Appendices

Please note that links will provide the most updated Appendices. Printed or hard copy versions of the appendices may not be the most up to date version.

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Appendix A

Appendix A: Maryland Guidance for IEP Teams on Participation Decisions for the Alternate Assessments

GUIDANCE DOCUMENT

PARTICIPATION CRITERIA AND CHECKLIST

PARENT CONSENT FORM

ELIGIBILITY PARTICIPATION DECISION FLOWCHART

Appendix B

Appendix B: Protocol for the Use of the Scribe Accommodation

Individuals who provide the scribe accommodation to a student ("accommodators") must comply with the following procedures when working with students in a testing situation.

A scribe is a qualified person who writes down what a student dictates by an assistive communication device, pointing, communication by the student via interpretation/transliteration (examples include American Sign Language, signed English, and Cued Speech), or speech. Scribing may include "dragging and dropping" selected response items, as appropriate. A student must have the scribe accommodation indicated on their IEP or 504. Some students may also have response accommodations such as speech to text, partner assisted scanning, human signer response, braille notetaker, etc. that require a scribe to translate student responses.

QUALIFICATIONS FOR THE SCRIBE

- It is preferable for the scribe to be a familiar person such as the teacher or paraprofessional who is typically responsible for scribing during regular instruction. If it is a new scribe to the student, give them time to work together during instruction prior to the assessment day.

- For students who are deaf, the scribe must be fluent in receptive and expressive American Sign Language (ASL) and/or signed English.

- All accommodators must be trained by the local school system as indicated in each assessment Test Administration Coordination Manual (TACM). Accommodators must sign a Test Administration and Certification of Training Form and a Non-Disclosure Agreement. The scribe must hold Maryland certification or be under the direction of a Test Administrator holding Maryland certification.

PROCESS FOR SCRIBE ACCOMMODATOR

- A scribe accommodator may only administer the scribe accommodation to one student at a time during a test session. This accommodation must be administered so that other students are not able to hear the accommodated student's response.

- Before the administration of the test, the School Test Coordinator (STC) should provide the scribe with a copy of the test and the examiner's directions prior to the start of testing to become familiar with the directions and format of the test.

- The scribe may hand write, or type, to record the student's work. For the online tests, the scribe accommodation may be implemented in one of two ways, depending on which way best meets the needs of the student: (1) the scribe may write in the paper test edition test book/answer sheet or (2) the scribe may enter student responses directly onto the computer using the online test edition.

- The student is responsible for punctuation and may indicate punctuation in several ways. The student may punctuate as he/she dictates. For example, when stating the sentence "The cat ran." the student will say, "The cat ran period." The student may dictate more than one sentence at a time and add punctuation after the fact when given the scribed sentences to proofread.

- The scribe can automatically capitalize in these cases:

1. The scribe should capitalize the first letter in the beginning of a sentence if the student has indicated punctuation ending the previous sentence. For example, if the student said, "The cat ran period. The cat jumped period." The scribe would write "The cat ran. The cat jumped."

2. The first word in any paragraph.

- The student must specify capitalization in these cases:

1. The first letter in the beginning of a sentence, if the student has not indicated punctuation ending the previous sentence. For example, if the student said, "The cat ran. The cat jumped." The scribe would write "The cat ran the cat jumped."

2. Other capitalization (e.g., capitalization of proper nouns, acronyms, etc.).

- The scribe must produce legible text.

- The student will dictate sentences or paragraphs in the same manner used during instruction and assessment. The scribe should have the student proofread the dictation and the scribe may also read it aloud at student request. The student may dictate changes to the scribe, and the scribe will make those changes exactly as dictated by the student. Students may proofread to add punctuation and may change any capitalization or spelling they wish even if it is incorrect.

- The scribe may not question or correct student choices.

- The scribe may ask the student to restate (or sign) words or parts as needed.

- A student using a scribe must be given the same opportunity as other students to plan and draft a constructed response. This means that the scribe may write an outline or other plan as directed by the student. The scribe shall write the words of the student exactly as dictated, no more and no less, during the entire test session/part. The scribe may record the session for accuracy.

