

NEVADA

STUDENT ASSESSMENTS



NEVADA
Department of
Education

Usability, Accessibility, and Accommodations Guide (UAAG)

2024–2025

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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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
Universal Tools	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.
Designated Supports	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.
Accommodations	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.

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 by a team of educators familiar with the student. Designated supports must be indicated in advance of testing, selected on the basis of the individual student's needs, and used consistently for instruction and assessment.

Test Security

As a security feature, the DRC INSIGHT Test Engine will lock down fixed form test sessions overnight. Students are intended to complete the test session on the same day they begin that test session. This includes the test sessions of the Science Assessment and the Performance Task sessions for the ELA and Mathematics Summative Assessment.

The CAT test sessions of the ELA and Mathematics Summative Assessment will not lock overnight. Students may complete CAT test sessions over multiple days. Note: Some students will taking an accommodated version of the test or using specific designated supports will receive a fixed form test session as a substitute for a CAT test session. These fixed form test sessions will lock down overnight. These accommodations are:

- American Sign Language/Video Sign Language
- Translation – Dual Language Spanish
- Translation – Glossing in Spanish, Tagalog, or Cantonese

Deafness or Hard of Hearing

Consider carefully how a student identified as deaf or hard of hearing can participate in testing. The options available in this scenario depend on the student's unique needs. Remember, ASL is a complete and organized visual language that is separate from English. Students who are deaf or hard of hearing, including those who primarily use ASL for communication, may participate using an online test with the American Sign Language/Video Sign language accommodation. For other students a paper test with a read aloud accommodation may be more appropriate. Determine in advance which test delivery mode will be most practical to administer and best allow the student to demonstrate their skills.

Based on a student's IEP or 504 plan, it may be appropriate to provide some form of manually coded English to provide access to the assessments for students who are deaf, including cued speech, finger spelling (Rochester Method), Visible English, Seeing Essential English (SEE I), Signing Exact English (SEE II), or Signed English. Work with your state education agency to determine which, if any, manual language supports are allowed.

Text-to-Speech

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.

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"> • Grade 6 Math: basic calculator • Grades 7 and 8 Math: scientific calculator • Grade 5 Science: basic calculator • Grade 8 Science: scientific calculator • High School Science: scientific calculator <p>During Testing: 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 in the Tools Bar at the top of the testing screen. A calculator will appear.</p>
Color Overlay	Before Testing: Student may be provided with the necessary overlay supplies.	Not Available
Color Preferences	Not Available	<p>A variety of background colors are available to make test questions easier to read.</p> <p>During Testing: To change the background color, the student or Test Administrator may click on the Options icon at the top of the testing screen.</p>
Cross-Off	Students are allowed to cross off or strikethrough answer options with highlighters or pencils during testing.	<p>This tool allows students to electronically cross out/eliminate answer options (distractors) believed to be incorrect.</p> <p>During Testing: To activate this tool, the student will click on the Cross-Off icon in the Tools Bar at the top of the testing screen.</p>

Table 1: Universal Tools

Feature	Paper/Pencil Testing	Online Testing
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.	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.
Flag/Mark for Review	<p>Before Testing: Students may be provided sticky flags.</p> <p>During Testing: Students may use sticky flags to flag or mark pages or items they wish to come back to as time allows.</p> <p>After Testing: 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>During Testing: To flag an item for review, the student will click on the flag icon.</p> <p>Note: 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)	During Testing: 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.	During Testing: 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.
Highlighter	Before Testing: Students may be provided with a highlighter.	<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>During Testing: To activate this tool, click on the highlighter icon 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>During Testing: To activate this tool, click on the Line Guide icon 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>

Table 1: Universal Tools

Feature	Paper/Pencil Testing	Online Testing
Magnifier	See Accommodations for Large-Print Test Materials.	<p>This tool allows students to enlarge the screen by 150%, 200%, 300% or 400%. The entire screen is magnified, including all text, graphics, and images.</p> <p>The default font size for all tests is 14 pt.</p> <p>During Testing: Students can activate this tool by clicking on the Magnifier icon in the Tools Bar at the top of the testing screen and selecting the magnifying strength they desire (e.g., 1.5x=150%, 2x=200%, 3x=300%, or 4x=400%).</p> <p>Students can deactivate this tool by clicking again on the same icon.</p>
Masking	<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>Before Testing: Students may be provided blank masking tools and supplies.</p>	<p>This support is 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>During Testing: The student may click on the Masking icon to activate the tool.</p>
Math Tools	No non-embedded math tools are required for paper, Large-Print, or Braille testing.	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.

