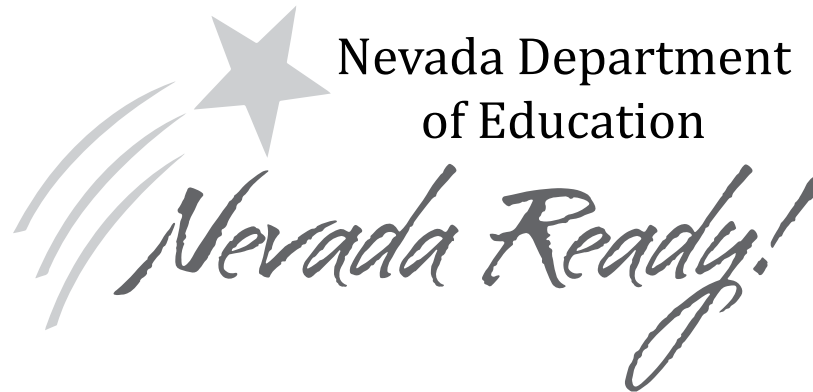


# NEVADA

## STUDENT ASSESSMENTS



# Usability, Accessibility, and Accommodations Guide (UAAG)

**2023–2024**

For use with reference to the  
Nevada Smarter Balanced Summative Assessments  
in English Language Arts and Mathematics  
and the Nevada Science Assessment

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## Table of Contents

<b>Nevada Student Assessments—Assessment Feature Categories</b> . . . . .	<b>1</b>
<b>Nevada Student Assessments Student Access Goals</b> . . . . .	<b>1</b>
<b>Nevada Decision-Making Framework for Use of Test Accommodations on State Assessments</b> . . . . .	<b>2</b>
<b>Nevada Decision-Making Framework for Use of Designated Supports on State Assessments</b> . . . . .	<b>2</b>
<b>Assessment Features</b> . . . . .	<b>2</b>
<b>Universal Tools</b> . . . . .	<b>3</b>
<b>Designated Supports</b> . . . . .	<b>11</b>
<b>Accommodations</b> . . . . .	<b>17</b>

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# Nevada Student Assessments – Assessment Feature Categories

The following table describes the three categories of assessment features on the Nevada Summative and Science Assessments.

Category	Definition
<b>Universal Tools</b>	Access features that are either provided as digitally-delivered (embedded) components of computer-based test administrations or as nondigitally-delivered (non-embedded) components of paper/pencil test administrations, or if the feature is not available for online testing. Universal tools are available to all students taking the assessments and are based on student preference and selection.
<b>Designated Supports</b>	Features permissible for use by any student for whom the need has been identified by an educator/team, and must be identified prior to test administration. Decisions to use designated supports should be made by professionals familiar with the student and the types of supports available for the specific assessment. Please note that for testing with Data Recognition Corporation’s INSIGHT Test Engine, all embedded designated supports must be turned on in the INSIGHT Portal by the District Test Director or School Test Coordinator prior to testing.
<b>Accommodations</b>	Adaptations or adjustments to those students who have an Individualized Education Program (IEP) or Section 504 Plan. New accommodations or changes to an accommodation must be made to a student’s IEP or Section 504 Accommodation Plan 30 days prior to the start of testing. If a testing group includes students approved for accommodations, the School Test Coordinator will give the Test Administrator a list specifying the accommodations each student is to receive. Special education and Section 504 students who receive the same accommodations may be tested together. Please note that for testing with Data Recognition Corporation’s INSIGHT Test Engine, all embedded accommodations must be turned on in the INSIGHT Portal by the District Test Director or School Test Coordinator prior to testing.

**Note:** The embedded designated support of Text-to-Speech for test directions, test stimuli and items, and answer options must be selected in the DRC INSIGHT Portal prior to testing each student who will require this designated support.

Text-to-Speech for **ELA passages** for grades 6–8 is an embedded accommodation and must be selected in the DRC INSIGHT Portal prior to testing each student who will require this accommodation.

## Nevada Student Assessments Student Access Goals

Nevada’s goals for promoting student access include using accommodations, designated supports, and universal tools, when needed, to provide a valid and accurate measure of the student’s abilities.

## **Nevada Decision-Making Framework for Use of Test Accommodations on State Assessments**

Decisions in determining the need for testing accommodations are always made through the IEP or 504 committee, and must be documented in the student's IEP or Section 504 Accommodation Plan and on the testing accommodations form. Selection of appropriate accommodations is facilitated by a review of the student's current instructional and classroom assessment accommodations and a clear understanding of the test format and what it measures. Using this information, the team will determine which accommodations enable the student to demonstrate best what standards have been mastered.

## **Nevada Decision-Making Framework for Use of Designated Supports on State Assessments**



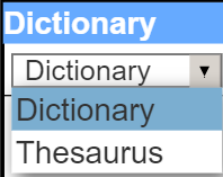
The selection of appropriate tools to be used as designated supports for a particular student during state testing is to be made in advance of testing by a team of educators who determine that the student would benefit from these designated supports.

## **Assessment Features**



The following sections of this guide describe in detail the Assessment Features available for the Nevada Student Assessments. These details include a description of the features as well as instructions for what to do before, during, and after testing. These assessment features are categorized as Universal Tools, Designated Supports, or Accommodations.