- For constructed response test items (writing tasks), the scribe should be told by the STC the preferred mode of recording the student's response before the date of the test. During testing, the student may then dictate the constructed response using any one of the three listed methods:

1. Into an audio recording device

2. Into a speech-to-text converter (e.g., voice recognition software, etc.)

3. Directly to a scribe

- The scribe may record the session for accuracy. The original recording should be erased after the scribe has transcribed the responses.

THE SCRIBE SHOULD ADHERE TO THE FOLLOWING PARAMETERS DURING A TEST SESSION/PART:

- The following are a list of acceptable parameters:

1. The scribe may ask "Are you finished?" or "Is there anything you want to add or delete?"

2. 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 can indicate "no."

3. 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.

- The following are a list of unacceptable parameters:

1. The scribe cannot give the student specific directions, e.g., "First, set the equations equal to one another," or "make sure that the equation is set equal to Zero."

2. The scribe cannot tell the student if his/her answer is correct or incorrect.

3. The scribe cannot answer questions related to the content posed by the student, e.g., "Is this the right way to set up the problem?" "Can you tell me what this word means?"

4. The scribe cannot alert the student to mistakes made during testing.

5. The scribe cannot prompt the student in any way that would result in a better response or essay.

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

SPECIAL CONSIDERATIONS WHEN SCRIBING FOR A STUDENT WHO USES ASL OR CUED SPEECH

- When ASL is being used during scribing, the scribe may ask clarifying questions regarding the use of classifiers.

- The scribe will make conceptual translations from ASL to English.

- The scribe will write exactly what is heard. Probing or clarifying questions are not allowed. For students using ASL, classifiers are permitted. Classifiers give descriptive information about a noun or verb such as: location, kind of action, size, shape and manner.

TRANSCRIPTION POLICY

If a student's responses must be transcribed after test administration is complete, at least two persons must be present during the transcription of student responses. One of these persons will be the transcriber and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be the School Test Coordinator.

If a student requires a scribe due to a recent illness or injury, an Emergency Accommodations Form (Appendix H) must be completed per the directions on the document and kept on file at the school.

Be sure to consult each specific Test Administrator Manual for specific scribe protocols for each assessment.

Appendix C

Appendix C: Guidance for Extended Time Accommodation

WHAT ARE TIMING ACCOMMODATIONS?

The Extended Time Accommodation is considered a Timing Accommodation which changes the allowable length of time to complete assignments, tests, and activities, and may also change the way the time is organized. Timing accommodations give students the time and the breaks they need to complete activities, assignments, and tests. Other changes may include the particular time of day, day of the week, or number of days over which a particular activity, assignment, or test takes place. This accommodation must be documented in the student's IEP, 504 Plan or EL Plan. The accommodation must be provided for instruction and assessment as specified in the IEP, 504 Plan or EL Plan.

WHO CAN BENEFIT FROM THE EXTENDED TIME ACCOMMODATION?

Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio materials, scribe, ASL videos, etc). Teachers and test examiners must make certain that the extended time accommodation is selected when other accommodations, which may increase the time needed for the student to respond, are chosen for the student.

IMPLEMENTING THE EXTENDED TIME ACCOMMODATION

Decisions regarding Extended Time must be made on a case-by-case basis, keeping in mind the type of accommodations being provided, the disability involved, and the type of assignments, tests, and activities. Each student's IEP, 504 Plan or EL Plan must document the amount of extended time typically required for assessments. Typically, time and a half (1.5) or double time is given. Extended time is used for each section/session of an administered test. For example, if all students are given 70 minutes to complete section 1 of the ELA MCAP assessment, a student with time and a half would receive 105 minutes to complete that section. Another example is if students have 45 minutes for session one of the MCAP math test, a student that has double time would receive 140 minutes for that testing session. Extended time MAY NOT be given at the end of all the sessions. Extended time MUST be given at the end of each section or session that same day. If a student finishes within the regular amount of time or if the student does not require the full extended time, the testing session may end when the student(s) are done. Extended time may not extend beyond the school day or require multiple days for one session. If a student is unable to complete a test session/section in one day, then the team must request a multiple day unique accommodation.

