessments contain accessible, non-biased items.
- Assessments are designed to be amenable to accommodations.
- Instructions and procedures are simple, clear, and intuitive.
- Assessments are designed for maximum readability, clarity, and legibility.
- Items use a clear and accessible text format.
- Items use clear and accessible visual elements (when essential to the item).
- Items use text appropriate for the intended grade level.
- Decisions ensure that items measure what they are intended to measure for English learners with different levels of English language proficiency and/or first language proficiency.
- Accessibility features increase access while preserving the targeted construct of the test.
- Multiple means of item presentation, expression and student engagement ensures that items and tasks are appropriate for all students.

Appendices

Appendix A: Accessibility Planning Tools

This appendix includes two accessibility planning tools, one for students taking Ohio's State Tests online and one for students testing on paper. These planning tools help district and school personnel identify available features, record student needs, and prepare for testing. The planning tools do not supersede a student's individualized education program (IEP), Individual Service Plan (ISP), or Section 504 plan. Districts and schools should not submit this form to Cambium Assessment nor the Department.

Consider the student's experience with the various administrative considerations, universal tools, designated supports, and accommodations when deciding whether to make them available during testing. For additional information about these accessibility features, refer to [Accessibility Manual for Ohio's State Tests](#).

Online Testing Accessibility Planning Tool

District and school personnel **must**:

- Arrange resources before testing so students receive appropriate accessibility features as needed.

Identify and turn on some online features in advance of testing as needed. District and school test coordinators can turn on the feature(s) by:

- Uploading a student settings file in TIDE;
- Individually marking the features in the student's Pre-ID record in TIDE; or
- Marking the available feature(s) in the Test Administrator Interface before approving the student to test.

Use the student's demographic information to complete Table 1.

Table 1 Student Information

Demographics	District Response
Student's Name	
SSID/Student ID	
Date of Birth	
Does the student have an IEP/504?	☐ Yes ☐ No
Is the student an English learner?	☐ Yes ☐ No
Enrolled Grade	
Is the student accelerated?	☐ Yes ☐ No
Accelerated Grade	
Prepared by	
Date Completed	

In the tables that follow, mark Y for Yes in the content area the tool is needed. Otherwise, leave the space blank if the student does not need the tool. If the space is blacked out that accessibility feature is not available or not allowed on the test for that content area.

Table 2 Administrative Considerations

Administrative Considerations	ELA	Math	Science	Social Studies
Adjustable lighting				
Familiar test administrator				
Frequent breaks				
Separate or alternate location				
Small group				
Specialized equipment or furniture				
Specified area or seating				
Time of day				

Table 3 Universal Tools for All Content-area Tests

These universal tools are available on the online tests for all content areas and are enabled by default:

- Highlighter
- Line reader
- Mark for review
- Masking
- Notepad
- Strikethrough
- Test clock
- Writing tools
- Zoom

Universal Tools	ELA	Math	Science	Social Studies
Blank paper (Required for ELA tests. For math, science and social studies tests, blank paper must be available if requested)	Y			
Calculator (built-in to Test Delivery System)		Y		
General directions				
Headphones (required if student uses text-to-speech in a group setting)				
Paginated stimuli and reading mode				
Redirect student to the test				
Text-to-speech for math, science, and social studies tests (Students must use headphones if using text-to-speech in a group setting)		Y	Y	Y
Text-to-speech tracking for math, science, and social studies tests		Y	Y	Y

Embedded Designated Supports

The online Test Delivery System offers embedded designated supports, but districts must activate these features in advance of testing by:

- Uploading a student settings file to TIDE;
- By marking the features under the “Accessibility” section of the student’s record manually in TIDE; and/or
- Selecting the feature(s) under “Test Settings” in the Test Administrator Interface during a test session before approving the student to test.

Districts and schools must offer non-embedded supports to students who require them and disable embedded universal tools as needed.

Table 4 Embedded Designated Supports

Embedded Designated Support	ELA	Math	Science	Social Studies
Paginated stimuli and reading mode				

Table 5 Embedded Designated Supports – Disable Embedded Universal Tool

Some students may benefit from fewer tools in the Test Delivery System when testing online. Mark any of the embedded universal tools that should be **disabled** for the student below.

Disable Embedded Universal Tool	ELA	Math	Science	Social Studies
Highlighter				
Line Reader				
Masking				
Strikethrough				
Test clock				
Text-to-Speech				
Text-to-Speech tracking				

Table 6 Embedded Designated Supports – Font Color and Background

Font Color and Background	ELA	Math	Science	Social Studies
Black text on white background (default)				
Black text on light yellow background				
Black text on light blue background				
Black text on light magenta background				
White text on black background (inverted)				
White text on navy blue background				

Table 7 Embedded Designated Supports – Mouse Pointer Size and Color

Mouse Pointer Size and Color	ELA	Math	Science	Social Studies
Large black				
Large green				
Large red				
Large white				
Large yellow				
Extra-large black				
Extra-large green				
Extra-large red				
Extra-large white				
Extra-large yellow				

Table 8 Embedded Designated Supports – Print Size

Print Size	ELA	Math	Science	Social Studies
Level 0: 1x (default/no zoom)				
Level 1: 1.5x				
Level 2: 1.75x				
Level 3: 2.5x				
Level 4: 3x				

Table 9 Non-embedded Designated Supports

Non-embedded Designated Supports	ELA	Math	Science	Social Studies
Calculator or fact charts (handheld)				
Color overlay (over the student's screen)				
External magnification or enlargement device				
Line reader tool (handheld)				
Mathematics reference sheet				
Music or white noise				

Non-embedded Designated Supports	ELA	Math	Science	Social Studies
Noise buffers				
Rulers, angled-rulers, compasses, and protractors				
Specialized paper				
Student reads test aloud to self (requires 1:1 setting)				
Tactile fidgets and fidget devices				
Timer (external)				

Table 10 Presentation Accommodations for Students with Disabilities – Assistive Technology

Presentation Accommodations	Name of Assistive Technology	ELA	Math	Science	Social Studies
Assistive technology used regularly in instruction					
Assistive technology used regularly in instruction					

Table 11 Presentation Accommodations for Students with Disabilities

Presentation Accommodations	ELA	Math	Science	Social Studies
Dual monitors				
Human reader for online test	See			
Screen reader mode (Students must meet criteria in Appendix B of this manual for use during ELA tests.)				
Sign language interpreter (Student must meet criteria in Appendix B of this manual for use during ELA tests.)				

