New Hampshire
Department of Education

New Hampshire Statewide Assessment System (NH SAS)

Accessibility Guide

Universal Tools, Designated Supports, and Accommodations

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Overview of the New Hampshire Statewide Assessment Program

State (RSA 193-C) and federal law (Every Student Succeeds Act) requires that all publicly funded students (including students with disabilities and English learner students) participate in statewide assessments scheduled for their grade level.

Statewide assessments are an important part of the educational program. State assessment results give teachers, parents, and the community important information about where students and schools are on the path of academic success. These assessments are also used for state and federal accountability purposes.

The chart below indicates the required statewide assessments for public and chartered-public school students:

General Assessment	Grades	Content Area
NH Statewide Assessment System (NH SAS)	3-8	English Language Arts, Mathematics
NH Statewide Assessment System (NH SAS)	5, 8, & 11	Science
SAT School Day with Essay	11	English Language Arts, Mathematics
Alternate Assessment	**Grades**	**Content Area**
Dynamic Learning Maps (DLM)	3-8 & 11	English Language Arts, Mathematics
Dynamic Learning Maps (DLM)	5, 8, & 11	Science
English Language Proficiency	**Grades**	**Content Area**
ACCESS / Alternate ACCESS	K-12	Reading, Writing, Listening, & Speaking

Alternate Assessment

New Hampshire offers the Dynamic Learning Maps (DLM) as the alternate assessment. The alternate assessment is available for students with significant cognitive disabilities who, due to the nature and severity of their disabilities are unable to participate in the general assessment, even with accommodations. It is administered to students in grades 3-8 and 11 in English language arts and mathematics and in grades 5, 8, and 11 in science.

> IEP teams review and complete the *Alternate Assessment Decision Making Worksheet* (**see Appendix B**) to determine if the alternate assessment is appropriate for the student. The student's IEP or 504 Plan must state whether a student requires an alternate assessment.

English Language Proficiency

ACCESS for ELLs (ACCESS)

ACCESS measures the English language proficiency (ELP) of English learners (ELs) in grades K-12. This assessment allows educators and families to monitor students' progress in acquiring academic English in the domains of Reading, Writing, Listening, and Speaking. EL students are required to participate in the ACCESS test, which is administered annually in February-March.

Alternate ACCESS for ELLs

Alternate ACCESS is administered in the four domains of Reading, Writing, Listening, and Speaking for students in grades K-12 identified as English learners who have significant cognitive disabilities.

English learners who are enrolled for the first year in a U.S. school are exempt from the ELA sessions but are required to take the mathematics and science sessions of the NH SAS summative.

English Learners	**NH SAS**			**ACCESS**
	Content Area			**Content Area**
	ELA	**Mathematics**	**Science**	**All Domains**
First-Year EL Students[1]	*Optional* [2]	Required	Required	Required
All Other EL Students	Required	Required	Required	Required

[1] Results for first year EL students are **not** included in school and district summary results.

[2] Optional, provided that the student has participated in ACCESS testing.

Introduction

This *New Hampshire Statewide Assessment System (NH SAS) Accessibility Guide* describes the accessibility features available for students to use while participating in the NH SAS summative assessment.

This guide has been updated for district- and school-level personnel and decision-making teams to guide the selection and administration of the available accessibility features. Classroom teachers, special educators, IEP team members, 504 coordinators, English learner educators, assessment coordinators, and school administrators should familiarize themselves with the accessibility features outlined in this guide to understand the use of supports for student participation in NH SAS.

Universal tools, designated supports, and accommodations may be either embedded or non-embedded.

- o **Embedded** (built-in) tools and settings are provided to the student within the test delivery system.
- o **Non-Embedded** accessibility features are provided to the student by the school staff.

Embedded versions of universal tools, designated supports, and accommodations are provided digitally through the test delivery system, while non-embedded versions are provided at the local level through means other than the test delivery system. The choice between embedded and non-embedded should be based on the individual student's needs. The decision should reflect the student's prior use of, and experience with, both embedded and non-embedded universal tools, designated supports, and accommodations.

- **Universal Tools** are provided for ALL students based on student preference.
- **Designated Supports** are intended for any student (including English learners, students with disabilities, and English learners with disabilities) for whom the need has been indicated by an educator familiar with the student's needs and approved by the building principal or school administrator. Parent consent is required.
- **Accommodations** are for students with disabilities who are receiving special education services and have an active IEP or Section 504 Plan.
- The student's IEP or 504 plan must specify which accommodations will be used during local and statewide assessments and should reflect similar accommodations also provided during regular classroom instruction.

Accommodations and designated supports must be entered into the New Hampshire Special Education Information System (NHESIS) for students who have an active IEP or 504 plan.

It is important that students have ample opportunity to use the practice tests to become familiar with the tools available in the test delivery system. The practice tests may be particularly important for those students who will be using designated supports or accommodations because the practice tests can provide useful information in determining whether a student might benefit from the use of a particular accessibility feature.

Designated supports and accommodations defined in this *Guide* can be entered into the TIDE system in two different ways.

1. For an individual student, school- or district-level personnel can go to the View/Edit Students page in TIDE and individually select the test settings to indicate which accessibility features the student will receive.

    This must be done prior to test administration to ensure that all embedded and non-embedded supports and accommodations are available in the student's assessment.

2. If a district or school is entering test settings for multiple students, it is often easier to upload test settings and tools into TIDE using the template provided. The Upload Test Settings and Tools feature in TIDE provides a downloadable template that can be completed for multiple students.

    This must be done prior to test administration to ensure that all embedded and non-embedded supports and accommodations are available in the student's assessment.

More specific instructions on how to enter accommodations and designated supports are available in the TIDE User Guide starting on page 14.