The student's IEP team should decide on the appropriate accommodation(s) at the IEP development or review meeting for the year in which the student is scheduled to participate in district or Statewide assessments and indicate the decision on the student's IEP. The student's IEP team shall forward recommended accommodations to the School Test Coordinator. Accommodations must be justified, utilized within the instructional setting, and documented in the student's IEP.

When administering the extended time during State assessments it is imperative for the STC to carefully plan ahead of time in order to be prepared to administer the assessment. Special attention must be considered when arranging testing groups to ensure that students without the extended time accommodation do not receive more than the specified testing time stated in the Examiner's Manual for

each assessment. Students who require this accommodation may need to take the test in another room for the following reasons:

- Providing the student with additional time may distract other students.

- Students may become distracted by their classmates who are at different places in the assessment. For example, directions given to other students may interfere with the student's concentration.

- Older students may be embarrassed about needing an accommodation and would prefer to keep it private.

Appendix D

Appendix D: Text-To-Speech, ASL Video, or Human Reader/Human Signer Guidance for English Language Arts/Literacy Assessments Only

INDIVIDUALIZED EDUCATION PROGRAM (IEP) OR 504 PLAN DECISION-MAKING TOOL

Directions: This tool should be used to determine if a student is eligible for the use of TTS, ASL video, Human Reader or Human Signer accommodations for the English Language Arts/Literacy Assessments. This tool should be completed annually at a student's IEP or 504 meeting.

Student Name: _____ DOB: _____ Grade: _____

School: _____ State ID: _____

District/LEA: _____

IEP Team Members or 504 Team Members		
Title	**Print Participant Name, Participant Must Initial**	**Date**
IEP Team Chairperson or 504 Coordinator		
Special Education Teacher(s)		
General Education Teacher(s)		
Parent(s)/Guardian*		
Student (if team participant)		
Other Team Members		

Verification of Parent/Guardian Notification: _____ (Parent/Guardian Initials)

I have been informed by my child's school that my child will receive text-to-speech, ASL video or human reader/human signer accommodation for the MCAP English Language Arts/Literacy assessment.

* If the parent/guardian does not initial this form, the school should attach documentation of notification to the parent and date of notification to this form regarding the decision to provide the text-to-speech, ASL video, or human reader/human signer accommodation to the student and keep this form with the student's records.

Maryland Guidance	IEP Team or 504 Team Consideration	Agree/Disagree
The student has an Individualized Education Program (IEP) or 504 plan.	Student has an approved IEP or current 504 plan.	☐ Agree ☐ Disagree
The IEP or 504 plan must document objective evidence from a variety of sources (including state assessments, district assessments, AND one or more locally administered diagnostic assessments or other evaluation) that indicate that the student's ability to decode text is severely limited or prevented or that the student is blind or visually impaired and has not yet learned (or is unable to use) braille. For the text-to-speech, ASL video, or human reader/human signer accommodation, the IEP team or 504 plan coordinator must determine whether the student has a disability that severely limits or prevents him or her from decoding text. IEPs team must use multiple data sources to document a student's decoding deficiency. IEP team must first review the Maryland College and Career Ready Standards in the areas of decoding to determine where a student's skills are in approximation to the state standards.	In making decisions on whether to provide the student with this accommodation, IEP teams and 504 plan coordinators are instructed to consider whether the student has: • Blindness or a visual impairment and has not yet learned (or is unable to use) braille; OR • A disability that severely limits or prevents him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text); OR • Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation	☐ Agree ☐ Disagree
At the time that the decision for this accommodation is being made the student must be receiving a research or evidenced-based intervention and/or receiving specialized, ongoing, and intensive instruction in the area of foundational reading skills, vocabulary development and/or reading fluency. Students must be receiving this instruction or intervention for at least two years and it must be in addition to core (tier 1) instruction.	• The student has regular access to printed text during instruction through a human reader, text to speech audio format, or interpreter • The student's inability to decode printed text or read braille is documented in evaluation summaries from locally administered diagnostic assessments • The student receives ongoing, intensive instruction and/or interventions in foundational reading skills, vocabulary development and/or reading fluency	☐ Agree ☐ Disagree

List the data and/or evaluation sources that were used to document the decision to give the text-to-speech, ASL video, or human reader/human signer accommodation to the student on the English Language Arts/Literacy assessment