Table 12 Presentation Accommodations for Students with Disabilities – English Language Arts Tests

The accommodations in this section are only for English language arts tests. Reading access guidance is [Appendix B](#) of the [Accessibility Manual for Ohio's State Tests](#).

Presentation Accommodations – Reading Access on OST English Language Arts Tests	ELA
Human read-aloud on English language arts	
Text-to-speech English language arts (must use headphones if not tested in 1:1 setting)	
Text-to-speech tracking English language arts	

Table 13 Response Accommodations for Students with Disabilities – Assistive Technology

Response Accommodations	Name of Assistive Technology	ELA	Math	Science	Social Studies
Assistive technology regularly used in instruction					

Table 14 Response Accommodations for Students with Disabilities

Response Accommodations	ELA	Math	Science	Social Studies
Answers transcribed by test administrator				
Braille notetaker				
Braille writer				
Calculator or fact charts on non-calculator math test or part of test				
Specialized calculation device				
Scribe				
Speech-to-text (Department approval required for use on ELA tests. See Appendix C of the Accessibility Manual for Ohio's State Tests)				
Word prediction external device				

Table 15 Response Accommodations for Students with Disabilities – Mathematics Tools

Allowable tools for Math and Science	Math	Science
100s chart		
Abacus/Rekenrek		
Algebra tiles		
Base 10 blocks		
Counters and counting chips		
Cubes		
Cuisenaire rods		
Fraction tiles and pies without numerical labels		
Square tiles		
Two-colored chips		

Table 16 Timing Accommodations for Students with Disabilities

Timing Accommodations	ELA	Math	Science	Social Studies
Extended time (1.5X, 2X, not to exceed one school day.)				

Table 17 Accommodations for English Learners

Only students identified and reported as English learners qualify for these accommodations.

Accommodations for English Learners	ELA	Math	Science	Social Studies
Bilingual test form (Spanish/English)				
Bilingual test form, text-to-speech (Spanish/English)				
Bilingual test form, text-to-speech tracking (Spanish/ English)				
Bilingual word-to-word dictionary or glossary				
Dual monitors				
Extended time (e.g., 1.5X, 2X, not to exceed one school day)				
Human read-aloud (in English) for online test				
Navigational assistance				

Table 18 Accommodations for English Learners – Oral Translation of the Test

Mark if student will receive oral translation of the math, science, or social studies tests.

Accommodations for English Learners	Language?	ELA	Math	Science	Social Studies
Oral translation of the test					

Oral Translator's Name: _____

Oral Translator's Contact Information: _____

Table 19 Emergency Accommodations

Districts may use the optional [Emergency Accommodation Form](#) in [Appendix E](#) of the *Accessibility Manual for Ohio's State Tests* to document a temporary disabling condition (for example, a broken arm).

Emergency Accommodations	ELA	Math	Science	Social Studies

Table 20 Unique Accommodations

If the district test coordinator received approval from the Department to provide one or more unique accommodations for the student, please list, describe, and indicate the content areas for the accommodation(s) in the table below. A unique accommodation is one beyond those routinely allowed and described in this manual. See [Exceptional Requests for Accommodations](#) in this manual and for more information.

Unique Accommodations	ELA	Math	Science	Social Studies

Paper-Based Testing Accessibility Planning Tool

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 must administer Ohio's State Tests online unless they can demonstrate the need for paper tests, such as board resolution for grade 3. Districts can review on the Department webpage the situations that allow the use of paper. Refer to the [Network Diagnostic Tool page](#) of the Tech Guide on the test portals for information about testing a network's bandwidth to ensure it can handle administering online tests.

Condition #2: A student is unable to use a computer due to the impact of their 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. The use of a paper-based assessment should be documented in the student's IEP or 504 plan.

Situations that may require this accommodation include:

1. 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 struggles meeting the demands of a computer-based test administration even with other accessibility features such as extended time, frequent breaks or a scribe;
2. 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;
3. A student with a disability requires assistive technology that is incompatible with the online platform.

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

The accessibility features available to students testing online are often the same as those available to 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.

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 paper-pencil, braille, and large-print tests for students who need them.
- 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, sign language interpretation, or oral translation of the test.

Table 1 Student Information

Demographics	District Response
Student's Name	
SSID/Student ID	
Date of Birth	

Demographics	District Response
Does the student have an IEP/504?	☐ Yes ☐ No
Is the student an English Learner?	☐ Yes ☐ No
Enrolled Grade	
Is the student accelerated?	☐ Yes ☐ No
Accelerated Grade	
Prepared by	
Date Completed	

In the following tables, mark Y for Yes in the content area in which the tool, support, or accommodation is needed. Otherwise, leave the space blank. If the space is blacked out that accessibility feature is not available or not allowed on the test for that content area.

Table 2 Administrative Considerations

Administrative Considerations	ELA	Math	Science	Social Studies
Adjustable lighting				
Familiar test administrator				
Frequent breaks				
Separate or alternate location				
Small group				
Specialized equipment or furniture				
Specified area or seating				
Time of day				

Table 3 Universal Tools

Universal Tools	ELA	Math	Science	Social Studies
Blank paper (Required for ELA. For math, science and social studies tests, blank paper must be available if requested)	Y			
General directions				
Redirect Student to the Test				
Strikethrough				
Writing tools				

Table 4 Designated Supports

Designated Supports	ELA	Math	Science	Social Studies
Calculator or fact charts – handheld				
Color overlays				
External magnification or enlargement device				
Highlighting tool				
Human reader for math, science, and social studies tests				
Line-reader tool - handheld				
Mark for review				
Masking				
Mathematics reference sheets				
Music and white noise				
Noise buffers				
Rulers, angled-rulers, compasses and protractors on math tests				
Specialized paper and whiteboards				
Student reads test aloud to self (requires 1:1 setting)				
Tactile fidgets and fidget devices				
Timer (external)				

Table 5 Presentation Accommodations for Students with Disabilities – Assistive Technology

Presentation Accommodations	Name or Type of Assistive Technology	ELA	Math	Science	Social Studies
Assistive technology regularly used in instruction					
Assistive technology regularly used in instruction					

Table 6 Presentation Accommodations and Special Versions for Students with Disabilities

Presentation Accommodations and Special Versions	ELA	Math	Science	Social Studies
Braille test				
Human reading access (Student must meet the criteria for the reading access accommodation to receive this feature on ELA tests.)				