> To assist with tracking designated supports and accommodations for each student, a checklist template of the accessibility features, as they appear in TIDE, is provided in **Appendix C**.

What Are Universal Tools?

Universal tools are accessibility features of the NH SAS summative assessment that are either provided as digitally delivered components or provided separately at the local level as a non-embedded tool.

Universal tools are available to **ALL** students based on student preference and selection. The use of these universal tools yield valid scores that count as participation in the NH SAS summative assessment and meet the requirements of ESSA when used in a manner consistent with the guidelines provided in this Guide.

The embedded universal tools available to students are provided with a description of the tool.

As a reminder, all students should be provided with the following for the NH SAS summative:

- Blank scratch paper (blank, lined or graph paper) or white erase board
- Headphones for English language arts and science sessions
- Assistance from a test administrator, as needed, navigating the computer-based test system (See Test Administrator Manual for more information.)

Table 1: Embedded Universal Tools *Available to All Students*

Embedded Universal Tool	Description
Audio Playback Controls	Audio tools that allow students to alter the speed, pitch, and volume of embedded test audio. This tool is available for ELA and Science.
Color Contrast *Note: Color contrast must be set in TIDE prior to testing.*	Color contrast adjusts the screen background/font color, based on students' needs or preferences. This may include reversing the colors for the entire test or choosing the color of font and background for one or more content: Black on White (default); Black on Rose ; Blue (Black on Blue); Light Blue (Black on Light Blue); Reverse Contrast ; Yellow on Blue ; Yellow on Black ; Red on White ; and White on Red .
Calculator (Desmos Calculator)	An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator button. This tool is available only for specific NH SAS items. A hand-held calculator is also allowed for students to use for calculator-allowed items only. Students may not use calculators available on their phones, iPads, or other electronic devices. Students may not share calculators. The calculator is available by default for students for the math and science sessions when appropriate.
Dictionary	The English Merriam Webster's dictionary is available in grades 3-8 for the ELA sessions of the test. A Spanish version is also available.
Expandable Items and/or Passages	Allows students to expand passages and stimuli and/or associated items so that it takes up a larger portion of the screen. This can be especially helpful for students using a larger print size/zoom or for students who find seeing the passages or stimuli and items at the same time too distracting.
Global Notes	This tool is a notepad, in the test delivery system, that is available for students to make notes. The student clicks on the notepad icon for the notepad to appear. Students needing an area to collect notes and/or jot down ideas may use this tool.
Highlight	The highlight tool marks desired text, items, answers, or parts of the test item with a color. Highlighted text remains highlighted on the current screen if a student pauses the test for 20 minutes to take a break. However, students lose access to highlighted text on previous screens. Students may use this embedded tool to help visually organize information.
Mark for Review	Students are presented with a review screen at the end of the test that shows the items they marked for review. These items are also flagged in the item drop-down navigation menu. Marking does not continue between sections or after a pause in the test for more than 20 minutes. This tool allows students to flag items for future review during testing.

Embedded Universal Tool	Description
Masking *Note: This tool may be turned off in TIDE, if desired, but is on by default.*	Masking blocks off content that is not of immediate need or that may be distracting to the student. Students can focus their attention on a specific part of a test item by masking. Students with attention difficulties may need to mask content not of immediate need or that may be distracting during testing. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments. Masking allows students to hide and reveal individual answer options, as well as all navigation buttons and menus.
Pagination	For passages with multiple questions, the items are paginated with tabs at the top of the screen, rather than requiring students to scroll vertically to see all items. Pagination is set by default, in the test delivery system, for all students for the ELA reading session.
Periodic Table (grades 8 and 11)	If a hard copy of the Periodic Table is desired, an English or Spanish version of it can be printed to provide to students for the Science session.
Print Size/Zoom | Print Size	Font Size
Default	14
1.5X	21
1.75X	24.5
2.5	35
3X	42
5X	70
10X	140
15X	210
20X	280		The embedded Print/Zoom feature makes text or other graphics in a window or frame appear larger on the screen. The default font size for all sessions of the test is 14 pt. During testing, students can use the Zoom feature to make text and graphics larger by clicking the **Zoom In** button. The student can click the **Zoom Out** button to return to the default or smaller print size. When using the Zoom feature, it changes the size of text and graphics only on the current screen. Students may need additional overall time to complete the assessment. **To increase the default print size of the entire test, the Print Size must be set for each student in the TIDE system or set by the test administrator/proctor prior to starting a test session.** *Note: To use 5x, 10x, 15x, or 20x, Streamline Mode must also be set in TIDE.*
Strikethrough	The strikethrough tool allows students to cross out answer options. If an answer option is an image and the student uses this tool, the image will be grayed out. This tool allows students to focus on potential answers without the distraction of other options.
Tutorial	A page that describes the various parts of the test delivery system and how to use them. Students who need a reminder on how the system works may benefit from using the tutorial.
Video Playback Controls	Common video playback functionality available to students such as a scrubber, mute/unmute, and full screen. For use when videos are present.