# Universal Tools

The following table describes the universal tools available to all students taking the Nevada Student Assessments.



<i>Table 1: Universal Tools</i>		
Feature	Paper/Pencil Testing	Online Testing
Calculators	See the test administration manuals for grade-specific information.	<p>Students will be able to electronically access an embedded Desmos calculator applicable to the grades for which they are testing.</p> <p>The following calculators will be available:</p> <ul style="list-style-type: none"> <li>• Grade 6 Math: basic calculator</li> <li>• Grades 7 and 8 Math: scientific calculator</li> <li>• Grade 5 Science: basic calculator</li> <li>• Grade 8 Science: scientific calculator</li> <li>• High School Science: scientific calculator</li> </ul> <p><b>During Testing:</b> This tool will be electronically available for all items for which this tool has been deemed necessary. To activate this tool, the student will click on the calculator icon</p>  <p>in the Tools Bar at the top of the testing screen. A calculator will appear.</p>
English Dictionary (for ELA full write items in Part 2 of the ELA Performance Task)	A non-electronic English dictionary can be provided for the full write portion of the ELA Performance Task. The full write question is also referred to as an extended writing response item and is in Part 2 of the ELA Performance Task.	<p>An embedded English dictionary is available for the full write portion of the ELA Performance Task. The full write question is also referred to as an extended writing response item and is in Part 2 of the ELA Performance Task.</p>  

**Table 1: Universal Tools**

Feature	Paper/Pencil Testing	Online Testing
Equation Builder	Not Available	<p>Tool used to enter and edit symbols not found on the keyboard in order to create an expression or equation, e.g., &lt;, &gt;, etc.</p> <p><b>During Testing:</b> To activate this tool, the student will click on the equation builder icon—the Equation Builder tool will appear.</p> 
Flag/Mark for Review	<p><b>Before Testing:</b> Students may be provided sticky flags.</p> <p><b>During Testing:</b> Students may use sticky flags to flag or mark pages or items they wish to come back to as time allows.</p> <p><b>After Testing:</b> All flags must be removed prior to sending the testing materials back to the testing vendor.</p>	<p>Tool used to electronically flag or mark a question for review at a later point, if allowed by the test design.</p> <p><b>During Testing:</b> To flag an item for review, the student will click on the flag icon.</p>  <p><b>Note:</b> This feature is available for fixed form tests. It is not available for the computer adaptive sessions of the Smarter Summative Assessment.</p>
General Administration Directions Read Aloud in English and Repeated as Needed (by Test Administrator)	<p><b>During Testing:</b> The Test Administrator may read aloud in English the general administration directions only. A student may raise his or her hand and request that directions may be repeated.</p>	<p><b>During Testing:</b> The Test Administrator may read aloud in English the general administration directions only. A student may raise his or her hand and request that directions may be repeated.</p>



**Table 1: Universal Tools**

Feature	Paper/Pencil Testing	Online Testing
Headphones or Noise Buffers	<p><b>Before Testing:</b> Test Administrator prepares classroom with headphones for participating students.</p> <p><b>During Testing:</b> Students use headphones or noise buffers to minimize distraction or filter external noise during testing. Headphones are used only as noise buffers do not plug them into the testing device.</p>	<p><b>Note:</b> All students participating in the computer-based Smarter Balanced Summative Assessment in ELA for Grades 3–8 will be administered listening items that require the use of headphones.</p> <p><b>Before Testing:</b> Test Administrator prepares classroom with headphones for participating students.</p>
Highlighter Tool	<p><b>Before Testing:</b> Students may be provided with a highlighter.</p>	<p>The Highlighter tool is used to highlight a portion of an item, text, or a graphic. The Highlighter tool can be used virtually anywhere within the item to highlight passage text, item text, answer options, portions of graphics and images, and text within images.</p> <p><b>During Testing:</b> To activate this tool, click on the highlighter icon</p>  <p>in the Tools Bar at the top of the testing screen.</p>
Line Guide	<p>Students may use blank scratch paper provided by the school as a straightedge line to follow along with each line of printed text.</p> <p>Collect all scratch paper prior to students leaving the testing environment.</p>	<p>The Line Guide tool is a movable, straightedge line students use to follow along with each line of text.</p> <p><b>During Testing:</b> To activate this tool, click on the Line Guide icon</p>  <p>in the Tools Bar at the top of the testing screen. Once activated, click on the handle bar on the right side of the Line Guide and drag the Line Guide as needed. To deactivate the Line Guide, click again on the same icon.</p>
Math Tools	<p>No non-embedded math tools are required for paper, Large-Print, or Braille testing.</p>	<p>Math digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to math items. They are available only with the specific items for which one or more of these tools would be appropriate.</p>



**Table 1: Universal Tools**

<b>Feature</b>	<b>Paper/Pencil Testing</b>	<b>Online Testing</b>
Redirect Student to the Test (by the Test Administrator)	<p>The Test Administrator may redirect a student’s attention to the test without coaching or assisting the student in any way. There is no limit to the number of times an Administrator can redirect a student back to the test.</p> <p><b>Examples:</b> Providing reminders to stay on task and focused during the assessment; Providing a visual cue to the student to remain on task.</p>	<p>The Test Administrator may redirect a student’s attention to the test without coaching or assisting the student in any way. There is no limit to the number of times an Administrator can redirect a student back to the test.</p> <p><b>Examples:</b> Providing reminders to stay on task and focused during the assessment; Providing a visual cue to the student to remain on task.</p>