Name of Diagnostic Assessment: _____ Date of Assessment: _____
(Note cannot be more than two years old)

Administrator: _____ Scores: _____

Summary of Results: _____

_____

_____

_____

_____

_____

Name of Diagnostic Assessment: _____ Date of Assessment: _____
(Note cannot be more than two years old)

Administrator: _____ Scores: _____

Summary of Results: _____

_____

_____

_____

_____

List any additional assessment data, scores, and/or evaluation results that were used to guide the decision making process:

_____

_____

_____

_____

List the instructional interventions and supports specifically related to reading decoding that are currently provided to the student as well as those interventions provided in the most recent school years:

- Intensive reading intervention is one where the frequency, duration and monitoring of progress occurs weekly.

- List interventions in chronological order beginning with the current school year.

School Year	Name of Intervention	Description	Frequency (minutes and number of days per week)

List any additional relevant information regarding the student:

_____

_____

_____

_____

**If all guidelines listed are met, and the student is given the text-to-speech, ASL video, or human reader/human signer accommodation for the English language arts/literacy assessment, he/she will receive a valid score on the assessment. If all guidelines are not met, and the student is given the accommodation, the student's assessment score may be invalidated and the score would not be counted in the overall assessment results, i.e., the student would be considered a "non-participant" for the English language arts/literacy assessment. The Maryland State Department of Education will continue to evaluate through the monitoring process.

Appendix E

Appendix E: Test Administration Protocol for the Human Reader Accommodation and Accessibility Feature

Human Readers who provide the accommodation to a student on the ELA/L or the accessibility feature on the mathematics, science and social studies assessments must follow these procedures during testing to ensure the standardization of the oral presentation of the assessments.

PROCEDURES FOR HUMAN READERS:

1. Readers must be trained locally to administer each assessment, as indicated in the Test Administrator Manual (TAM).

2. Readers must read verbatim (word for word) only what is printed in the test book (or in rare cases, on the computer screen) without changing, emphasizing, or adding words. Readers may not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response in any way.

3. Readers must speak in a clear and consistent voice throughout the test administration, using correct pronunciation, and without vocal inflections that may provide clues to, or mislead, a student. Readers should be provided a copy of the test and the Test Administrator's directions two school days prior to the start of testing, in order to become familiar with the words, terms, symbols, signs, and/or graphics that will be read aloud to the student.

4. Readers should emphasize only the words printed in boldface, italics, underlined or capital letters and inform the student that the words are printed that way. No other emphasis or vocal inflection is permitted.

5. Readers may repeat passages, test items, and response options, as requested, according to the needs of the student. Readers should not rush through the test and should ask the student if they are ready to move to the next item.

6. Readers must attempt to maintain a neutral facial expression, neither smiling nor frowning during the test, which may be interpreted by the student as approval or disapproval of the student's answers.

7. Readers must be familiar with the student's IEP or 504 plan and should know in advance which accommodations are required by the student, and for which test (ELA/L and/or Mathematics) the student is designated to receive a Human Reader.

8. Readers must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, closed circuit television (CCTV), abacus, brailler, slate and stylus, etc.

9. If a reader is unsure how to pronounce an unfamiliar word, advise the student of the uncertainty and spell the word.

10. When reading a word that is pronounced like another word with a different spelling, the reader may spell the word after pronouncing it, if there is any doubt about which word is intended.

11. Readers must spell any words requested by the student.

12. When reading passages, readers must be aware of punctuation marks. Readers may read the passage, or selected lines a second time, with all punctuation marks indicated.

13. When test items refer to a particular line, or lines, of a passage, reread the lines before reading the question-and-answer choices. For example, the reader should say, "Question X refers to the following lines…," then read the lines to the student, followed by question X and the response options.

14. When reading selected response items, readers must be careful to give equal stress to each response option and to read all of them before waiting for a response.

15. If a reader is also scribing the student's responses, or if another adult will scribe, and the student designates a response choice by letter only ("D," for example), the reader must ask the student if he/she would like the response to be reread before the answer is recorded in the answer book/document.

16. If the student chooses an answer before the reader has read all the answer choices, the Human Reader must ask if the student wants the other response options to be read.