Presentation Accommodations and Special Versions	ELA	Math	Science	Social Studies
Large-print test booklet				
Paper version of test instead of online				
Reading access on OST English language arts (Student must meet criteria for the reading access accommodation on ELA tests.)				
Sign language interpreter (Student must meet criteria for the reading access accommodation on the ELA test.)				

Table 7 Response Accommodations for Students with Disabilities – Assistive Technology

Response Accommodations	Name or Type of Assistive Technology	ELA	Math	Science	Social Studies
Assistive technology regularly used in instruction					

Table 8 Response Accommodations for Students with Disabilities

Response Accommodations	ELA	Math	Science	Social Studies
Answers recorded in test booklet and transcribed by the test administrator into the scorable documents				
Braille notetaker				
Braille writer				
Calculator or fact charts on non-calculator mathematics test or part of test				
Mathematics reference sheet				
Monitor test response				
Scribe				
Specialized calculation device				
Speech-to-text (embedded)				
Word prediction – external device				

Table 9 Response Accommodations for Students with Disabilities – Mathematics Tools

Response Accommodations – Mathematics Tools	Math	Science
100s chart		
Abacus/Rekenrek		
Algebra tiles		

Response Accommodations – Mathematics Tools	Math	Science
Base 10 block		
Counters and counting chips		
Cubes		
Cuisenaire rods		
Fraction tiles and pies without numerical labels		
Square tiles		
Two-colored chips		

Table 10 Timing Accommodations for Students with Disabilities

Timing Accommodations	ELA	Math	Science	Social Studies
Extended time (e.g., 1.5X, 2X, not to exceed one school day)				

Table 11 Accommodations for English Learners

Accommodations for English Learners	ELA	Math	Science	Social Studies
Extended time (e.g., 1.5X, 2X, but not to exceed one school day)				
Word-to-word dictionary or glossary				
Reading access for paper test				
Scribe (in English)				

Table 12 Accommodations for English Learners – Oral Translation of the Test

Mark if student will receive oral translation of the math, science, or social studies tests.

Oral Translation of the Test Accommodation	Language of Translation	Math	Science	Social Studies
Oral translation of the test				

Oral Translator's Name: _____

Oral Translator's Contact Information: _____

Table 13 Emergency Accommodations

Districts may use an optional [Emergency Accommodation Form](#) in [Appendix E](#) of the *Accessibility Manual for Ohio's State Tests* to document a temporary disabling condition (for example, a broken arm).

Unique Accommodations	ELA	Math	Science	Social Studies

Table 14 Unique Accommodations

If the district test coordinator received approval from the Department to provide one or more unique accommodations for the student, please list, describe, and indicate the content areas for the accommodation(s) in the table below. A unique accommodation is one beyond those routinely allowed and described in this manual. See [Exceptional Requests for Accommodations](#) in this manual and for more information.

Unique Accommodations	ELA	Math	Science	Social Studies

Appendix B:

Decision-Making Tool for Reading Access Accommodations on English Language Arts Test

INTRODUCTION

The Decision-Making Tool for Reading Access serves as a checklist to assist Individualized Education Program (IEP) teams and Section 504 plan coordinators in determining eligibility for certain accommodations available for use with Ohio's State Tests in English language arts. Accommodations include text-to-speech, human read-aloud, screen reader, and/or a sign language interpreter. Education teams should assess eligibility **annually** whenever a student is required to participate in an English language arts state summative assessment.

The reading access accommodation is only available for a student after an IEP/504 team has determined that their disability severely limits or prevents them from independently seeing, accessing, and/or decoding printed or digital text, as outlined in step 2 below.

Testing accommodations are familiar supports that the student uses regularly during instruction. **An accommodation should never be introduced to the student during testing.** Teachers should expose students to online test items, using accommodations, in the [Student Practice Site](#). The [Student Practice Resources](#) folder in the test portal contains a Practice Test Guidance Document, practice test items, released items, and scoring guides.

For human readers and sign language interpreters, the test administrator will need to sign [Appendix G: Non-Disclosure Agreement for Accommodations on Ohio's State Tests](#) and implement [Appendix F: Guidelines and Glossary for Sign Language Interpreters](#). *Note:* The student must be tested in a separate or alternate location *if* headphones are not used for text-to-speech, or the student has a human reader or sign language interpreter.

Contact the Department at statetests@education.ohio.gov with questions about this tool. The Department recommends maintaining this document in the student's file. Do not submit a copy of this document to the Department.

Reading Access Accommodation Decision	
<p>Before considering a reading access accommodation in a student's IEP (Sections 7 and 12) or Section 504 plan, the team should confirm that justification for the reading access accommodation is <u>NOT</u> determined <u>solely</u> because of factors such as:</p> <ul style="list-style-type: none"> • Disability category, educational environment, or instructional setting. • The student's instructional reading level is below grade level. • Expected poor performance on the assessment without the reading access accommodation. Poor attendance or extended absences. • The student is an English learner. • The student's social, cultural, or economic characteristics. • Need for accommodations (such as assistive technology or augmentative and alternative communication) to participate in the general assessment. 	

Step 1: IEP or 504 plan		
Does the student have a current IEP or 504 plan, or is one being developed?	YES 	NO 
<ul style="list-style-type: none"> If YES, continue to step 2 AND use current <u>data and/or evaluation sources</u> to determine eligibility for a reading access accommodation. If NO, STOP. The student does not qualify for a reading access accommodation on Ohio's State Tests in English language arts. Please view the Ohio Accessibility Manual to learn about the administrative considerations, universal tools, and designated supports available to all students that ensure accessibility to Ohio's State Tests. 		

Step 2: Required Criteria		
1. Is it documented in an evaluation summary from locally administered screening or diagnostic assessments that: <ul style="list-style-type: none"> The student is blind/visually impaired and has not yet learned (or is unable to use) contracted braille? OR The student has one or more disabilities that severely limits or prevents them from independently decoding or accessing printed or digital text? 	YES 	NO 
2. The student is using printed or digital text during all classroom instruction with the addition of a human reader, text-to-speech, accessible educational materials (AEM), or sign language interpreter.	YES 	NO 
3. The student receives ongoing, intensive instruction and/or interventions in foundational reading skills.	YES 	NO 
<ul style="list-style-type: none"> If YES to 1, 2 and 3 the student meets the required criteria to receive the reading access accommodation on Ohio's State Test in English language arts. If NO to any of the above questions, STOP. The student does not qualify for a reading access accommodation on Ohio's State Tests in English language arts. Please view the Ohio Accessibility Manual to learn about the administrative considerations, universal tools, and designated supports available to all students that ensure accessibility to Ohio's State Tests. 		