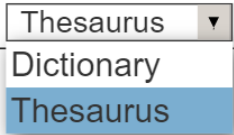

**Table 1: Universal Tools**

Feature	Paper/Pencil Testing	Online Testing
Scratch and Graph Paper	<p>Students may use blank scratch paper to make notes, write computations, record responses, or create graphic organizers. Only plain paper or lined paper is appropriate for ELA. Graph paper can be used on all math assessments and is required beginning in sixth grade.</p> <p>A whiteboard with marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper. The assistive technology device needs to be familiar to the student and/or consistent with the child’s IEP or 504 Plan. Access to internet must be disabled on assistive technology devices.</p> <p><b>Computer Adaptive Test (CAT):</b> All scratch paper must be collected and securely destroyed at the end of each CAT assessment session to maintain test security. All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session.</p> <p><b>Performance Tasks:</b> For mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper, whiteboards, and/or assistive technology devices may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper/graph paper must be collected and securely destroyed, whiteboards should be erased, and notes on assistive technology devices erased to maintain test security.</p>	<p>Students may use blank scratch paper to make notes, write computations, record responses, or create graphic organizers. Only plain paper or lined paper is appropriate for ELA. Graph paper can be used on all math assessments and is required beginning in sixth grade.</p> <p>A whiteboard with marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper. The assistive technology device needs to be familiar to the student and/or consistent with the child’s IEP or 504 Plan. Access to internet must be disabled on assistive technology devices.</p> <p><b>Computer Adaptive Test (CAT):</b> All scratch paper must be collected and securely destroyed at the end of each CAT assessment session to maintain test security. All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session.</p> <p><b>Performance Tasks:</b> For mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper, whiteboards, and/or assistive technology devices may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper/graph paper must be collected and securely destroyed, whiteboards should be erased, and notes on assistive technology devices erased to maintain test security.</p>


**Table 1: Universal Tools**

Feature	Paper/Pencil Testing	Online Testing
Specialized Furniture or Equipment	<p>Student may be provided specialized furniture or equipment needed for a successful testing experience (e.g., low lighting; adaptive seating).</p> <p><b>Before Testing:</b> Specialized furniture or equipment must be identified and secured prior to the start of testing.</p>	<p>Student may be provided specialized furniture or equipment needed for a successful testing experience (e.g., low lighting; adaptive seating).</p> <p><b>Before Testing:</b> Specialized furniture or equipment must be identified and secured prior to the start of testing.</p>
Spell Check (for ELA full write items in Part 2 of the ELA Performance Task)	Not available	<p>An embedded spell check tool is available for the full write portion of the ELA Performance Task. The full write question is also referred to as an extended writing response item and is in Part 2 of the ELA Performance Task.</p> 
Sticky Note (Notepad)	<p>Students are allowed to use sticky notes to create and place a note on his or her consumable test or answer booklet in which he or she can write a short message for future reference.</p> <p><b>Before Testing:</b> Students may be provided sticky notes.</p> <p><b>During Testing:</b> Students use sticky notes to take notes and/or work through items. Test Administrators must monitor the use of sticky notes to ensure all notes are collected and accounted for at the end of each test part.</p> <p><b>After Testing:</b> Test Administrators are responsible for collecting all sticky notes after testing is completed. Sticky notes must be shredded if it has been used.</p>	<p>The Sticky Note tool allows students to electronically create and place a note on the screen in which he or she can type a short message for future reference. Multiple notes can be created for each item or passage, and the notes can be moved around the screen, minimized or completely hidden, and re-opened.</p> <p><b>During Testing:</b> Students can create a Sticky Note by clicking on the sticky note icon</p>  <p>in the Tools Bar at the top of the testing screen. For a passage or scenario that contains multiple parts (e.g., one passage that has several questions associated with it), the student can use the Sticky Note tool to take notes that are retained for all questions associated with that passage or scenario (i.e., a Global Note).</p>

**Table 1: Universal Tools**

Feature	Paper/Pencil Testing	Online Testing
Strikethrough	<p>Students are allowed to cross off or strikethrough answer options with highlighters or pencils during testing.</p> <p><b>Note:</b> Stray marks near or on answer bubbles may interfere with the student’s intended response. Be sure to instruct students that they are to be very careful to only cross out the text in the answer options and not the actual response bubble as it may interfere with his or her test score.</p>	<p>This tool allows students to electronically cross out/eliminate answer options (distractors) believed to be incorrect.</p> <p><b>During Testing:</b> To activate this tool, the student will click on the strikethrough icon</p>  <p>in the Tools Bar at the top of the testing screen. Once activated, this tool can be used to eliminate an answer option that you believe to be incorrect.</p>
Thesaurus (for ELA full write items in Part 2 of the ELA Performance Task)	<p>A non-electronic thesaurus can be provided for the full write portion of the ELA Performance Task. The full write question is also referred to as an extended writing response item and is in Part 2 of the ELA Performance Task.</p>	<p>An embedded thesaurus is available for the full write portion of the ELA Performance Task. The full write question is also referred to as an extended writing response item and is in Part 2 of the ELA Performance Task.</p>  
Writing Tools	Not Available	<p>Selected writing tools (i.e., bold, italic, bullets, undo/redo) are available for all student-generated responses.</p> 