17. After the reader finishes reading a test item and all response options, the reader must pause and allow the student to pause before responding. If the pause has been lengthy, say: "Do you want me to read the question or any part of it again?" When rereading questions, readers must avoid emphasis on words not bolded, italicized, or capitalized.

18. Readers must refer to each assessment's specific Audio Guidelines (if available) to ensure consistency in how items are read.

SMALL GROUP PROCEDURES:

Human Readers may read the test aloud to a small group of students (no more than 5), rather than individually, provided that each student has the Human Reader accommodation/accessibility feature listed in an IEP, 504 plan, or Personal Needs Profile (in the case of mathematics, science and social studies).

The following procedures must be followed:

1. All students in the small group must be taking the same test form since test questions will differ on each form of the test

2. Students that do not receive the human reader accommodation or accessibility feature may not be tested in the same location.

Appendix F

Appendix F: Unique Accommodation Request Form (IEP, 504 or EL Plan)

Directions: The IEP, 504 or EL team may determine that a student requires an accommodation that is not outlined in the Maryland Assessment, Accessibility and Accommodations Manual and therefore is required to complete this form. The IEP team along with the school test coordinator should complete the form and then send it to the local accountability coordinator (LAC) for approval. Once approved by the LAC, it will be submitted to MSDE for approval. This form must be sent to MSDE at least six weeks prior to testing to ensure a final MSDE response is received before testing begins. MSDE will respond at least one week prior to testing. A copy of this form must be kept in the student's file as well as retained by the LAC at the central office.

Student Name: _____ D.O.B: _____ Grade: _____

SASID #: _____

School Name: _____ LEA: _____

☐ **IEP**   ☐ **504 Plan**   ☐ **El Plan**

Select the appropriate assessment:

☐ MCAP   ☐ DLM   ☐ WIDA ACCESS   ☐ WIDA ALT ACCESS

Select the appropriate content area(s):

☐ ELA   ☐ Math   ☐ Algebra   ☐ Geometry

☐ Science   ☐ LS MISA   ☐ Social Studies   ☐ Government

Date of Approved IEP, 504 Plan or EL Plan: _____

Test Administration Date(s): _____

Provide a description of the requested accommodation:

_____

_____

What data/evidence supports the need for this accommodation

_____

_____

_____

Is the accommodation being implemented during instruction, classroom assessments, benchmark assessments, and/or other district assessments? If Yes, describe how it is being implemented.

_____

_____

_____

How will the school administer this accommodation on test day? (ex. Who will administer the accommodation? In what setting, etc?)

_____

_____

_____

In submitting this form to MSDE, the school team has agreed to the following assurances:

1. This accommodation will be documented in the student's IEP, 504 plan or EL Plan.

2. The school team has met and has considered all standard accommodations in the Maryland Assessment, Accessibility and Accommodations Manual prior to proposing this unique accommodation.

3. Parent(s)/guardian(s) were provided an opportunity to participate in the decision-making process for this accommodation

4. The proposed accommodation will be used for routine class instruction and classroom assessments.

Preparer's Name/Title:

Print Name _____

Title _____   Phone Number _____

Signature _____   Date _____

Local Accountability Coordinator Acknowledgement Signature/Date

Print Name _____

Title _____   Phone Number _____

Signature _____   Date _____

MSDE USE ONLY

MSDE Action: ☐ Yes   ☐ No

MSDE Explanation of Approval or Denial:

_____

_____

_____

Print Name _____

Title _____   Phone Number _____

Signature _____   Date _____

Appendix G

Appendix F: EL Accessibility Features and Accommodations Plan on State Assessments

Use this form to document decisions regarding accessibility features and accommodations for each English learner for State assessments. Available accessibility features and accommodations are listed in the Maryland Accessibility Features and Accommodations Policy Manual. This form should be completed and updated annually within 45 days of the start of the school year or the student's date of enrollment. Accessibility features and accommodations decisions for English learners with disabilities should be documented on the student's IEP or 504 plan.

Student Name _____ School Year _____

Grade _____ Local Student ID _____

School _____ Local School System: _____

Entry Date _____
(Date first enrolled in U.S. school system)

Are accessibility features and accommodations recommended for this EL? Yes ☐   No ☐
(If yes, please list in the box below.)