Table 2: Non-Embedded Universal Tools *Available to All Students*

Non-Embedded Universal Tool	Description
Breaks	Breaks may be given at predetermined times or after completing a section of the NH SAS. Students may need to take breaks individually to reduce cognitive fatigue when they experience heavy assessment demands. The use of breaks may result in the student needing additional overall time to complete the assessment.
Bilingual Dictionary (word-to-word) *Bilingual Dictionary is available for all subjects: ELA, math, and science*	A bilingual/dual language word-to-word dictionary is a language support and can be provided to students who are ELs and former ELs. For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of language. The use of this support may result in students needing additional overall time to complete the assessment.
Calculator	A hand-held calculator may be used in addition to or in place of the online calculator for all calculator-permitted items: - Math – the calculator section of grade 6 and all of grades 7 & 8 - Science – grades 5, 8, & 11 The following chart provides guidance for what kind of hand-held calculator may be used: <table><tr><th>Grade Level</th><th>Subject(s)</th><th>Calculator Type</th></tr><tr><td>5</td><td>Science **only**</td><td>Basic/5 function</td></tr><tr><td>6</td><td>Math, calculator-section only</td><td>Basic/5 function</td></tr><tr><td>7</td><td>Math</td><td>Basic/5 function or scientific</td></tr><tr><td>8</td><td>Math and Science</td><td>Scientific or graphing calculator</td></tr><tr><td>11</td><td>Science</td><td>Scientific or graphing calculator</td></tr></table>*Note, calculators may **not** be shared.

Non-Embedded Universal Tool	Description
Scratch Paper/Graph Paper (must be blank paper)	Students may use **blank** scratch paper to make notes, write computations, record responses, or create graphic organizers for all subjects. Alternately, students may use a small whiteboard with a marker as scratch paper.
	Graph paper is recommended on the math session, especially in grades 6-8 and 11.
	Plain paper or lined paper is appropriate for ELA.
	All scratch paper must be collected and securely shredded at the end of each test session to maintain test security.
	All written notes on students' whiteboards must be erased at the end of each test session.

What Are Designated Supports?

Designated supports are those accessibility features that are available for use by any student when the need has been indicated by an educator familiar with the student and approved by the building principal or school administrator. Parent consent is required.

Designated supports described in this Guide yield valid scores that count as participation in the NH SAS summative assessment and meet the requirements of ESSA when used in a manner consistent with the guidelines provided in this Guide.

It is recommended that a consistent process is used to determine supports for individual students by informed educators who understand the range of accessibility features available for the NH SAS and are familiar with the student's needs. The decision must take into account the supports that the student uses during regular instruction and local assessments.

- Determination of designated supports must occur prior to test administration.
- They must be approved by the building principal or school administrator.
- Parent consent is required for students to have use of designated supports for the NHSAS summative assessment. Student input, particularly for older students, is recommended.

Any non-embedded designated support must be arranged for prior to test administration and provided by school staff during the assessment. Prior to test administration, embedded and non-embedded designated supports must be set in the student's test settings in the TIDE system to reflect the supports the student receives and to have an accurate record of their test environment.

Table 3: Embedded Designated Supports

Embedded Designated Support	Description	Recommendations for Use
Mouse Pointer (Size and Color) *Mouse Pointer is available for all subjects: ELA, math, and science* The cursor can be set to Large or Extra Large in black, green, red, yellow, or white.	The Mouse Pointer can be set to a larger size and for the color to be changed. The Mouse Pointer can be used with the Print Size/Zoom universal tool. **Note:** If a student is using a Magnification program (see *Magnification* located in non-embedded designated supports), the enlarged Mouse Pointer is most likely built into the program, and the embedded Mouse Pointer may not be needed.	Students who are visually impaired and need additional enlargement or a different color, to find their Mouse Pointer more readily, will benefit from this support. Students who have visual perception challenges will also find this beneficial. The size and color are set in the TIDE system, **prior to test administration,** and cannot be changed during testing. Students should have an opportunity to use the practice tests to become familiar with the different sizes and colors of the Mouse Pointer, to determine preference.
Presentation (Format)	Presentation (Format) determines the language for the test content. English is set as the default. For students whose primary language is not English, the use of the stacked (Spanish and English) translation may be appropriate. This support should only be used for students who are proficient readers in Spanish and who are not proficient in English. The use of this support may result in the student needing additional overall time.	For students taking the math and/or science sessions in Spanish, set Presentation to Spanish in the student's test settings in the TIDE system, for each subject. **Spanish Presentation (Math, Stacked)** In a stacked translation, the full translation of each math item appears above the item in English. **Spanish Presentation (Science, Toggle)** The science session appears in Spanish, with an option to toggle to English. This toggle appears in the top right corner of the test, along with other tools.

Embedded Designated Support	Description	Recommendations for Use
Streamline Mode	This embedded designated support provides a streamlined interface of the test in an alternate, simplified format in which the test items are displayed below the stimuli. **Note:** Streamline Mode must be set in the student's test settings in the TIDE system, prior to test administration, for students using a Print Size/Zoom of 5x or higher**.**	Streamline Mode may benefit a small number of students who have specific learning, reading disabilities and/or visual impairment in which the text is presented in a more sequential format. Students should have familiarity interacting with items in streamline format. Streamline Mode is also recommended for students who access the test via Screen Reader.
Text-to-Speech Default: English, Spanish is also available *Text-to-Speech as a designated support is only available for the ELA **writing session**, math, and science*	Text is read aloud to the student via embedded text-to-speech technology. The student can control the speed as well as raise or lower the volume of the voice via a volume control. **Text-to-speech as a designated support is NOT available for the ELA reading session**. If this designated support is turned on for ELA, it will only be available for the ELA writing session. For more information on: • How to Check Text-to Speech Functionality – see page 22 in the • How to Use the Text-To-Speech Tool is available starting on page 38 in the Online Testing System: Test Administration (TA) User Guide	Students using text-to-speech will require headphones. It is recommended for students to be in a separate setting. Students who are struggling readers may need assistance accessing the test by having all or portions of the test read aloud. Text-to-speech also may be needed for students with reading-related disabilities, or blind students progressing toward English braille proficiency. To benefit from this support, students should be using text-to-speech during their regular instruction and local assessments. Content experts agree that text-to-speech should not be provided, except in rare circumstances, during the reading session because it compromises the construct being measured. Text-to-speech is available in English, as the default, and the Spanish language. Spanish Text-to-Speech in math and science functions when both Spanish Presentation and Text-to-Speech are selected from the math and science drop down menus in TIDE test settings and tools.