For information about who needs AEM, how to obtain AEM, tools to support AEM, visit the Assistive Technology & Accessible Educational Materials Center (<http://ataem.org/>).

Step 3: Student Information	
Student Name:	Grade:
School and District:	Student ID Number:
School Year:	

Step 4: Appendix B IEP/504 Participants

Participant	Title	Date
	District Representative or Section 504 coordinator:	
	Special Education Teacher(s)	
	General Education Teacher(s)	
	Parent(s) or Guardian(s)	
	Student (if a team participant):	
	English Learner Specialist(s)	
	Other team member(s)	

Other team members may include English Language Specialists and Related Service Providers.

Parent/Guardian		
I have been informed and agree that my child will receive a text- to-speech, human read-aloud, screen reader, or sign language interpreter accommodation for Ohio's State Test in English language arts as documented in my child's IEP or 504 plan.	Initials	Date

The Department recommends maintaining this document in the student's file.

Do not submit a copy of this document to the Department.

Appendix C:

Decision-Making Tool for Written Response Accommodations

Introduction:

The Decision-Making Tool for Written Response Accommodations serves as a checklist to assist Individualized Education Program (IEP) teams and Section 504 Plan coordinators in determining eligibility for use of the embedded speech-to-text (STT) feature and scribe accommodation with Ohio's State Tests (OST), Ohio English Language Proficiency Screener (OELPS), Ohio English Language Proficiency Assessment (OELPA), and Readiness Assessments. This Decision-Making Tool should be used for eligibility decisions for use of a written response accommodation for students with disabilities, including English learners with disabilities. Education teams should assess eligibility for response accommodations (embedded STT and scribe) **annually** at each IEP or 504 plan meeting.

Testing accommodations are familiar supports that students use regularly during instruction. An accommodation should never be introduced to students during testing. Teachers should prepare students for online testing using accommodations in the [Student Practice Site](#). The [Student Practice Resources](#) folder in the test portal contains a Practice Test Guidance Document that references practice test items, released items, and scoring guides.

If a student requires a scribe or STT accommodation due to a recent and temporary illness or injury, the school can use the optional [Emergency Accommodation](#) form found in Appendix E of the Ohio Accessibility Manual to document the accommodation.

Scribe:

What is a scribe accommodation?

Scribing a student's responses by a test administrator is a response accommodation. A scribe is a person who writes or types student responses into the Test Delivery System, onto a scorable test booklet, or answer document for the student. Scribing may include selecting multiple choice or other selected response items such as "drag and drop" or "matching" as appropriate.

Scribe as an assessment accommodation

Students receiving the scribe accommodation may respond to test items in any of the following ways: verbally, STT or other assistive technologies, signing, gesturing, pointing, or through eye-gaze selection.

- If a student qualifies for the scribe accommodation based on the required criteria below, the scribe and the test administrator should familiarize themselves with the [Protocol for Scribing and Transcribing Student Responses](#) beginning on page 7 of this document.
- The scribe and the test administrator must sign [Appendix G: Non-Disclosure Agreement for Accommodations on Ohio's State Tests](#).
- A scribe must administer the scribe accommodation only to one student at a time during a test session. The student must be tested in a separate setting.
- Accommodations are permitted for English learners **without** disabilities, as described in the [Ohio Accessibility Manual for Ohio's State Tests](#). A scribe accommodation may be appropriate for beginning-level English learners who speak more proficiently than they can write. A scribe typically is less appropriate for intermediate- or advanced-level English learners.
- Eligibility decisions for a response accommodation for English learners should be made on a case-by-case basis. Please note that this Decision-Making Tool only applies to eligibility decisions for students with disabilities,

including English learners with disabilities.

Important Reminder:

- The [Protocol for Scribing and Transcribing Student Responses](#) are described later in this appendix.

Speech-to-Text:

What is embedded speech-to-text?

Speech-to-text (STT) is an accessibility feature allowing students to use their voices to dictate a response to test questions. The embedded STT feature allows students to speak into a Test Delivery System (TDS) and in the Notes tool and can capture up to five minutes of speech before turning off and needing to be reengaged. Students may continue to use their own (non-embedded) assistive technology instead of the embedded STT feature (see [Appendix D: Assistive Technology Guidance](#)). The embedded STT feature *only* supports dictation of student responses to test questions and text in the Notes tool. The embedded STT feature does not support verbal system commands such as "back" or "next". For navigational control of commands (i.e., voice control of keyboard commands) beyond dictation of student responses, students should use a non-embedded speech-to-text device.

Speech-to-text as an assessment accommodation

Students with disabilities who have an Individualized Education Program (IEP) or Section 504 Plan, English learners with disabilities, and testers who exited high school with a valid IEP or 504 Plan can use STT as an assessment accommodation. Districts must enable this accommodation with approval from the Department for the OST, OELPS, and OELPA.

Important Reminders:

- For the OST, OELPS, OELPA, and Readiness Assessments, STT-generated text may be auto-punctuated. It is the student's responsibility to ensure the accuracy of the transcription, including grammar and punctuation; thus, reinforcing prior experience with this accommodation is essential.
- Test administrators must administer a [proctored practice test](#) (page 3) using the embedded speech-to-text feature if the student plans to use this accommodation during testing. Directions for accessing a proctored practice test is on page 5 of this appendix.

Contact the Department at statetests@education.ohio.gov with questions about this document. The Department recommends maintaining this document in the student's file. Do not submit a copy of this document to the Department.

Response Accommodation Decision	
<p>Before considering a response accommodation in a student's IEP (Sections 7 and 12) or Section 504 plan, the team should confirm that justification for the accommodation is <u>NOT</u> determined <u>solely</u> because of factors such as:</p> <ul style="list-style-type: none"> • Disability category, educational environment, or instructional setting. • The student's instructional reading level is below grade level. • Expected poor performance on the assessment without the response accommodation. • Poor attendance or extended absences. • The student is an English learner. • The student's social, cultural, or economic characteristics. 	

