

## 5.0 KINDERGARTEN ASSESSMENTS

Table 5.1 KA: Non-embedded Universal Tools

Accessibility Supports for Kindergarten Assessment	
Universal Tool	Description
Auditory amplification devices, hearing aids, noise buffers	
Highlighter	A tool for marking desired text, item questions, item answers, or parts of these with a color.
Markers/guides to limit distractions	
Marker, pen, and pencil	
Transparent sheets (clear or tinted) to protect test materials or to improve focus	
Breaks	Breaks may be given at any time during the assessment, as it is untimed. Breaks are encouraged between measures if a student is showing signs of frustration or fatigue.

**Table 5.2 KA: Non-embedded Designated Supports**

Accessibility Supports for Kindergarten Assessment	
Designated Support	Description
Administer at a time of day most beneficial to the student	A time or period of day (e.g., student is usually able to engage following physical education) may be designated as a beneficial testing time. Testing times should be selected so that they do not extend beyond the boundaries of the typical school day.
Administration of Spanish-English Bilingual version of Early Math items	Administration of all non-English versions of the statewide assessment must be implemented in accordance with the accessibility supports guidelines provided in this manual as well as in accordance with guidance provided for the relevant subject area in the Test Administration Manual.  A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.
Simplify language in directions	If a student requests clarification during assessment, a test administrator (TA) may simplify language provided in directions by substituting a single word for a word the student does not understand.
Student is allowed to vocalize his or her thought process out loud to him-/herself or to a neutral test administrator	Think aloud is a strategy a student might use to orally process thoughts and organize information before making a response. A separate setting or whisper phone may be required to ensure that this accommodation is implemented without distracting other students. When a student vocalizes to a test administrator, the test administrator is to remain neutral and may provide no feedback or indication of correctness or incorrectness on the student's part.
Student may respond to multiple choice questions using any assistive technology device that serves as their primary communication mode	
Support physical position of student	This support includes preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture.
Test an individual student in a separate location	Each student tested in a separate location must have a qualified test administrator present. A student may be tested in a separate location to prevent peer interaction or distraction. NOTE: It is assumed that a student will participate in statewide assessments in school during the typical school day; however, a student may be assessed in a location outside of the school and/or after typical school hours when special circumstances exist.

**Accessibility Supports for Kindergarten Assessment**

Designated Support	Description
Test administrator may write symbols and/or numerals exactly as they appear in the assessment in order to enlarge them and make them visually accessible. The entire formula or statement should be duplicated so that the context remains intact.	
Use of projection devices	This designated support is consistent with the existing allowance for visual magnification devices and does not compromise the security of the assessment. A secure room and the technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment.
Use of sensory supports or interventions to allow students to attend to task	As needed, this designated support should be based on student use in the classroom. Sensory techniques may not be used in response to specific items on the assessment, but should reflect the student’s typical sensory routines. Sensory techniques (such as weight belts) are to be used as an overall support for a student’s interaction with the assessment as a whole. Misuse of sensory techniques or the occasional application of techniques during an assessment may impact a student’s response. These examples do not constitute an exhaustive list. If additional sensory techniques are written into the student’s IEP and used during instruction, they may also be incorporated into the assessment in keeping with guidance provided here. Caution: Some sensory devices can be potentially disruptive to other students that are testing in the same room. They should only be used when a student is being tested individually.
Visual magnification devices	A student may use any visual magnification device that does not compromise the security of the statewide assessment. A student or test administrator may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials. The use of visual magnification software is currently only allowed if computer hardware will support it. This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements. Caution: When students are using enlarged fonts, make sure that student screens are not visible to other students that are taking the assessment.

Accessibility Supports for Kindergarten Assessment	
Designated Support	Description
Written translation of the directions in a student's language of origin in advance of test administration.	A local translator who is trained and endorsed by a district may provide a written translation of the directions in a student's language of origin in advance of test administration. This written translation may then be used during test administration to orally present the translated directions for the student by a fluent speaker of that language.

**Table 5.3 KA: Non-embedded Accommodation**

Accessibility Supports for Kindergarten Assessment	
Accommodation	Description
Access tests using uncontracted or contracted embossed Braille format (A221)	
For mathematics, students who need this option may indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication (A309)	The test administrator may lay out number cards to assist when identifying the student's answer selection with an eye gaze or pointing attempt by the student. To be used in conjunction with "Changes in how student responds" accommodation.
For mathematics, the test administrator may point to each answer choice to support students who may need the option to indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication. (A220)	The test administrator may lay out number cards to assist when identifying the student's answer selection with an eye gaze or pointing attempt by the student. To be used in conjunction with "Changes in how student responds" accommodation.
Interpret directions orally (A103)	For all assessments that do not have a Spanish-English stacked version, directions may be interpreted by personnel designated as competent by their district to make language interpretations for educational purposes.

<p>Make a verbatim audio recording of tests in Spanish-English bilingual version** (A205)</p>	<p>Students may be provided with a locally produced verbatim recording of current Spanish-English translated assessments Early Literacy When using audio recordings of Spanish-English bilingual; tests, test administrators need to monitor student movement through audio versions to make certain the student maintains the appropriate place in the test and that the audio version is playing properly. When using a two-sided cassette tape, students may need to be reminded to play the other side. Test administrators must spot check audio equipment before use to ensure that everything is working properly. If the student is not able to manage the equipment, test administrators should be allowed to provide support. Any locally-produced tapes must be maintained in the strictest of security in keeping with the security guidelines provided for assessment materials. Following the assessment session, all tapes and materials must be securely destroyed.</p> <p>A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.</p>
<p>Sign directions (A102)</p>	<p>For all assessments, directions that are not linked to a specific item may be signed* (by a qualified signed test interpreter) to the student using the sign modality that is most familiar to the student. Directions are defined as any instructions or guidance related to the administration of an item. Directions typically precede an item, or precede a section of items.</p> <p>NOTES: (1) Introductions to reading passages are not considered part of the directions and may not be signed; (2**) Any information in the body of an item is considered part of that item and may not be signed as directions.</p> <p>The verbatim student directions for OAKS Online Math, Reading, Science, and Social Sciences assessments are located in Appendix B of the Test Administration Manual; verbatim student directions for the Writing Performance Assessment are located in Appendix G of the Test Administration Manual, and verbatim student directions for the Kindergarten Assessment are included in the Assessor copies of the assessment itself.</p> <p>*Cf. Appendix B: Guidelines for Sign Language Accommodation</p>
<p>Sign Early Math not Early Literacy) items/stimuli and response choices--with the exception of mathematics signs and symbols--to the student by a sign language interpreter who meets the ODE minimum standard as defined in OAR 581.015.2035. (A219)</p>	<p>This accommodation is for paper-pencil based assessments only that are proctored by a qualified test administrator. Sign language interpreters should review test items and content standards for information on vocabulary that is construct specific to the item so that they do not give students an unfair advantage. Not all items need to be signed; the student can request individual words or items to be signed. Proctor guidelines apply.</p> <p>Sign language interpreters will need access to test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or fingerspelled. Interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.</p> <p>*Cf. Appendix B: Guidelines for Sign Language Accommodation</p>

Students may sign responses to a qualified sign language interpreter(s) who is serving as test administrator (A310)	Students may sign their responses to a qualified sign language interpreter.
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