Table 4: Non-Embedded Designated Supports

Non-Embedded Designated Support	Description	Recommendations for Use
Assistive Audio Technology (previously '*Amplification*')	Students adjust the volume control beyond the computer's built in settings using headphones or other non-embedded devices. **Note:** Permissive Mode must be set in the TIDE system if a student is using a third party external device or software.	Students may use assistive audio technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the test delivery system. Use of this resource likely requires a separate setting. If the device has additional features that may compromise the validity of the test (e.g., Internet access), the additional functionality must be disabled to maintain test security.
Assistive Response Technology (previously '*Alternate Response Options*')	Assistive Response Technology includes but not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. **Note:** Permissive Mode must be set in the TIDE system if a student is using a third party external device or software.	Students with physical disabilities (including both fine motor and gross motor skills) may need to use this tool. There are Assistive Response Technology external devices that must be plugged in and must be compatible with the test delivery system.
Color Overlay *Color Overlay is available for all subjects: ELA, math, and science*	Color transparencies are placed over a paper-based assessment.	Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs.

Non-Embedded Designated Support	Description	Recommendations for Use
Magnification *Magnification is available for all subjects: ELA, math, and science*	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by students with an assistive technology device. Magnification allows the size to be increased to a level not provided for by the Print Size/Zoom universal tool. **Note:** Permissive Mode must be set in the TIDE system to allow the use of third party external devices or software.	Students accustomed to viewing enlarged text or graphics, or navigation buttons with or without changes to color contrast, may need Magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities. The use of this support may result in the student needing additional overall time to complete the assessment**.**
Medical Support *Medical Support is available for all subjects: ELA, math, and science*	Students may have access to an electronic device for medical purposes (e.g., Glucose Monitor, Bluetooth hearing aids). The medical support may include a cell phone and should only support students during testing for medical reasons.	Educators should follow local policies regarding medical supports and ensure students' health is the highest priority. The electronic medical support settings must restrict access to other applications, or the test administrator must closely monitor the use of the medical support to maintain test security. Use of medical supports may require a separate setting to avoid distractions to other test takers and to maintain test security.
Noise Buffers *Noise Buffers are available for all subjects: ELA, math, and science*	Ear mufflers, white noise, and/or other equipment used to block external sounds.	The student (not groups of students) wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use Noise Buffers require headphones unless tested individually in a separate setting.

Non-Embedded Designated Support	Description	Recommendations for Use
Periodic Table (hard copy) *Periodic Table is available for science session in grades 8 & 11*	A paper-based Periodic Table is available in English and Spanish on the NH SAS science session for grades 8 & 11.	For printing and distributing to students who may need a hard copy of the Periodic Table.
Separate Setting *Separate Setting is available for all subjects: ELA, math, and science*	The student's test location is modified so that the student is tested in a setting different from that made available for most students.	Students who are easily distracted (or may distract others) in the presence of other students. For example, a student may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group. The student may read aloud to self, use a device requiring voicing (e.g., a Whisper Phone), or use Amplification. It may also include a calming device or support, as recommended by educators and/or specialists. A separate setting may be in the same testing location but seated in a specific area (i.e., away from windows, doors, or pencil sharpeners; in a study carrel; near the teacher's desk or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around.

What Are Accommodations?

Accommodations are changes in procedures or materials that increase equitable access during the NH SAS summative assessment for students with disabilities. Accommodations allow students with disabilities to show what they know and can do. Most accommodations are modifications that yield valid scores that count as participation in the NH SAS summative assessment and meet the requirements of ESSA when used in a manner consistent with the guidelines provided in this Guide. There are some *special use* accommodations however, that **do** alter the construct that is being measured; these require notification to NHED before student use.

Students Who Receive Special Education Services
Accommodations are available for students with a disability, as documented by an active Individual Education Program (IEP). The student's IEP must specify which accommodations will be used during local and statewide assessments and should reflect similar accommodations also provided during regular classroom instruction.

Decisions relating to accommodations are made by the IEP team at least annually and should not reflect individual teacher decisions before or during test administration. These accommodations should be recommended by a student's teachers in consultation with IEP members, and the rationale for the decisions should be documented in the student's IEP. Student input, particularly for older students, is recommended. Accommodations are also documented in the TIDE system and in the New Hampshire Special Education Information System (NHSEIS).

Allowable accommodations for identified special education students who are participating in the NH SAS summative assessment are outlined in this section. It is important for educators to become familiar with state guidelines and policies regarding accommodations for the annual statewide assessments.

Students Identified as Disabled Under Section 504 of the Rehabilitation Act of 1973
The student's 504 plan must specify which accommodations will be used during testing and should reflect similar accommodations needed during regular classroom instruction and local assessments.

Decisions relating to accommodations are made by the 504 team and should not reflect individual teacher decisions before or during test administration.

Accommodations should be recommended by a student's teachers in consultation with the 504 team, and the rationale for the decisions should be documented in the student's 504 plan. Student input, particularly for older students, is recommended. These accommodations also are documented in the TIDE system.

Special Use Accommodations and Special Considerations for Unique Accommodation Requests
NHED requests certain accommodations to be documented in the i4see system. These accommodations are called Special Use Accommodations. Refer to Appendix A starting on page 26. NHED does not need to approve Special Use Accommodations, it is for notification purposes only. Use of these accommodations most likely alter the construct that is being measured, and therefore results should be interpreted as such. Parents and teachers should recognize that the results may not represent mastery of the content being assessed.