Step 1: IEP or 504 plan		
Does the student have a current IEP or 504 plan, or is one being developed?	YES 	NO 
<p><i>If YES, continue to step 2 AND use current data and/or evaluation sources to determine eligibility for a response accommodation.</i></p> 	<p><i>If NO, STOP.</i> The student does not qualify for a response accommodation on the OST, OELPS, or OELPA.</p>  <p>Please view the Ohio Accessibility Manual to learn about the administrative considerations, universal tools, and designated supports available to all students that ensure accessibility.</p>	

Step 2: Required Eligibility Criteria		
<p>1. The IEP or 504 plan documents an evaluation summary from locally administered screening or diagnostic assessments that:</p> <ul style="list-style-type: none"> • The student has a physical disability that severely limits or prevents the student's motor processes of writing through keyboarding or paper-pencil. <p>OR</p> <ul style="list-style-type: none"> • The student has a disability that severely limits or prevents the student from independently generating written language, even after varied and repeated attempts to teach the student foundational writing skills such as conventions, encoding/spelling, syntax, and semantics. 	YES 	NO 
<p>2. The student's IEP or 504 plan includes ongoing, intensive instruction, and/or interventions in foundational writing skills or assistive tools to support written language.</p>	YES 	NO 
<p>3. The student uses speech-to-text or a scribe to generate written language during routine instruction and classroom assessments.</p>	YES 	NO 

<p>If YES to questions 1, 2, and 3, the student <i>meets the required criteria</i> to receive a response accommodation on the OST, the OELPS, or the OELPA. Continue to Step 3.</p> <p style="text-align: center;"></p>	<p>If NO to any of the above questions, <i>STOP</i>. The student does not qualify for a response accommodation on the OST, the OELPS, or the OELPA.</p> <p style="text-align: center;"></p> <p>Please view the Ohio Accessibility Manual to learn about the administrative considerations, universal tools, and designated supports available to all students that ensure accessibility.</p>
---	--

For information about who needs Assistive Technology and Accessible Educational Materials (AEM), how to obtain AT and AEM, and tools to support AT and AEM, visit the Assistive Technology & Accessible Educational Materials Center (<http://ataem.org/>).

Step 3: Student Information		
Student Name:	Grade:	
School and District:	Student ID Number:	
School Year:		
Assessment Name: OST, OELPS, OELPA, Readiness Assessment	Response Accommodation: Scribe or Speech-To-Text	
Parent/Guardian		
I have been informed and agree that my child will receive a written response accommodation for OST, OELPS, or OELPA as noted in my child's IEP or 504 plan.	Initials	Date

The Department recommends maintaining this document in the student's file.
Do not submit a copy of this document to the Department.

Requesting Department Approval for Speech-To-Text

Please understand that a Proctored Practice Test using the speech-to-text accommodation is required prior to requesting approval from the Department.

Steps for completing an **Embedded** Proctored Practice Test:

1. Access the TA Practice Site <https://ohpt.cambiumtds.com/testadmin>
2. Create a practice test session (begins with TRAIN-) with an applicable test added to the session.
3. Have the student open the secure browser and select 'go to practice site' in the bottom left corner.
4. Have the student login and select the applicable test. Once a test is selected the student testing site should say "Waiting for TA approval" on the student screen.
5. The Practice TA interface shows the student waiting for approval.
6. Press the student settings (eye) icon next to the student's name and turn on speech-to-text.
7. Approve the student to begin testing.
8. Have the student enable and use the STT function on a text entry response question.

Refer to the [Practice Site Guidance Document](#) for instructions on how to use the STT tool within the student testing site.

Steps for confirming use of **Third-Party** STT Software:

1. Access the TA Practice Site <https://ohpt.cambiumtds.com/testadmin>
2. Create a practice test session (begins with TRAIN-) with an applicable test added to the session.
3. Have the student open the secure browser and select 'go to practice site' in the bottom left corner.
4. Have the student login and select the applicable test. Once a test is selected the student testing site should say "Waiting for TA approval" on the student screen.
5. The Practice TA interface shows the student waiting for approval.
6. Press the student settings (eye) icon next to the student's name and turn on Permissive mode.
7. Approve the student to begin testing.
8. Follow the directions in the Assistive Technology Manual for allowing third-party software to work with the secure browser.
9. Have the student use the third-party software on a text entry response question.

If the STT accommodation worked well for this student, Cambium will need up to 72 hours to enable this accommodation in TIDE after approval from the Department.

If a proctored practice test was administered but did not work well for this student, consider using non-embedded STT or a human scribe. See the [Protocols for Scribing and Transcribing Student Responses](#) for more information.

Create an Accommodation Request

The Department will request the following information be *entered into TIDE* to determine eligibility for a speech-to-text accommodation on Ohio's State Tests, the Ohio English Language Proficiency Screener, and the Ohio English Language Proficiency Assessment.

Complete this information and submit this form only to your District Test Coordinator (DTC)		
Student SSID: [AZ1234567]	Grade:	Administration: ☐ OST ☐ OELPS ☐ OELPA ☐ Readiness Assessments
A brief summary (250-character limit) of why the student needs STT, such as IEP or 504 requirements, or emergency accommodation. Do not provide student name or other Personally Identifiable Information (PII). Do not provide full IEP or 504 Documentation.		
Is this a request to turn STT on or off? ☐ Yes ☐ No		
Training Session ID: [TRAIN-XXXX-XX]	OR	Training Session Date: [XX-XX-XXXX]
Type of STT [check one]: ☐ Embedded ☐ Third-Party/Permissive Mode		
Did the student's IEP/504 team determine the student is eligible to receive speech to text?	☐ Yes, it is documented in current IEP OR ☐ Yes, it is documented in current 504 Plan	☐ No
What back-up plan does the test administrator have if the accommodation is not working or is not working well for this student on the day(s) of state testing? For example, a human scribe or the student will use the STT on a separate device.		

Protocols for the Scribe Accommodation and Transcribing Student Responses

Qualifications of the Scribe

Individuals who provide the scribe accommodation must be test administrators or be in the presence of and monitored by a test administrator. Test administrators are employees of the school district and hold a license, certificate or permit issued by the Department. Any person providing an accommodation must be an adult, nonrelative of the student. Students may not provide testing accommodations to other students. Refer to the [Ohio's State Tests Resource Book](#) for more information about test administrators. Preferably, the scribe will be familiar with and have experience scribing for the student. If the scribe is unfamiliar with the student, then the scribe and student should have the opportunity to practice the scribing process together prior to taking the state assessment.