**Table 1: Universal Tools**

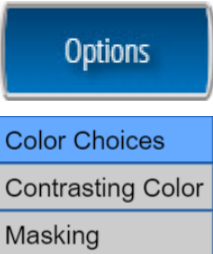
Feature	Paper/Pencil Testing	Online Testing
Zoom	See Accommodations for Large-Print Test Materials.	<p>This tool allows students to enlarge the screen by 150% or 200%. The entire screen is magnified, including all text, graphics, and images.</p> <p><b>During Testing:</b> Students can activate this tool by clicking on the magnifying icon</p>  <p>in the Tools Bar at the top of the testing screen and selecting the magnifying strength they desire (e.g., 1.5x = 150% or 2x = 200%).</p> <p>Students can deactivate this tool by clicking again on the same icon.</p>

## Designated Supports

The following table describes the designated supports available for all students with the particular need documented. The decision whether these tools are to be available for a particular student is to be made in advance of testing by a team of educators who determine that the student would benefit from these designated supports.


<b>Feature</b>	<b>Paper/Pencil Testing</b>	<b>Online Testing</b>
Amplification <i>(non-embedded)</i>	Not Available	Students may use amplification assistive technology (e.g., headphones, FM System) to increase the volume provided in the INSIGHT system. A separate testing setting is recommended. If the device has additional features that may compromise the validity of the test (e.g., Internet access), those features must be deactivated.
Bilingual Glossary <i>(non-embedded)</i>	Students may use a word-to-word bilingual glossary or content-specific bilingual glossary for math items and science items. Glossaries must be in a paper-based format.	Students may use a word-to-word bilingual glossary or content-specific bilingual glossary for math items and science items. Glossaries must be in a paper-based format.

**Table 2: Designated Supports**

Feature	Paper/Pencil Testing	Online Testing
Color Choices/Contrasting Colors	Not Available	<p>A variety of background colors and font colors are available to make test questions easier to read.</p> <p><b>During Testing:</b> To change the background or font color, once logged into a test, the Test Administrator may click on the OPTIONS icon on the Welcome Page. There are two options available:</p> <p><b>Color Choices:</b> Changes the background color that appears behind all text and graphics.</p> <p><b>Contrasting Color:</b> Changes both the background color and font color at the same time.</p> 
Color Overlay	<b>Before Testing:</b> Student may be provided with the necessary overlay supplies.	Not Available



**Table 2: Designated Supports**

Feature	Paper/Pencil Testing	Online Testing
<p>General Masking Tool</p>	<p>Students are allowed to cover up (mask) content that may be distracting, enabling the student to more easily focus their attention on a specific part of the screen.</p> <p><b>Before Testing:</b> Students may be provided blank masking tools and supplies.</p>	<p>Tool used to electronically cover up (mask) content that may be distracting, enabling the student to more easily focus their attention on a specific part of the screen.</p> <p><b>During Testing:</b> To activate this tool, once a student begins the test, the student or Test Administrator may click on the OPTIONS icon on the bottom left corner of the testing screen and select “Masking.”</p> 
<p>Individual/Small Group Testing (Separate Setting)</p>	<p><b>Before Testing:</b> Testing locations and logistics must be secured in advance of testing.</p>	<p><b>Before Testing:</b> Testing locations and logistics must be secured in advance of testing.</p>
<p>Magnification (non-embedded)</p>	<p>Students who are 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 designated support may result in the student needing additional overall time to complete the assessment.</p>	<p>Students who are 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 designated support may result in the student needing additional overall time to complete the assessment.</p>

**Table 2: Designated Supports**

Feature	Paper/Pencil Testing	Online Testing
<p>Medical Supports (<i>non-embedded</i>)</p>	<p>Students may have access to medical supports for medical purposes (e.g., Glucose Monitor, Bluetooth hearing aids). The medical support may include a cell phone, and should only support the student during testing for medical reasons.</p> <p>Device settings must restrict access to other applications or the test administrator must closely monitor the use of the device to maintain test security. Use of electronic devices may require a separate setting to avoid distractions to other test takers and to ensure test security.</p>	<p>Students may have access to medical supports for medical purposes (e.g., Glucose Monitor, Bluetooth hearing aids). The medical support may include a cell phone, and should only support the student during testing for medical reasons.</p> <p>Device settings must restrict access to other applications or the test administrator must closely monitor the use of the device to maintain test security. Use of electronic devices may require a separate setting to avoid distractions to other test takers and to ensure test security.</p>
<p>Read Aloud in English by Test Administrator (for directions, test questions, and answer options).</p> <p>For Read Aloud in English of the ELA reading passages, see Table 3: Accommodations.</p>	<p><b>Before Testing:</b> Test Administrator must sign a confidentiality agreement (template available to District Test Directors at Bighorn &gt; Assessment Resources &gt; Forms and Templates).</p> <p><b>During Testing:</b> Test Administrator may read aloud in English the directions, test questions, and answer options, but NOT ELA reading passages.</p> <p>Read aloud may be administered to a small group or one-on-one setting. It is recommended that a paper or print-on-demand version of the test be used for this support.</p>	<p>For students who cannot access the online Text-to-Speech tool and students who have not yet acquired adequate Braille skills, it is recommended that a paper or print-on-demand version of the test be administered with the Read Aloud support.</p>
<p>Scribe (for all items EXCEPT the ELA Extended Written Response item in the ELA Performance Task session)</p> <p>For the Extended Written Response Item in the ELA Performance Task session, the use of a scribe is a special request requiring NDE written approval.</p>	<p><b>Before Testing:</b> Scribe must sign a confidentiality agreement (template available to District Test Directors at Bighorn &gt; Assessment Resources &gt; Forms and Templates).</p> <p><b>During Testing:</b> Students may dictate their responses to a human, who then transcribes the students' responses verbatim into the INSIGHT system. The scribe must be a licensed Nevada educator trained in test administration procedures for the current school year, and must follow the guidelines provided in the <i>Test Administrator's Manual</i>.</p>	<p><b>Before Testing:</b> Scribe must sign a confidentiality agreement (template available to District Test Directors at Bighorn &gt; Assessment Resources &gt; Forms and Templates).</p> <p><b>During Testing:</b> Students may dictate their responses to a human, who then transcribes the students' responses verbatim into the INSIGHT system. The scribe must be a licensed Nevada educator trained in test administration procedures for the current school year, and must follow the guidelines provided in the <i>Test Administrator's Manual</i>.</p>