If a student with a disability requires an accommodation that is not listed in this Guide, the school may submit a request to Assessment@doe.nh.gov at least two weeks prior to testing. The Assessment Team will review the request. If approved for use, Special Considerations must be set in the student's test settings in the TIDE system.

Students with Temporary Disability (Broken Fingers/Arms or Concussions, etc.)

A student who is injured before or during test administration may be eligible for accommodations due to a temporary disability.

Often, postponing testing until later in the testing window allows the injury to heal sufficiently so that the student can still type responses despite a cast, splint, etc. In other instances, as the student becomes adjusted to a cast, splint, etc., they find creative ways to perform routine tasks to include entering responses on the assessment.

In unique circumstances, a student may have a temporary disability such that the allowable supports listed in this Guide may not be sufficient to meet the student's current needs. Typically, the student returns to school with documentation from a medical provider defining how the student will participate in academic and non-academic activities. A short-term health plan may be developed depending on the nature of the injury, its duration, and the impact on the student's access to instruction. The severity of the injury may require consideration of a 504 plan. A health plan or 504 plan defines the temporary disability and any applicable supports/accommodations established for instruction and testing. These students may be eligible to use non-embedded accommodations and/or designated supports on the NH SAS summative assessment.

Prior to test administration:

To reflect the most current needs of each student, IEPs and 504 plans should be updated at least annually for all students with disabilities prior to the spring test administration.

Accommodations must be determined by a team of educators. For IEP students, the team must include a certified special education teacher. For English learner students, the team must include a certified ESOL teacher.

- Digitally embedded and non-embedded accommodations must be entered into the student's test settings in the TIDE system to reflect the accommodations the student receives to have an accurate record of their test environment.

- Any non-embedded accommodation must be arranged for and provided during testing by school staff.

Proper documentation of accommodations in a student's IEP and 504 plan will ensure that students receive all the necessary supports to which they are entitled.

Table 5: Embedded Accommodations

Embedded Accommodations	Description	Recommendations for Use
American Sign Language (ASL) Video ➢ *Embedded ASL Video is only available for the ELA sessions*	Test content with audio components is translated into American Sign Language (ASL) video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the embedded ASL video as often as needed. The ASL videos are **only available for the ELA sessions**. For math and science, a human signer is acceptable if needed.	Some students who are deaf or hard of hearing and who typically use ASL may need this tool when accessing audio content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a separate setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.
Braille Type ➢ *Braille is available for all subjects: ELA, math, and science*	A raised-dot code that individuals read with their fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (thermoform). Test items are printed according to the type of Braille set in the TIDE system. Contracted and non-contracted braille is available; Nemeth code is available for math.	Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. Alternative text descriptions are embedded in the assessment for all graphics. For students using Braille, the following tools must be set in TIDE: • Braille type that the student will be using. • Presentation (Format) set to Braille. • Print on Request set for appropriate subject(s). The use of this tool may result in the student needing additional overall time to complete the assessment. For more guidance on using Braille embossers, see the Assistive Technology Manual.

Embedded Accommodations	Description	Recommendations for Use
Permissive Mode	Permissive Mode is a secure browser setting that allows students to use approved, third-party accessibility tools, such as external (non-embedded) speech-to-text or screen readers. This enables screen-readers and speech-to-text tools to interact with the NH SAS secure browser.	Permissive Mode must be set in the TIDE system to allow the student access to an external device or software.
Print on Request *Print on Request is available for all subjects: ELA, math, and science*	Paper copies of either passages/stimuli and/or items are printed for students. For students needing a paper copy of a passage or stimulus, the student sends a request to the test administrator/proctor for printing. Only one passage/stimuli and/or item can be individually requested by the student at a time, individually approved by the test administrator, and printed one at a time. The test administrator must have a secure printer close by. The test administrator will print the test items, provide the paper copy to student, then enter the student's answer into the student interface, to maintain the adaptive nature of the test.	Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation. This may result in the student needing additional time to complete the assessment. It is important to note that although Print on Request is a non-embedded accommodation, Print on Request must be turned on in the TIDE system for students to request printing of the test. **Note:** Students who use Braille should also have this accommodation turned on in TIDE to allow for embossed pages to be printed.
Speech-to-Text *Embedded Speech-to-Text is only available for the ELA writing session*	Embedded voice recognition allows students to use their voices to dictate their responses in English. Speech-to-text is only available for the ELA writing session.	Students who would normally use speech-to-text for a writing assignment in class or for local assessments (i.e., DIBELS, NWEA, STARR) may use the built-in speech-to-text tool instead of needing to use third-party software. The use of third-party tools is still permitted and may be the preferred option for students who need to use voice navigation. Permissive Mode must be enabled to use external software. For more information on how to Use the Speech-to-text Tool, See pages 39-40 of the Online Testing System - Test Administration User Guide.

Embedded Accommodations	Description	Recommendations for Use
Text-to-Speech **for ELA Reading** *This accommodation is appropriate for a very small number of students and requires this <u>special use accommodation to be documented in i4see</u>.* **See Embedded Designated Supports for text-to-speech for Math, Science, and ELA Writing*	*This accommodation is intended and appropriate for a very small number of students.* Text is read aloud to the student via embedded text-to-speech technology. The student can control the speed as well as raise or lower the volume of the voice via a volume control. **The following steps must be taken:** ○ [Document this special use accommodation in i4see](#). ○ NHED does not need to approve this accommodation. It is for notification purposes only. ○ Remind parents that this accommodation alters part of what the test is designed to measure.	**Recommendations for Use:** Text-to-speech for ELA Reading is only available as a special accommodation for students who are virtually unable to read and receiving ongoing intervention to learn the skill of reading, or for blind students who do not yet have adequate braille skills, as documented in an IEP or 504 plan. These students should be using text-to-speech during regular classroom instruction and local assessments given throughout the school year. Students using text-to-speech will need headphones unless tested individually in a separate setting.