Administering the Scribe Accommodation

- A scribe *must* administer the scribe accommodation *only* to one student at a time during a test session.
- The student *must* be tested in a separate setting.
- The scribe *must* produce legible text when writing into a test book or answer document.
- The scribe *must* transcribe responses verbatim from the student and *may not* prompt or question the student or correct a student's responses. The scribe may ask the student to restate (or sign) words or parts, as needed.
- A scribe *must* provide the same opportunity to a student using a scribe as other students have to plan and draft a constructed response. The scribe may write an outline, plan, or draft *as directed by the student*. The scribe *must* record the draft response or outline exactly as dictated without any cueing or guidance to the student.
- During testing, the student may provide constructed responses by either:
 1. Dictating directly to a human scribe who records the responses at the time they are given (computer- and paper-based testing). When dictating directly to a human scribe, the scribe *must* allow the student to review the scribed response to make edits. If requested by the student, the scribe may read the scribed response back to the student. The student may dictate changes or edits to the scribe, and the scribe *must* make those changes exactly as dictated by student, even if a change is incorrect. All changes must be made during the test session.
 2. Using non-embedded speech-to-text (speech recognition software), augmentative communication device, or assistive technology device for creating a response that the scribe transcribes into the online testing platform, onto a scorable test booklet, or answer document. **When using non-embedded speech-to-text, augmentative communication device, or other assistive technology device, scribes must have printed hard copies of the student's responses for transcription purposes unless the device used does not have the capability to print.** In cases where printing a response is not possible, scribing must take place as the student dictates or otherwise produces the response. Test administrators *must* delete all electronic files immediately after the testing session and securely shred any printed responses.

Acceptable scribing practices:

- The scribe may ask, "Are you finished?" or "Is there anything you want to add or delete?"
- The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate "No."
- If the student requests that the scribe read a response that was already dictated, the scribe *must* read what the student dictated previously in an even voice, being careful not to cue the student to errors.
 - For English language arts, it is appropriate for the scribe to indicate capitalization and punctuation by reading the student's response in the same way the student dictated the response. See examples in *Guidelines for the English Language Arts–Constructed Responses* below.

Unacceptable scribing practices:

- The scribe *cannot* influence the student's response in any way.

- The scribe *cannot* give the student specific directions, clues or prompts; for example, “First, set the equations equal to one another,” or “Make sure that the equation is set equal to zero.”
- The scribe *cannot* tell the student if his or her answer is correct or incorrect.
- The scribe *cannot* answer a student’s questions related to the content, for example, “Is this the right way to set up the problem?” or “Can you tell me what this word means?”
- The scribe *cannot* alert the student to mistakes he or she made during testing.

Additional Guidelines for the English Language Arts–Constructed Responses

Capitalization and Punctuation

For the English Language Arts—Constructed Responses only, the student is responsible for all capitalization and punctuation. This can be accomplished in one of two ways:

1. **After dictation:** The student can dictate the entire response at one time. The scribe will write or type the response without capitalization and punctuation. When the student is finished dictating, the scribe will show the response to the student. The student will tell the scribe which letters to capitalize and where to add punctuation.
2. **During dictation:** The student may add capitalization and punctuation as he or she dictates.
 - a. For example, when stating the sentence “The fox ran.” the student will say, “Capital T, the fox ran, period”
 - b. If a sentence includes other punctuation, for example a comma, the student must indicate the comma. For example, when stating, “The boy bought apples, oranges, and bananas.” The student will say, “Capital T, the boy bought apples, comma, oranges, comma, and bananas, period.”

The scribe must give the student the opportunity to proofread his or her responses, even if the student provides capitalization and punctuation during dictation.

Rules for Capitalization

The scribe can automatically capitalize in these cases:

1. The scribe should capitalize the first letter of a sentence if the student has indicated the punctuation in the previous sentence. For example, if the student said, “Capital T, the fox ran, period. The fox jumped, period.” The scribe would write, “The fox ran. The fox jumped.”
2. The first word in a new paragraph when students have indicated for the scribe to begin a new paragraph.

The student must specify capitalization in the following cases:

1. The first letter of a sentence, if the student *has not indicated punctuation* in the previous sentence. For example, if the student said, “Capital T, the fox ran, the fox jumped, period.” The scribe would write, “The fox ran the fox jumped.”
2. Other capitalization (e.g., capitalization of proper nouns, acronyms, etc.)

Additional Guidelines for Figures, Charts, Shapes and Non-text Responses

During testing, students may need to produce figures, charts, shapes or other non-text (non-alpha/numerical) responses, especially during mathematics. It can be challenging for a student to express to a scribe exactly what they want written. For example, if a student wants the scribe to draw a triangle, even if the student knows the name of the type of triangle they want the scribe to draw, describing the size or orientation of the triangle may be difficult. Because of this challenge, if the student is able to write or draw at all, the student may choose to use scrap paper or specialized paper to sketch the chart, figure, etc., that the student wants the scribe to transcribe into the scorable document. Under no condition may responses within an item be in multiple handwritings.

Special Considerations When Scribing for a Student Who Uses Sign Language or Cued Speech

- The scribe for a student who signs his or her responses must be fluent in American Sign Language (ASL), signed English or other sign systems the student uses.
- When responses are dictated by a student using ASL (or other signed system), the scribe may ask clarifying questions regarding the use of classifiers. Classifiers give descriptive information about a noun or verb, such as location and kind.
- For the purposes of statewide testing, the Department recognizes ASL a language and it should be treated the same

as other languages from a translational standpoint.

- The scribe must interpret and scribe the student's response verbatim. The intent of the phrase "scribe verbatim" does not mean a word-to-word translation, as this is not appropriate for any language translation.
- The scribe will write the student's responses in English. The transcription of ASL will not be done in a word-to-word format, but instead will be written in English without changing or enhancing the meaning of the content, adding information or explaining concepts unknown to the student. For example, student signs "HOUSE WHITE LIVE THERE ME." Scribe writes, "I live in the white house."

Use of Speech-to-Text Software and Other Devices

- Speech-to-text or speech recognition software allows students to dictate responses into their computer microphones and have the responses converted to printed text. For this accommodation, students will use the Test Delivery System's embedded speech-to-text feature or their own assistive technology devices at separate computer stations equipped with speech-to-text or speech recognition software to respond to test items.
- Students who use speech recognition software routinely, and who have this accommodation listed in their IEPs, may use speech-to-text or speech recognition software as an accommodation. Students **must** be familiar with the software and **must** have opportunities to practice using it prior to state testing. It also is important that students who use speech-to-text devices have the opportunity to develop planning notes using speech-to-text and to view what they produce via speech-to-text.
- Upon completion of a test, transcribers should print out the student's responses and follow the guidelines for transcribing (see below). In cases where printing a response is not possible, scribing must take place as the student dictates or otherwise produces the response. Test administrators must delete all electronic files immediately after the testing session.