English Language Arts/Literacy exemption: Yes ☐   No ☐

Math scores to be excluded: Yes ☐   No ☐

State assessment accessibility features and accommodations for the student recommended by the following members of the English learner team (Check where appropriate):

☐ ESOL Teacher   ☐ Classroom Teacher   ☐ Reading Specialist   ☐ ESOL Contact Personnel

Other (Please describe)

_____

_____

_____

Name Printed _____

Team Chair's Signature _____ Date _____

Name Printed _____

Administrator's Signature _____ Date _____

Name Printed _____

Parent/Guardian's Signature _____ Date _____

Directions: Please indicate below the specific accessibility feature(s) and/or accommodation(s) that will be provided to the English learner on State assessments.

Accessibility Feature(s) and Accommodation(s)	Comments

Appendix H

Appendix H: Emergency Accommodation Form for State Assessments

Directions: An emergency request will be made for a student who requires it because of an unforeseen problem that arises prior to or during testing that affects the ability to test in the standard administration. This form is to be completed by the STC in consultation with the principal and submitted to the LAC. A copy of this form must be filed in the testing archives and a copy must be retained by the LAC at the central office.

Student Name: _____ D.O.B: _____ Grade: _____

SASID #: _____

School Name: _____ LEA: _____

Name(s) and Title of Person(s) completing this form:

_____ _____
Staff Member's Name   Title/Position

_____ _____
Staff Member's Name   Title/Position

Reason for requesting an emergency testing accommodation (attach documentation if requested by LAC):

_____

_____

_____

Describe what the testing accommodation will be:

_____

_____

_____

Who will administer the accommodation?

Staff Member's Name

Title/Position

Staff Member's Name

Title/Position

Principal's Signature

Date

Appendix I

Appendix I: Student Accommodation Refusal Form

If a student refuses an accommodation listed in their IEP, 504 Plan or EL Plan, the school should document in writing that the student refused the accommodation, and the accommodation must be offered and remain available to the student during testing. This form must be placed in the student's file and a copy must be sent to the parent on the day of refusal. School Test Coordinators (STCs) should work with Test Examiners (TEs) to determine who else should be informed when a student refuses an accommodation.

Student Name: _____ D.O.B: _____ Grade: _____

SASID #: _____

School Name: _____ LEA: _____

Time and Date Student Refused Accommodation _____

Accommodation(s) Refused

_____

_____

_____

Reason(s) for Refusal

_____

_____

_____

Student Signature (optional) _____

Test Examiner Name _____

Test Administrator Signature _____

Note: A copy of this form must be sent home to the parent, and a copy placed in the student's file for use at the student's next IEP meeting.

Appendix J

Appendix J: Human Signer Guidelines

TEST ADMINISTRATION PROTOCOL FOR THE HUMAN SIGNER ACCOMMODATION FOR ENGLISH LANGUAGE ARTS/LITERACY (ELA/L) ASSESSMENTS AND THE HUMAN SIGNER ACCESSABILITY FEATURE FOR MATHEMATICS, SCIENCE AND SOCIAL STUDIES ASSESSMENTS

In cases where a student requires a sign language accommodation on the English language arts/literacy (ELA/L) assessments and/or a sign language accessibility feature on the mathematics, science and social studies assessments, and for whom the American Sign Language (ASL) video accommodation is not appropriate, a human signer must be provided. Human signers for assessments must follow these procedures during testing to ensure the standardization of the signed presentation to the students.

Procedures for Human Signers:

1. Signers must be trained on test administration policies by local test coordinators, as indicated in the Test Administrator Manuals (TAM).

2. Signers should use signs that are conceptually accurate (except for SEE2 users), with or without simultaneous voicing, translating only the content that is printed in the test book or on the computer screen without changing, emphasizing, or adding information. Signers may not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response in any way. Signers must do their best to use the same signs if the student requests a portion repeated.

3. Signers must sign (or sign and speak when using Sim-Com [Simultaneous Communication]) in a clear and consistent manner throughout test administration, using correct production, and without inflections that may provide clues to, or mislead, a student. Signers should be provided a copy of the test and the administrative directions prior to the start of testing (check individual state policy for the amount of time allowed), in order to become familiar with the words, terms, symbols, signs, and/or graphics that will be read aloud to the student.