Table 6: Non-Embedded Accommodations

Non-Embedded Accommodations	Description	Recommendations for Use
100s Number Table - Math	A paper-based table listing numbers from 1 – 100 for students in grades 3-8.	Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 plan.
Abacus	For math and science, an Abacus may be used in place of scratch paper for students who typically use this tool during regular instruction.	Some students with visual impairments who typically use an Abacus may use this tool in place of or in addition to using scratch paper.
American Sign Language – Human Signer *ASL is available for all subjects: ELA, math, and science*	Test is translated by a human signer.	Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a separate setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.
Calculator **for Math Grades 3-6** *This accommodation is appropriate for a very small number of students and requires this <u>special use accommodation to be documented in i4see</u>.*	A hand-held calculator or other calculation device can be used under special circumstances. **The following steps must be taken to use this accommodation:** ○ [Document this special use accommodation in i4see](#). ○ NHED does not need to approve this accommodation. It is for notification purposes only. ○ Remind parents that this accommodation alters part of what the test is designed to measure.	For grades 3-5 and the non-calculator section of grade 6, a calculator is available only as a special accommodation for students with documented disabilities, such as dyscalculia, that prevent them from performing basic calculations without a calculation device. Students using this accommodation are virtually unable to calculate (i.e., unable to perform calculations with single digits unassisted), receiving ongoing intervention to learn the skill, and use this accommodation routinely in regular instruction, as documented in an IEP or 504 plan.

Non-Embedded Accommodations	Description	Recommendations for Use
Multiplication Table – Math *This accommodation is appropriate for a very small number of students and requires this <u>special use accommodation to be documented in i4see</u>.*	A paper-based multiplication table is available for students in grades 3-8. **The following steps must be taken:** ○ [Document this special use accommodation in i4see]. ○ NHED does not need to approve this accommodation. It is for notification purposes only. ○ Remind parents that this accommodation alters part of what the test is designed to measure.	A multiplication table may be used for reference as a special accommodation for students with documented disabilities, such as dyscalculia, that prevent them from performing basic calculations without a calculation device. Students using this accommodation are virtually unable to calculate (i.e., unable to perform calculations with single digits unassisted), receiving ongoing intervention to learn the skill, and use this accommodation routinely in regular instruction, as documented in an IEP or 504 plan.
Read Aloud *This accommodation is appropriate for a very small number of students and requires <u>this special use accommodation to be documented in i4see</u>.* *Please see separate ==Read Aloud Protocol document== for guidelines.*	Text is read aloud to the student by a trained qualified human reader who follows the [NH SAS Test Administration Manual], test security procedures, and the Read Aloud protocol. A human reader is provided to students on an individual basis – <u>not to a group of students</u>. A student may ask a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment. **The following steps must be taken:** ○ [Document this special use accommodation in i4see]. ○ NHED does not need to approve this accommodation. It is for notification purposes only. ○ Remind parents that this accommodation alters part of what the test is designed to measure.	Students who are struggling readers may need assistance accessing the test by having all or portions of the assessment read aloud. This accommodation may be needed for students with reading-related disabilities, or by students who are blind and are advancing toward English braille proficiency. If Read Aloud is <u>not used</u> during regular classroom instruction and local assessments given throughout the school year, it may be confusing and hinder a student's performance on the NH SAS.
Scribe **Scribe is available for all subjects: ELA, math, and science*	Students dictate their responses to a human who records verbatim what they dictate. The Scribe must be trained, qualified and follow the administration guidelines provided in the [Scribe Protocol]. For some students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the Scribe and to view what they produce while composing responses.	Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human. The Scribe will record the student's responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment. The Scribe must read back the student's responses so that the student may edit. Use of a scribe will require testing in a separate setting.

Non-Embedded Accommodations	Description	Recommendations for Use
Speech-to-Text (STT)	Students use their voices to dictate their responses using voice-recognition software. When students use their own assistive technology devices, all test content must be deleted from these devices after testing for security purposes. There are only a few items on the NH SAS ELA, mathematics, and science sessions that may require the need for typing; therefore, this accommodation may not be needed for some students. **Permissive mode must be activated in TIDE**, prior to test administration, for the non-embedded Speech-to-Text accommodation to function properly.	Students use their own assistive technology devices, which generally include a microphone and headphones. Students using this non-embedded accommodation must be familiar with using Speech-to-Text software routinely in regular classroom instruction, as documented in an IEP or 504 plan. Practice with this accommodation prior to testing is needed. When voice-recognition software, such as *Dragon Naturally Speaking*, is downloaded to a student's computer that is compatible with the secure browser and Test Delivery System, it can function properly for testing. There are some speech-to-text software programs that are not compatible with the NH SAS secure browser and Test Delivery System; therefore, it is strongly recommended for schools to test the student's Speech-to-Text software prior to testing. The embedded Speech-to-Text (writing only) accommodation is also available for students. However, there may be reasons why a student requires the use of the own assistive technology device as a non-embedded accommodation. Refer to the **Technology Guide** available on the NH SAS Portal.