Guidelines for Transcribing

Transcribing is the process of reproducing a student's response from one source (print out, answer document) to another source (Test Delivery System, new answer document). Certain situations during test administration may require a test administrator to transcribe a student's response into a standard, scorable test booklet, answer document, or into the Test Delivery System.

Procedures for Transcribing Paper-Based Testing Student Responses

Certain situations during a paper-based test administration may require a test administrator to transcribe a student's response into a standard, scorable test booklet, or answer document. These situations may include:

- Student recorded answers in the wrong section of a test booklet or answer document, or in an incorrect test booklet or answer document.
- Student takes the test using a special test format that requires answers to be transcribed (large print, braille, translation). See the Test Administration Manual for additional information about special versions administration.
- Student uses speech-to-text, augmentative communication device, or assistive technology device to produce responses that a scribe will transcribe later.
- As an accommodation, a student records answers in a test booklet, answer document, or on blank paper instead of in the required test booklet or answer document.
- A test booklet or answer document becomes unusable (torn, wrinkled, soiled).

If it is necessary to transcribe a student's responses, test administrators should follow these procedures:

- **At least two (2) people** should be present during any transcription of student responses with one being an authorized test administrator.
- The transcriber must transcribe verbatim into the test booklet or test answer document.
- If a student responds in any test booklet or answer document, the test coordinator must return the student's original response with the secure nonscorable materials. A test coordinator should apply a "DO NOT SCORE" label in the box that says "Apply Label Here."
- Any original student responses that were printed from an assistive technology device or recorded separately on

blank paper must be securely shredded after transcription.

Procedures for Transcribing Student Responses for Online Testing

Multiple Choice and other Selected Response Items

For multiple choice and other selected response items, the test administrator must mark the response on the student test booklet or answer document or enter student responses directly into the Test Delivery System.

Constructed Response Items

During computer-based assessments, some situations may require the test administrator to input a student's constructed responses into the Test Delivery System. These situations include students who need written responses on paper translated into English and students who use speech-to-text, augmentative communication device, or other assistive technology devices.

- As the student encounters constructed response items, he or she should speak the response or write the response on paper (for oral translations) or use his or her device to respond to the questions. At this point, the student can either:
 1. Wait for the test administrator to type the response into the Test Delivery System before moving onto the next item; or
 2. If writing the response or using non-embedded speech-to-text, augmentative communication device, or other assistive technology device, continue with the test. In this situation, the test administrator will type the student's response into the Test Delivery System after the student has completed the test **but** before submitting the test.
- **At least two (2) people** shall be present during any transcription of student responses with one being an authorized test administrator.
- The transcriber must transcribe verbatim into the Test Delivery System.
- Translators should translate, to the greatest extent possible, all of the words on the student's response without changing or enhancing the meaning of the content or adding information.
- Once all items have been transcribed, the test administrator will submit the test.
- Any original student responses that were printed from an assistive technology device or recorded separately on blank paper must be securely shredded after transcription.

Appendix D: Assistive Technology Guidance

Overview

What is assistive technology?

Assistive technology (AT) refers to any item, piece of equipment, software, or product system—whether acquired commercially, modified, or customized—that is used to increase, maintain, or improve the functional capabilities of a person with a disability. In the context of educational assessment, AT ensures that students can access and respond to test content in ways that reflect their true knowledge and skills, not their disability.

What is assistive technology in the context of educational measurement and testing?

In educational assessment, AT plays a vital role by ensuring that students with disabilities have equitable access to demonstrate their knowledge and skills. It helps remove barriers that might otherwise prevent accurate assessment of a student's abilities. The goal of AT during testing is to ensure that a student's disabilities do not interfere with their ability to understanding test questions, respond to items, and navigate the testing platform. AT helps maintain the validity of the assessment by allowing students to show they know and can to in each content area assessed.

Assistive Technology Resources

Ohio educators are encouraged to use the following resources for guidance on AT selection and implementation:

- **Assistive Technology Decision-Making Tool (DMT)**

A structured process provided by the Ohio Center for Autism and Low-Incidence (OCALI) to help IEP teams consider and document students' AT needs.

[AT Decision-Making Tool](#) (PDF)

[AT Consideration Resources](#) (webpage)

- **Ohio's Assistive Technology Manual**

A comprehensive guide to AT use in state assessments, including eligibility, documentation, and examples.

[Assistive Technology Manual](#) (webpage)

Considerations for Educators

Students should be familiar with the assistive technology they will use during testing from use during regular instruction. Districts should provide many opportunities for students to use the technology prior to operational testing. Districts can access the [Student Practice Site](#) for Ohio's State Tests using the [secure browser or app](#) to assess the technology's compatibility with the online testing platform.

Types of Assistive Technology

When considering the AT that students may use during testing, it is helpful think about AT according to the task it enables the student to perform and the content area of the test. Common categories include:

- **Access Tools:** Devices to help students interact with content (screen readers, Braille displays, magnifiers)
- **Input Tools:** Tools to assist students in responding to questions (speech-to-text, adaptive keyboards)
- **Communication Tools:** Supports for students with speech or language impairments (augmentative and alternative communication (AAC) devices)
- **Cognitive Supports:** Tools that aid memory, organization, or processing (fact charts, timers)

- **Environmental Controls:** Devices that help students manage their physical testing environment (noise-canceling headphones, adjustable lighting)

It is also helpful to understand that AT is not always some complex, expensive, electronic device. AT includes low-tech, mid-tech, and high-tech devices.

- **Low-tech AT** typically refers to simple, non-electronic tools that require little to no training and are often inexpensive. Examples of low-tech AT in education assessment include pencil grips, slant boards to support writing, and paper-based communication boards for students with limited speech.
- **Mid-tech AT** usually refers to devices that may include some electronic components but are generally simpler and less expensive than high-tech tools. They often have limited customization and require minimal training. Examples of mid-tech AT in educational assessment include talking calculators for math assessments and single-message voice output devices (e.g., Big Mack) used by students with limited or no verbal speech.
- **High-tech AT** refers to advanced, often computer-based tools that are highly customizable and may require training to use effectively. In educational assessment, these tools often can integrate with digital assessment platforms. Examples of high-tech AT in educational assessment include: text-to-speech software, speech-to-text tools, screen readers, and eye-tracking systems for students with limited motor control.

