Paper-Based Testing Accessibility Planning Tool

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

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

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

District and school personnel **must**:

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

- Confirm that district test coordinators or district administrators order Braille or printed large-print test booklets for students who need these materials.
- Confirm that district test coordinators or district administrators order additional test booklets for test administrators who have students taking paper-based tests who will receive a human read-aloud or language translation administration.

Table 1 Student Information

Demographics	District or Schools Response
Student's Name	
SSID/Student ID	
Date of Birth	
Gender	
IEP/504	
ELL	
Enrolled Grade	
Accelerated?	
Accelerated Grade	
Prepared by	
Completed Date	

Table 2 Administrative Considerations

Mark with a Y for Yes in content box tool that student may need.

Administrative Considerations	ELA	M	Sci	SS
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

Mark with a Y for Yes in content box tool that student may need.

Universal Tools	ELA	M	Sci	SS
Blank paper (required for ELA. M/S/SS must be available if requested)	Y			
General directions				
Redirect Student to the Test				
Strikethrough				
Writing tools such as underlined words or bullets (student strategy)				

Table 4 Designated Supports

Districts that wish to provide these features below to any student who needs them must plan for their use in advance of testing.

Mark with a Y for Yes in content box tool that student may need.

If box is dark you do not have a choice in that content area.

Designated Supports	ELA	M	Sci	SS
Color overlays				
Calculator or fact charts – handheld				
External magnification or enlargement device				
Highlighting tool				
Human reader				
Line-reader tool				
Mark for review				
Masking				
Music and white noise				
Noise buffers				
Rulers, angled-rulers, compasses and protractors				
Specialized paper				
Spellchecker – handheld device				
Student reads test aloud to self (requires 1:1 setting)				
Tactile fidgets/Fidget devices				
Timer				

Table 5 Accommodations for Students with Disabilities

Note that the test contractor will provide Braille and large-print test booklets, but the district test coordinator must order them in TIDE.

In section below, please provide the **name type** of additional technology used in instructions and in what content area. Leave blank if your student does not need.

Presentation Accommodations and Special Versions	Name Type	ELA	M	Sci	SS
Additional Assistive technology regularly used in instruction					

Table 6 Presentation Accommodations and Special Versions

Mark with a Y for Yes in content box tool that student may need. Leave blank if your student does not need.

Presentation Accommodations and Special Versions	ELA	M	Sci	SS
Braille Test				
Computer-based test instead of paper (Use computer-based test planning tool.)				
Large-print Test Booklet				
Sign language interpreter (Student must meet criteria for the read-aloud accommodation to receive this feature on the English Language arts test.)				

Table 7 Presentation Accommodations and Special Versions

The only choice is ELA for this tool. Please mark if student needs this tool in ELA.

Presentation Accommodations and Special Versions	ELA
Human reader English language arts test (Student must meet criteria for the read-aloud accommodation to receive this feature.)	

Table 8 Presentation Accommodations and Special Versions

In section below, please provide the **name type** of additional technology used in instructions and in what content area. Leave blank if your student does not need.

Presentation Accommodations and Special Versions	Name Type	ELA	M	Sci	SS
Additional Assistive technology regularly used in instruction					

Table 9 Response Accommodations

Mark any and of the tools listed below that your student may need in this content area. Leave blank if your student does not need.

Response Accommodations	ELA	M	Sci	SS
Answers recorded in test booklet and transcribed into scorable documents				
Braille notetaker				
Braille writer				
Monitor test response				
Scribe				
Word prediction device				

Table 10 Response Accommodations

Mark in checkbox if tool is needed and mark with a Y for Yes in content area that student may need. (Choice is only mathematics and science) allowable tools accommodation include.

Checkbox	Response accommodations	M	Sci
	100s chart		
	Abacus/rekenrek		
	Base 10 Block		
	Counters and counting chips		
	Cubes		
	Fraction tiles and pies without numerical labels		
	Square tiles		
	Two-Colored chips		

Table 11 Response Accommodations

Please mark in checkbox if tool is needed. Math is the only allowable selection in this section.

Checkbox	Response Accommodations	M
	Calculator or fact charts on non-calculator mathematics test or part of test	

Table 12 Response Accommodations

Please mark in checkbox if tool is needed. Math and Science are the only allowable choices to select in this section.

Checkbox	Response Accommodations	M	Sci
	Specialized calculation device		

Table 13 Timing Accommodations

Mark any and of the tools listed below that your student may need in this content area. Leave blank if your student does not need.

Timing Accommodations	ELA	M	Sci	SS
Extended time (e.g., 1.5X, 2X, but not to exceed one school day)				

Table 14 Accommodations for English Language Learners

Only students designated as English Language Learners qualify for these accommodations.

Mark any of the tools listed below that your student may need in that content area. If you student does not need tool leave it blank.

Accommodations for English Language Learners	ELA	M	Sci	SS
Extended time (e.g., 1.5X, 2X, but not to exceed one school day)				
Word-to-word dictionary				

Table 15 Accommodations for English Language Learners

Mark any of the tools listed below that your student may need in that content area. If you student does not need tool leave it blank.

Accommodations for English Language Learners	M	Sci	SS
Scribe (in English)			

Table 16 Emergency Accommodations

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