Appendix A: Alphabetical List of Accessibility Features (Universal Tools, Designated Supports, and Accommodations)

Name	Type	Embedded	Non-Embedded
100s Number Table	Accommodation		X
Abacus	Accommodation		X
American Sign Language – Human Signer	Accommodation		X
American Sign Language Video	Accommodation	X	
Assistive Audio Technology	Designated Support		X
Assistive Response Technology	Designated Support		X
Audio Playback Controls	Universal Tool	X	
Bilingual Dictionary (word-to-word)	Universal Tool		X
Braille Type	Accommodation	X	X
Calculator (for appropriate items)	Universal Tool	X	X
Calculator (for non-calculator items) **	Accommodation		X
Color Contrast	Universal Tool	X	
Color Overlay	Designated Support		X
Dictionary	Universal Tool	X	
Expandable Items and/or Passages	Universal Tool	X	
Global Notes	Universal Tool	X	
Highlight	Universal Tool	X	
Magnification	Designated Support	X	
Mark for Review	Universal Tool	X	
Masking	Universal Tool	X	
Medical Support	Designated Support		X
Mouse Pointer	Designated Support	X	
Multiplication Table**	Accommodation		X
Noise buffers	Designated Support		X
Pagination	Universal Tool	X	

Appendix A: Alphabetical List of Accessibility Features (Universal Tools, Designated Supports, and Accommodations)

Name	Type	Embedded	Non-embedded
Periodic Table (printed version)	Designated Support		X
Permissive Mode	Accommodation	X	
Presentation (Format)	Set Presentation in TIDE for Spanish or Braille	X	
Print On Request	Accommodation		X
Print Size/Zoom	Universal Tool	X	
Read Aloud**	Accommodation		X
Scribe	Accommodation		X
Separate Setting	Designated Support		X
Scratch Paper	Universal Tool		X
Speech-to-Text	Accommodation	X	X
Streamline Mode	Designated Support	X	
Strikethrough	Universal Tool	X	
Text-to-Speech – ELA Reading **only****	Accommodation	X	X
Text-to-Speech – Math, Science, and ELA Writing	Designated Support	X	X
Text-to-Speech – Spanish	Designated Support	X	
Tutorial	Universal Tool	X	
Video Playback Controls	Universal Tool	X	

**Accommodation requires a Special Use Accommodation Notification be submitted to NHED in i4see. NHED does not need to approve Special Use Accommodations, it is for notification purposes only.

Appendix B: Resource for Alternate Assessment Decision Making

Alternate Assessment Decision Making Worksheet

IEP teams (includes parent/guardian) review and complete the Alternate Assessment Decision Making Worksheet to determine if the alternate assessment is appropriate for the student. The student's IEP or 504 plan must state whether a student requires an alternate assessment.

The worksheet can be found on the NHED website or at this link: *Alternate Assessment Decision Making Worksheet*.

Appendix C: Template

A checklist template of accessibility features, as they appear in the TIDE system, is available for districts to use in **Appendix C.** Districts may customize this template, as needed. See next page for checklist.

New Hampshire Statewide Assessment System (NH SAS)
Accessibility Features Checklist Template

Completed by:	Date:			
Student:	Grade:	Student ID#		
District/School:	IEP:	504:	EL:	Other:

Default test settings in the TIDE system are highlighted for each embedded tool, support, or accommodation.

VISUAL ASSISTANCE TOOLS

Content Area	ELA	Mathematics	Science
Color Contrast *(Universal Tool)*	_____ Black on White (default) _____ Black on Blue _____ Black on Light Blue _____ Black on Rose _____ Red on White _____ Reverse Contrast _____ White on Red _____ Yellow on Black _____ Yellow on Blue	_____ Black on White (default) _____ Black on Blue _____ Black on Light Blue _____ Black on Rose _____ Red on White _____ Reverse Contrast _____ White on Red _____ Yellow on Black _____ Yellow on Blue	_____ Black on White (default) _____ Black on Blue _____ Black on Light Blue _____ Black on Rose _____ Red on White _____ Reverse Contrast _____ White on Red _____ Yellow on Black _____ Yellow on Blue
Print Size/Zoom *(Universal Tool)*	_____ 1x _____ 1.5x _____ 1.75x _____ 2.5x _____ 3x _____ 5x (Streamline Mode Required) _____ 10x (Streamline Mode Required) _____ 15x (Streamline Mode Required) _____ 20x (Streamline Mode Required)	_____ 1x _____ 1.5x _____ 1.75x _____ 2.5x _____ 3x _____ 5x (Streamline Mode Required) _____ 10x (Streamline Mode Required) _____ 15x (Streamline Mode Required) _____ 20x (Streamline Mode Required)	_____ 1x _____ 1.5x _____ 1.75x _____ 2.5x _____ 3x _____ 5x (Streamline Mode Required) _____ 10x (Streamline Mode Required) _____ 15x (Streamline Mode Required) _____ 20x (Streamline Mode Required)
Mouse Pointer *(Designated Support)*	_____ System Default _____ Extra Large Black _____ Extra Large Green _____ Extra Large Red _____ Extra Large White _____ Extra Large Yellow _____ Large Black _____ Large Green _____ Large Red _____ Large White _____ Large Yellow	_____ System Default _____ Extra Large Black _____ Extra Large Green _____ Extra Large Red _____ Extra Large White _____ Extra Large Yellow _____ Large Black _____ Large Green _____ Large Red _____ Large White _____ Large Yellow	_____ System Default _____ Extra Large Black _____ Extra Large Green _____ Extra Large Red _____ Extra Large White _____ Extra Large Yellow _____ Large Black _____ Large Green _____ Large Red _____ Large White _____ Large Yellow
Streamline Mode	_____ Off _____ On	_____ Off _____ On	_____ Off _____ On
Presentation *(Format)*	_____ English _____ Braille	_____ English _____ Spanish _____ Braille	_____ English _____ Spanish _____ Braille
Braille Type *(Accommodation)*	_____ Not Applicable _____ EBAE Contracted with Nemeth Math _____ Contracted	_____ Not Applicable _____ EBAE Contracted with Nemeth Math _____ Nemeth	_____ Not Applicable _____ UEB Contracted with Nemeth Math

New Hampshire Statewide Assessment System (NH SAS)
Accessibility Features Checklist Template

Completed by:		Date:			
Student:		**Grade:**	**Student ID#**		
District/School:		**IEP:**	**504:**	**EL:**	**Other:**

Default test settings in the TIDE system are <u>highlighted</u> for each embedded tool, support, or accommodation.