Conclusion

AT plays a critical role in ensuring equitable access to Ohio's State Tests for students with disabilities. By supporting access to test content and enabling varied response methods, AT allows students to demonstrate their knowledge and skills without being limited by their disability. When selected and implemented appropriately, assistive technology helps uphold the validity and fairness of the assessment process.

Appendix E: Emergency Accommodation Form

Directions: This form may be used for cases in which a student needs a temporary accommodation due to unforeseen circumstances. Examples include students who have a recently fractured limb (for example, fingers, hand, arm, wrist, or shoulder), whose only pair of eyeglasses have been broken or lost, or a student returning from a serious or prolonged illness or injury. If the principal (or designee) determines that a student requires an emergency accommodation, this form should be completed and maintained in the student's file. It is recommended that the parent or guardian is notified that an emergency accommodation was provided. If appropriate, this form also may be submitted to the district testing coordinator to be retained in the student's central office file.

Contact the Ohio Department of Education and Workforce (Department) at statetests@education.ohio.gov with questions about this tool. The Department recommends maintaining this document in the student's file. **Do not** submit a copy of this document to the Department.

Demographics	
District/ School Name	
Date	
Building Name	
Telephone	
Student Name	
Grade	
SSID or Student ID#	
Date of Birth (DOB)	

Name and Title of Person Completing this Form:	
Staff Member's name	
Title/Position	

Reason for needing an emergency test accommodation (attach documentation if needed):

--

Describe what the testing accommodation will be:

--

Who will administer the accommodation?

--

Staff Member's Name Signature (Below)

Title/Position (Below)

--	--

Principal's (or Designee's) Signature Below

Date (Below)

--	--

Contact the Department at statetests@education.ohio.gov with questions about this tool.
The Department recommends maintaining this document in the student's file.
Do not submit a copy of this document to the Department.

Appendix F:

Guidelines for the Sign Language Interpreter Accommodation

A sign language interpreter (interpreter) should be provided whenever a student requires sign language support to access a state test. It is best practice to provide a licensed educational interpreter that is familiar with the student and the classroom content. The following procedures for test administrators and interpreters ensure that appropriate language access is provided while maintaining the integrity of the test.

Start of the School Year

1. Local test coordinators must inform interpreters of test administration policies.
2. Interpreters must have access in advance to the student's Individualized Education Program (IEP) or 504 Plan so that they are familiar with which accommodations are required by the student and which portions of the test are permitted to be interpreted. Please refer to [During Test Administration](#) for additional information.
3. The sign language used during test administration should be consistent with the sign language routinely used during classroom instruction. If the student's familiar interpreter is not used during testing, the interpreter should confer with the student's Teacher of the Deaf and IEP team to understand content-specific signs that may be needed for testing.

Before Test Administration

1. Interpreters must sign the [Non-Disclosure Agreement for Accommodations on Ohio's State Tests](#).
2. Test administrators should collaborate with interpreters as to whether a student requires additional tools, devices, assistive technology, or adaptive equipment that have been approved for use during the test, and whether any of these features impact the interpretation of the test. Test administrators must inform the interpreter of any of these additional accessibility features required by the student.
3. The interpreter can have access to the paper form of the test 48 hours prior to test administration.

During Test Administration

1. Interpreters must interpret general test directions. General directions include the scripted information for students that comes before the test starts. After the test administrator has read the general directions, interpreters may clarify what was read/signed if the student requests.
2. Once students have begun the test, interpreters should use signs that are conceptually accurate, with or without simultaneous voicing based on student need/preference. Interpreters should interpret only the content that is printed in the test book or on the computer screen, maintaining the intent of the question, without changing, emphasizing, or adding information that is not necessary for the translation between languages.
3. For mathematics, science, and social studies, interpreters may sign all test content including passages, test items, and response options. For information specific to English language arts, please refer to the student's IEP and the [Ohio Accessibility Manual](#) to verify if the student qualifies for a reading access accommodation.

4. Interpreters should move through the test at the student's pace and should not navigate away from the current test question until the student indicates that they are ready.
5. Interpreters may not expand upon, provide additional information, assist, or influence the student's selection of a response in any way.
6. Interpreters should not attempt to solve mathematics problems or determine the correct answer to a test item while signing, as this may result in pauses or changes in inflection which may mislead the student.
7. Interpreters must pause for a few seconds before signing the response options. The interpreter must give equal emphasis to each response option.
8. If the student selects their answer(s) before the interpreter has signed all the answer choices, the interpreter or test administrator can ask if the student wants the other response options to be signed.

Procedures for Signing Test Content

- Interpreters should emphasize only the words printed in **boldface**, *italics*, or CAPITAL LETTERS and inform the student that the words are printed that way. No other emphasis or inflection is permitted.
- Interpreters must use facial expressions consistent with the parameters of sign language and must not use expressions which may be interpreted by the student as approval or disapproval of the student's response(s).
- When an interpreter uses a sign that can represent more than one concept or English word, they must adequately contextualize the word to reduce ambiguity. The interpreter also may spell the word after signing it if there is any doubt about which meaning is intended.
- Interpreters must use the same signs if the student requests a portion be repeated. If the request for repetition is due to an interpreter error, the interpreter should indicate this and resign the portion, while preserving the intent of the question.

After Test Administration

1. Interpreters must not discuss any test content with others. All test items are secure material.
2. Interpreters must not discuss a student's performance with others.

Appendix G: Non-Disclosure Agreement for Accommodations on Ohio's State Tests

Administration of the Ohio Statewide Tests

I understand that these test materials are restricted. I understand that all test questions and all other materials related to these tests including, but not limited to, passages, prompts, charts, graphs and tables are considered secure and subject to the provisions of Sections 3301.0710, 3301.0711, and 3319.151 of the Ohio Revised Code and Rules 3301-7-01, 3301-13-02 and 3301-13-05 of the Ohio Administrative Code.

I attest that I am an adult, non-relative of the student, and I agree not to disclose or discuss the contents of the tests in a manner that would assist a student to cheat or would in any other way compromise the validity of the test questions.

I agree that I have received training from the school or district and that I have reviewed and will comply with the *Ohio's State Tests Supplemental Instructions for Oral Translations and Human Reader for Online Testing* and/or the *Supplemental Instructions for Paper Testing*.

Furthermore, I agree that all student-specific information obtained will remain strictly confidential.

My responsibility for maintaining the security of student information, test questions, and materials continues even after the test concludes and the test materials have been returned.

Assessment Name:

Printed Name:

Signature:

Date:

The district or school must maintain a copy of this form and provide it to the Department upon request. It should not be returned with other test materials.