**Table 2: Designated Supports**

Feature	Paper/Pencil Testing	Online Testing
<p>Text-to-Speech (<i>embedded</i>) for directions, test questions, and answer options.</p> <p>For ELA reading passages, please see Table 3: Accommodations.</p>	<p>Not Available, see Read Aloud in English in this table.</p>	<p>Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. Students would need to use this support regularly during instruction to meaningfully benefit from it on assessments.</p> <p>Students who use Text-to-Speech will need to use headphones during testing.</p> <p><b>Before Testing:</b> The designated support of Text-to-Speech must be selected in the DRC INSIGHT Portal prior to testing each student who will require this designated support.</p> <p><b>During Testing:</b> Text-to-Speech audio will begin immediately when the student navigates to each question. On-screen audio controls are provided, allowing students to pause the audio, adjust the audio volume, and to replay the audio.</p>
<p>Translated Test Directions (<i>non-embedded</i>)</p>	<p><b>Before Testing ONLY (not during the testing session):</b> Interpreters may access the <i>Test Administrator’s Manual</i> and discuss the read-aloud test directions with students.</p>	<p><b>Before Testing ONLY (not during the testing session):</b> Interpreters may access the <i>Test Administrator’s Manual</i> and discuss the read-aloud test directions with students.</p>

**Table 2: Designated Supports**

Feature	Paper/Pencil Testing	Online Testing
<p>Translation – Dual Language Spanish (Science and Summative Math test only)</p>	<p>Paper/print-on-demand tests are available for students who cannot use the embedded support within the INSIGHT system.</p> <p><b>Before Testing:</b> A student’s test record in the DRC INSIGHT Portal must be flagged with the appropriate designated support prior to testing.</p> <p>Print-on-demand tests are available for Summative Math. The print-on-demand tests must be printed from the INSIGHT system prior to testing.</p> <p>Paper tests are available for Science. These tests must be ordered from DRC.</p> <p><b>During Testing:</b> Students will test on paper and record their answers in the booklet. All student responses must be in English. Spanish responses will not be scored.</p> <p><b>After Testing:</b> The Test Administrator must log into the INSIGHT system using the appropriate student test ticket. All responses must be transcribed verbatim into the INSIGHT system.</p>	<p>Dual Language Spanish tests for Science and Summative Math are available in the INSIGHT system as embedded designated supports. These tests present directions, test questions, and answer options in English and Spanish. Human voice audio in Spanish is provided as part of this support (optional).</p> <p><b>Before Testing:</b> The student’s test record in the DRC INSIGHT Portal must be flagged with the appropriate designated support prior to testing.</p> <p><b>During Testing:</b> The student will be presented with directions, test questions, and answer options throughout the test in both English and Spanish. Human voice audio in Spanish is provided as part of this support (optional). On-screen audio controls are provided, allowing students to pause or replay the audio, and adjust the audio volume.</p> <p>All student responses must be in English. Spanish responses will not be scored.</p>
<p>Translation – Glossing (<i>embedded</i>) for Math and Science items</p>	<p>Not Available</p>	<p>Glossing is an embedded designated support where selected construct-irrelevant terms are presented in a pop-up window in the student’s selected language. This designated support is available in Spanish, Tagalog, or Cantonese.</p> <p><b>Before Testing:</b> The student’s test record in the DRC INSIGHT Portal must be flagged with the appropriate designated support prior to testing to allow access to the glossing.</p> <p><b>During Testing:</b> Selected construct-irrelevant terms are presented to the student in a pop-up window throughout the test in the student’s selected language.</p>

# Accommodations

The following table describes the assessment accommodations available to those students who have an Individualized Education Program (IEP) or Section 504 Accommodation Plan. The choice of a Test Administrator for students who receive accommodations should be made at the school level. All Test Administrators and proctors must be trained in test security, administration procedures, accessibility features, and accommodations.