ACCOMMODATIONS (Non-Embedded)			
Content Area	**ELA**	**Mathematics**	**Science**
Non-Embedded Accommodations	_____None _____American Sign Language (Human Signer) _____Read Aloud _____Scribe _____Special Considerations _____Speech-to-Text	_____None _____100s Number Table _____Abacus _____American Sign Language (Human Signer) _____Calculator _____Multiplication Table _____Read Aloud _____Scribe _____Special Considerations _____Speech-to-Text	_____None _____Abacus _____American Sign Language (Human Signer) _____Read Aloud _____Scribe _____Special Considerations _____Speech-to-Text
PRESENTATION			
Print on Request *(Accommodation)*	_____None _____Items _____Stimuli _____Stimuli & Items	_____None _____Items _____Stimuli _____Stimuli & Items	_____None _____Items _____Stimuli _____Stimuli & Items
American Sign Language Video *(Accommodation)*	_____Off _____On	Not Available	Not Available
DESIGNATED SUPPORTS (Non-Embedded)			
Content Area	**ELA**	**Mathematics**	**Science**
Non-Embedded Designated Supports	_____None _____Assistive Audio Technology _____Assistive Response Technology _____Color Overlay _____Magnification _____Medical Support _____Noise Buffers _____Separate Setting	_____None _____Assistive Audio Technology _____Assistive Response Technology _____Color Overlay _____Magnification _____Medical Support _____Noise Buffers _____Separate Setting	_____None _____Assistive Audio Technology _____Assistive Response Technology _____Color Overlay _____Magnification _____Medical Support _____Noise Buffers _____Periodic Table _____Separate Setting
INTEGRATION WITH ASSISTIVE TECHNOLOGY			
Content Area	**ELA**	**Mathematics**	**Science**
Permissive Mode	_____Off _____On	_____Off _____On	_____Off _____On

<u>Reminder:</u>

Accommodations are intended for students with a disability, as documented by an active Individual Education Program (IEP) or 504 plan. The student's IEP or 504 plan must specify which accommodations will be used during local and statewide assessments and should reflect similar accommodations also provided during regular classroom instruction.

New Hampshire Statewide Assessment System (NH SAS)
Accessibility Features Checklist Template

Completed by:		Date:		
Student:		Grade:	Student ID#:	
District/School:		IEP:	504:	EL:	Other:

Default test settings in the TIDE system are <u>highlighted</u> for each embedded tool, support, or accommodation.

CONCENTRATION ASSISTANCE TOOLS

Content Area	ELA	Mathematics	Science
Masking *(Universal Tool)*	_____On _____Off	_____On _____Off	_____On _____Off

LITERACY ASSISTANCE TOOLS

Content Area	ELA	Mathematics	Science
Text-to-Speech	_____None _____Instructions, Passages, & Items	_____None _____Instructions, Passages, & Items	_____None _____Instructions, Passages, & Items
Speech-to-Text	_____Off _____On **(writing session only)**	Not Available	Not Available

Designated Supports

Designated supports are intended for any student (including English learners and students with disabilities) for whom the need has been indicated by an educator familiar with the student's needs, collaboration with parent/guardian, and approval by the building principal or school administrator.

Approval By (Name of Building Principal/Administrator):	Date of Approval:
Signature of Building Principal/Administrator:	
Parent/Guardian Approval:	

Appendix D: User Support and Contact Information

For additional information and technical assistance with NH SAS, please contact the Cambium Assessment Inc. (CAI) Help Desk.

The Help Desk is open Monday–Friday 7:00 a.m. to 4:00 p.m. Eastern Time outside of the summative testing window, and Monday–Friday 7:00 a.m. to 7:00 p.m. Eastern Time during summative testing (except holidays or as otherwise indicated on NH SAS Portal).

> ## NH SAS Help Desk
>
> Toll-Free Phone Support: 1-844-202-7584
>
> Email Support: nhhelpdesk@cambiumassessment.com

NHED Contact Information

Name	Title	Phone	Email
Bureau of Assessment and Accountability ~ Office of Assessment: Assessment@doe.nh.gov			
Kristen Crawford	Assessment Administrator	Cell: (603) 931-2084	Kristen.S.Crawford@doe.nh.gov
Michelle Gauthier	Assessment Specialist	Tel: (603) 271-3582	Michelle.E.Gauthier@doe.nh.gov

Bureau of Special Education Support

JoAnn Marchant	Special Education Consultant	Tel: (603) 271-3791	Joann.R.Marchant@doe.nh.gov

Bureau of Instructional Support

Janna Jobel	English Learner and Title III Education Consultant	Tel: (603) 568-8813	Janna.M.Jobel@doe.nh.gov

Appendix E: Index of Accessibility Features

Change Log –

Note: For all content changes, the appropriate tables in the appendices are updated to reflect the changes.

Date	Change	Page(s)
3/11/24	Updated Title to include Template	30
1/29/24	Updated the link for TIDE User Guide	6
1/29/24	Updated the link for Test Administration Manual	24
1/26/24	Addition of the Spanish language to Text-to-Speech	14
1/26/24	Addition of Non-Embedded Speech-to-Text Accommodation	25
1/26/24	Removed Special Use designation for Speech-to-Text	27
1/26/24	Added the following at end of table in Appendix A: NHED does not need to approve Special Use Accommodations, it is for notification purposes only. (This language is updated on pages 18, 22, and 24 as well.)	27