4. Signers should emphasize only the words printed in boldface, italics, underlined or capital letters and inform the student that the words are printed that way. No other emphasis or inflection is permitted.

5. Signers may repeat passages, test items, and response options, as requested, according to the needs of the student. Signers should not rush through the test and should ask the student if they are ready to move to the next item.

6. Signers may 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. Signers must use facial expressions consistent with sign language delivery and must not use expressions which may be interpreted by the student as approval or disapproval of the student's answers.

8. Test Administrators must be familiar with the student's Individualized Education Plan (IEP) or 504 plan and should know in advance which accommodations are required by the student, and for which test the student is designated to receive a human signer. Test Administrators must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, closed circuit television (CCTV), abacus, brailler, slate,

stylus, etc., and if use of these tools impacts the translation of the test, the signer should be made aware of this.

9. Upon review of the test, if a human signer is unsure how to sign and/or pronounce an unfamiliar word, the signer should collaborate with an ASL-fluent content expert (if available) which sign is most appropriate to use. If the signer is unable to obtain this information before the test, the signer should advise the student of the uncertainty and spell the word.

10. When using an ASL sign that can represent more than one concept or English word, the signer must adequately contextualize the word, to reduce ambiguity. The signer may also spell the word after signing it, if there is any doubt about which word is intended.

11. Signers must spell any words requested by the student during the test administration.

12. When test items refer to a particular line, or lines, of a passage, resign the lines before signing the question-and-answer choices. For example, the signer should sign, "Question X refers to the following lines…," then sign the lines to the student, followed by question X and the response options.

13. When signing selected response items, signers must be careful to give equal emphasis to each response option and to sign options before waiting for the student's response.

14. When response choices will be scribed, the signer should inform the student at the beginning of the test that if the student designates a response choice by letter only ("D," for example), the signer will ask the student if he/she would like the response to be signed again before the answer is recorded in the answer booklet or the computer-based test.

15. If the student chooses an answer before the signer has signed all the answer choices, the human signer must ask if the student wants the other response options to be signed.

16. After the signer finishes signing a test item and all response options, the signer must allow the student to pause before responding. If the pause has been lengthy, ask: "Do you want me to sign the question or any part of it again?" When signing questions again, signers must avoid emphasis on words not bolded, italicized, or capitalized.

Small Group Administration

Human signers may sign the test to a small group of students, rather than individually, provided that each student has the human signer accommodation/accessibility feature listed in an IEP, 504 plan, or EI Plan.

The following procedures must be followed:

- The maximum allowable number of students in a human signer small group is five students.

- Students with the human signer accessibility feature for ELA/L mathematics, science and social studies or human signer accommodation for that will be grouped together must be administered the SAME TEST FORM, since test questions will differ on each form of the test.

- Students not receiving the human accessibility feature for ELA/L mathematics, science and social studies or human signer accommodation for may not be tested in the same location as students who are receiving the human signer accessibility feature for mathematics or human signer accommodation for ELA/L.

Sign-System-Specific Procedures

Human signers must deliver the accommodation in the language or communication mode used by the student according to the student's IEP or 504 plan.

American Sign Language (ASL)

Human signers delivering the accommodation via ASL must use appropriate ASL features (including signs, sentence structure, non-manual markers, classifiers, etc.) while protecting the construct being measured by the assessment. Although it is necessary for a human signer to use appropriate non- manual markers to ensure proper delivery of test content in ASL, the human signer must be careful not to cue students while doing so.

English-Based Sign Systems (SEE2, CASE, Sim-Com, etc.)

Human signers delivering the accommodation via an English-based signing system must use the features of the communication mode used by the student. Human signers delivering the test in Signing Exact English (SEE2) should use the rules of that signing system (e.g., specific signed vocabulary, prefixes, suffixes, etc.). Human Signers delivering the test in other English-based signing systems (CASE, Sim-Com, etc.) should use the rules of those signing systems (conceptually accurate signs, English word order, etc.), with or without simultaneous voicing.