<b>Table 3: Accommodations</b>		
<b>Feature</b>	<b>Paper/Pencil Testing</b>	<b>Online Testing</b>
100s Number Table for the Smarter Balanced Math test ( <i>non-embedded</i> )	A table listing numbers from 1–100 is provided for test questions on the Smarter Balanced Math test. The 100s number table is to be used only for students with visual processing or spatial perception needs as documented in their IEP or 504 plan. This table may be printed only for students approved for this accommodation. This table must be printed prior to testing for applicable students and is located on the INSIGHT Portal.	A table listing numbers from 1–100 is provided for test questions on the Smarter Balanced Math test. The 100s number table is to be used only for students with visual processing or spatial perception needs as documented in their IEP or 504 plan. This table may be printed only for students approved for this accommodation. This table must be printed prior to testing for applicable students and is located on the INSIGHT Portal.
Abacus ( <i>non-embedded</i> )	This tool may be used in place of scratch paper for students who typically use an abacus.	This tool may be used in place of scratch paper for students who typically use an abacus.
Alternate Response Devices	Students may use a keyboard, adapted keyboard or mouse, or touchscreen technology to produce a response. The Test Administrator must record the student’s response onto the answer document.	Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, Filter Keys, adapted mouse, touch screen, head wand, and switches. Some alternate response options are external devices that must be plugged in and be compatible with the INSIGHT delivery platform.

**Table 3: Accommodations**

Feature	Paper/Pencil Testing	Online Testing
American Sign Language (ASL) (non-embedded-for directions, math stimuli and items, science stimuli and items, and ELA <b>listening</b> items)	<p><b>Before Testing:</b> Interpreter must sign a confidentiality agreement (template available to District Test Directors at Bighorn &gt; Assessment Resources &gt; Forms and Templates). An interpreter trained in current test security and administration procedures may sign <b>directions</b>, math stimuli and items, science stimuli and items, and ELA <b>listening</b> items, matching content and intent, without elaboration.</p> <p><b>During Testing:</b> Students may use an ASL word-to-signed-symbol paper-based glossary for math items and science items.</p>	See Video Sign Language for guidance.

**Table 3: Accommodations**

Feature	Paper/Pencil Testing	Online Testing
Braille Test Materials	<p>A hardcopy Braille form is available for visually-impaired students who are unable to take a standard paper/pencil or online assessment.</p> <p><b>Materials:</b> <i>Braille Kit</i></p> <p><b>Before Testing:</b> Test Administrator must sign a confidentiality agreement (template available to District Test Directors at Bighorn &gt; Assessment Resources &gt; Forms and Templates). A <i>Braille Kit</i> must be on-hand prior to the start of testing.</p> <p><b>During Testing:</b> For students taking a hardcopy Braille form, the test administration instructions for filling in bubbles, making marks, and erasing marks do not apply. Students should number their responses to be sure their responses can be accurately transcribed into the INSIGHT system by the Test Administrator.</p> <p><b>After Testing:</b> Student responses must be transcribed verbatim into the INSIGHT system by the Test Administrator. The Test Administrator will log in to the INSIGHT system using the student test ticket.</p> <p><b>Note:</b> Students who have not yet acquired the adequate Braille skills may require alternate accommodations. Please see Table 3: Accommodations, Read Aloud in English.</p>	Not Available
Calculator with special features ( <i>non-embedded, stand-alone</i> ) for calculator-approved items at grades 6–8 and HS	A non-embedded, stand-alone calculator for students needing a specialized calculator, such as a braille calculator or a talking calculator, are permitted. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed.	Students who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure that calculator functions are consistent with those of the embedded calculator for each grade level. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed.

**Table 3: Accommodations**

Feature	Paper/Pencil Testing	Online Testing
Closed Captioning	Not Available	Closed captioning of the ELA Listening passages is embedded in the online test engine for hearing impaired students using the Video Sign Language (VSL) accommodation. The VSL accommodation must be selected in the DRC INSIGHT Portal prior to testing to allow access to Closed Captioning. Students who are hearing impaired may also require the Amplification designated support and a separate test setting. Closed captioning is not available as a stand-alone accommodation.
ELA Listening Passage Scripts for Paper, Braille, or Large-Print Tests	Read-aloud scripts for the ELA Listening passages will be provided in the <i>Supplemental Test Administration Manual</i> for students who are taking a paper, Braille, or Large-Print test.	Not Applicable
Large-Print Test Materials	<p>A hardcopy Large-Print form is available for visually-impaired students who are unable to take a standard paper/pencil or online assessment.</p> <p><b>Materials:</b> <i>Large-Print Kit</i></p> <p><b>Before Testing:</b> Test Administrator must sign a confidentiality agreement (template available to District Test Directors at Bighorn &gt; Assessment Resources &gt; Forms and Templates). A <i>Large-Print Kit</i> must be on-hand prior to the start of testing. The student's test record must be flagged with the Large-Print accommodation in the DRC INSIGHT Portal prior to testing.</p> <p><b>During Testing:</b> Students will not record their responses in a standard print consumable test booklet. Instead, students will mark their responses in the Large-Print form.</p> <p><b>After Testing:</b> Student responses must be transcribed verbatim into the INSIGHT system by the Test Administrator. The Test Administrator will log in to the INSIGHT system using the student test ticket.</p>	Not Applicable



**Table 3: Accommodations**

Feature	Paper/Pencil Testing	Online Testing
<p>Multiplication Table (<i>non-embedded</i>)</p>	<p>A paper-based multiplication table containing numbers 1–12 is available for the Smarter Balanced Math test. The multiplication table is to be used only for students with a persistent calculation disability as documented in their IEP or 504 plan. This table may be printed only for students approved for this accommodation. This table must be printed prior to testing for applicable students and is located on the INSIGHT Portal.</p>	<p>A paper-based multiplication table containing numbers 1–12 is available for the Smarter Balanced Math test. The multiplication table is to be used only for students with a persistent calculation disability as documented in their IEP or 504 plan. This table may be printed only for students approved for this accommodation. This table must be printed prior to testing for applicable students and is located on the INSIGHT Portal.</p>
<p>Paper Test Format (Science Assessment only)</p>	<p>Hardcopy paper tests are available for students requiring a paper/pencil format as an accommodation for the Science Assessment.</p> <p><b>Before Testing:</b> Test Administrator must sign a confidentiality agreement (template available to District Test Directors at Bighorn &gt; Assessment Resources &gt; Forms and Templates). Paper Science tests must be ordered from DRC. The student’s test record in the DRC INSIGHT Portal must be flagged with the paper accommodation prior to testing.</p> <p><b>During Testing:</b> The student will use the paper test booklet and record his/her responses in the test booklet.</p> <p><b>After Testing:</b> The Test Administrator must log into the INSIGHT system using the student’s test session ticket and transcribe the student’s responses verbatim into the INSIGHT system.</p>	<p>Not Applicable</p>

**Table 3: Accommodations**

Feature	Paper/Pencil Testing	Online Testing
Print-on-Demand Test Format	<p>Students requiring a paper/pencil form of the online Smarter Balanced Summative Assessment for Grades 3–8 in ELA and/or Mathematics will be provided a Print-on-Demand test form. Print-on-Demand is only available for the Smarter Balanced Summative Assessment.</p> <p><b>Before Testing:</b> Test Administrator must sign a confidentiality agreement (template available to District Test Directors at Bighorn &gt; Assessment Resources &gt; Forms and Templates). For the Smarter Balanced Summative Assessments, the student’s test record must be flagged with the Print-on-Demand accommodation in the DRC INSIGHT Portal prior to testing. Test session tickets for the student will be provided by the system, along with directions that instruct the Test Administrator how to access and print the required testing materials.</p> <p><b>During Testing:</b> The student will use the hardcopy test booklet and record his or her responses in the hardcopy answer document. The Test Administrator will use the Print-on-Demand supplemental administration directions to facilitate the administration of the test.</p> <p><b>After Testing:</b> The Test Administrator must log in to the INSIGHT system using the student’s test session tickets and transcribe the student’s responses verbatim into the INSIGHT system.</p>	Not Applicable

**Table 3: Accommodations**

Feature	Paper/Pencil Testing	Online Testing
<p>Read Aloud in English – ELA Reading Passages (<i>non-embedded</i>)</p> <p><b>This accommodation is only appropriate for a very small number of students (approximately 1–2% of students with disabilities participating in a general assessment).</b></p>	<p>For Grades 3–5: This accommodation requires advance written approval from the Nevada Department of Education. Please contact your district test director for more information.</p> <p>For Grades 6–8: Read aloud in English is available as an accommodation for students whose need is documented in an IEP or 504 plan.</p> <p><b>Before Testing:</b> Test Administrator must sign a confidentiality agreement (template available to District Test Directors at Bighorn &gt; Assessment Resources &gt; Forms and Templates).</p> <p><b>During Testing:</b> The Test Administrator will read aloud ELA reading passages in English at grades 6–8. A student should have the option of asking a reader to slow down or repeat text. The use of this accommodation may result in the student needing additional time to complete the assessment and/or the use of a separate setting.</p>	<p>For Grades 3–5: Not available.</p> <p>For Grades 6–8: See Text-to-Speech in this table for information. Students who cannot access the online Text-to-Speech tool should be administered a paper/print-on-demand form of the test with the Read Aloud in English provided by the Test Administrator.</p>

**Table 3: Accommodations**

Feature	Paper/Pencil Testing	Online Testing
Speech-to-Text (integrated)	Not Available	<p>Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers.</p> <p>Voice recognition (speech-to-text) allows students to use their voices as input devices to the computer to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work).</p> <p>Students will need to be familiar with the software, and have had many opportunities to use it prior to testing.</p> <p>Students using assistive devices that are compatible with DRC INSIGHT Permissive Mode may use their devices at the same time they are using the INSIGHT system, allowing their responses to be recorded directly into the testing system.</p> <p>DRC INSIGHT's Permissive Mode browser is customized to work with speech recognition tools, or speech-to-text technology, and requires a <b>separate download</b> of DRC INSIGHT's secure browser from the DRC Help Desk.</p> <p>A <b>Windows 10 or 11 device</b> is required. Windows devices must have <b>Speech Recognition enabled</b>, and cloud sharing disabled in order to utilize Permissive Mode. <b>Nuance Dragon Speech Recognition software</b> may be used in place of Windows Speech Recognition.</p> <p><b>Before Testing:</b> The Test Administrator must sign a confidentiality agreement (template available to District Test Directors at Bighorn &gt; Assessment Resources &gt; Forms and Templates).</p>

**Table 3: Accommodations**

Feature	Paper/Pencil Testing	Online Testing
Speech-to-Text <i>(integrated)</i> (cont'd)	Not Available	<p>The student's test record in the DRC INSIGHT Portal must be flagged with the Speech-to-Text <i>(integrated)</i> accommodation prior to testing.</p> <p><b>During Testing:</b> Students must provide their own conventions and edits without assistance.</p> <p>The use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.</p> <p><b>After Testing:</b> If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.</p>
Speech-to-Text <i>(non-embedded)</i>	Not Available	<p>Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers.</p> <p>Voice recognition (speech-to-text) allows students to use their voices as input devices to the computer to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work).</p> <p>Students will need to be familiar with the software, and have had many opportunities to use it prior to testing.</p>

**Table 3: Accommodations**

Feature	Paper/Pencil Testing	Online Testing
Speech-to-Text <i>(non-embedded)</i> (cont'd)	Not Available	<p>Students using assistive devices that are NOT compatible with DRC INSIGHT Permissive Mode may use their devices while testing with the INSIGHT Test Engine, but the student responses will not be entered into the Test Engine. All student responses will need to be transcribed into the Test Engine by the Test Administrator after testing. (See Speech-to-Text <i>(integrated)</i> for information about compatible devices and installation details.)</p> <p><b>Before Testing:</b> The Test Administrator must sign a confidentiality agreement (template available to District Test Directors at Bighorn &gt; Assessment Resources &gt; Forms and Templates).</p> <p>The student's test record in the DRC INSIGHT Portal must be flagged with the Speech-to-Text <i>(non-embedded)</i> accommodation prior to testing.</p> <p><b>During Testing:</b> Students must provide their own conventions and edits without assistance.</p> <p>The use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.</p> <p><b>After Testing:</b> The Test Administrator will transcribe responses into the INSIGHT system.</p> <p>If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.</p>

**Table 3: Accommodations**

Feature	Paper/Pencil Testing	Online Testing
Text-to-Speech – ELA Reading Passages ( <i>embedded</i> )	Not Available	<p>For Grades 3–5: Not available.</p> <p>For Grades 6–8: Text-to-Speech of the ELA reading passages is available as an embedded accommodation in the INSIGHT system for students whose need is documented in an IEP or 504 plan.</p> <p><b>Before Testing:</b> The student’s test record in the DRC INSIGHT Portal must be flagged with the appropriate accommodation prior to testing. Students using text-to-speech will need to be supplied with headphones for the test.</p> <p><b>During Testing:</b> Text-to-Speech audio will begin immediately when the student navigates to each question. On-screen audio controls are provided, allowing students to pause or replay the audio, and adjust the audio volume.</p>
Video Sign Language (VSL)	Not Available—see American Sign Language for guidance.	<p>Live-action video clips of Video Sign Language will be embedded in the INSIGHT system for students needing this accommodation for the ELA listening items, math stimuli and items, and science stimuli and items.</p> <p>The Video Sign Language accommodation must be selected in the DRC INSIGHT Portal prior to testing each student who will require this accommodation.</p> <p>American Sign Language (ASL) is used for the Video Sign Language in the INSIGHT system.</p> <p>Test directions, without elaboration, may be signed for students by an interpreter trained in test security and administration procedures.</p>

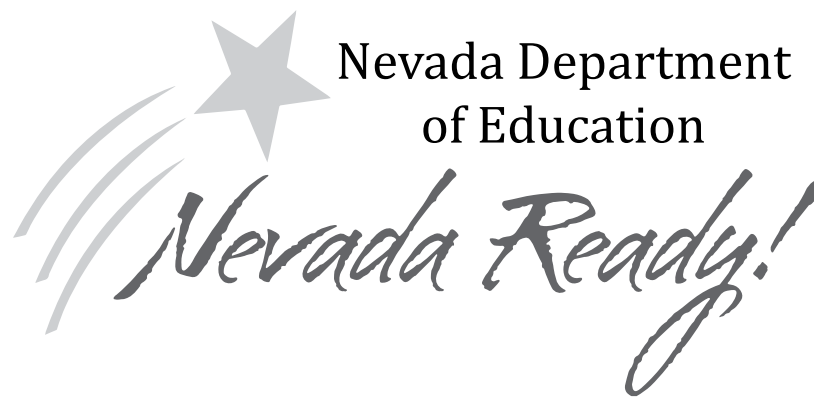
**Table 3: Accommodations**

Feature	Paper/Pencil Testing	Online Testing
<p>Word Prediction (<i>non-embedded</i>)</p>	<p>Not Available</p>	<p>Word prediction is delivered via a non-embedded software program. Students who use word prediction in conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own assistive technology devices.</p> <p><b>Before Testing:</b> The student’s test record in the DRC INSIGHT Portal must be flagged with the appropriate accommodation prior to testing.</p> <p>Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary.</p> <p>Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of assistive technology, may use word prediction.</p> <p>Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. Students will need to be familiar with the software, and have had many opportunities to use it in daily instruction. Use of word prediction does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word prediction also be able to develop planning notes and review their writing with or without text-to-speech.</p> <p>If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.</p>



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# **Nevada Usability, Accessibility, and Accommodations Guide (UAAG)**



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