Table 1: Universal Tools

Feature	Paper/Pencil Testing	Online Testing
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>Before Testing: Students may be provided sticky notes.</p> <p>During Testing: 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>After Testing: 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 Notepad 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. The Notepad can be moved around the screen, minimized or completely hidden, and re-opened.</p> <p>During Testing: Students can create a Notepad by clicking on the Notepad icon 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 Notepad tool to take notes that are retained for all questions associated with that passage or scenario (i.e., a Global Note).</p>
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>Examples: 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>Examples: 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 Paper/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>Computer Adaptive Test (CAT): 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>Performance Tasks: 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>Computer Adaptive Test (CAT): 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>Performance Tasks: 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>Before Testing: 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>Before Testing: 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	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.
Thesaurus (for ELA full write items in Part 2 of the ELA Performance Task)	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.	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.
Writing Tools (for ELA full write portion of the ELA Performance Task)	Not Available	Selected writing tools (i.e., bold, italic, bullets, undo/redo) are 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.

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.

Feature	Paper/Pencil Testing	Online Testing
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.
Medical Supports (<i>non-embedded</i>)	<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>Educators should follow local policies regarding medical supports and ensure students' health is the highest priority. 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 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>Educators should follow local policies regarding medical supports and ensure students' health is the highest priority. 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 ensure test security.</p>

Table 2: Designated Supports

Feature	Paper/Pencil Testing	Online Testing
Noise Buffers	Ear mufflers, white noise, and/or other equipment used to block external sounds during testing. 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 will need headphones unless tested individually in a separate setting.	Ear mufflers, white noise, and/or other equipment used to block external sounds during testing. 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 will need headphones unless tested individually in a separate setting.

Table 2: Designated Supports

Feature	Paper/Pencil Testing	Online Testing
<p>Read aloud (for test directions, science stimuli and items, math stimuli and items, and ELA items, not for reading passages)</p> <p>For Read Aloud of the ELA reading passages, see Table 3: Accommodations.</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 are advancing toward English braille proficiency. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers should be provided to students on an individual basis—not to a group of students. A student should have the option of asking 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 and/or the use of a separate setting.</p> <p>It is recommended that a paper or print-on-demand version of the test be used for this support.</p> <p>Before Testing: Test Administrator must sign a confidentiality agreement (template available to District Test Directors at Bighorn > Assessment Resources > Forms and Templates).</p> <p>During Testing: Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Test Administration Manual.</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>See Text-to-Speech in this table.</p>

Table 2: Designated Supports

Feature	Paper/Pencil Testing	Online Testing
<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>Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses, may need to dictate their responses to a human, who then records the students' responses verbatim. The scribe must be a licensed Nevada educator trained in test administration procedures for the current school year and must follow the administration guidelines provided in the Test Administration Manual.</p> <p>The scribe must sign a confidentiality agreement (template available to District Test Directors at Bighorn > Assessment Resources > Forms and Templates).</p> <p>The use of this support may result in the student needing additional overall time to complete the assessment.</p>	<p>Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses, may need to dictate their responses to a human, who then records the students' responses verbatim. The scribe must be a licensed Nevada educator trained in test administration procedures for the current school year and must follow the administration guidelines provided in the Test Administration Manual.</p> <p>The scribe must sign a confidentiality agreement (template available to District Test Directors at Bighorn > Assessment Resources > Forms and Templates).</p> <p>The use of this support may result in the student needing additional overall time to complete the assessment.</p>
<p>Separate Setting</p>	<p>Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location 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. Or the separate setting may be in the same room but in a specific location (for example, 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. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home.</p>	<p>Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location 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. Or the separate setting may be in the same room but in a specific location (for example, 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. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home.</p>

Table 2: Designated Supports

Feature	Paper/Pencil Testing	Online Testing
<p>Text-to-Speech for directions, test questions, and answer options.</p> <p>For ELA reading passages, please see Table 3: Accommodations.</p>	<p>See Read Aloud 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>Before Testing: 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>During Testing: 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>Before Testing ONLY (not during the testing session): Interpreters may access the <i>Test Administrator’s Manual</i> and discuss the read-aloud test directions with students.</p>	<p>Before Testing ONLY (not during the testing session): 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>Dual Language Spanish paper/print-on-demand tests for Science and Summative Math are available for students who cannot use the embedded support within the INSIGHT system.</p> <p>Before Testing: 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>During Testing: 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>After Testing: 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>Before Testing: The student’s test record in the DRC INSIGHT Portal must be flagged with the appropriate designated support prior to testing.</p> <p>During Testing: 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 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>Before Testing: 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>During Testing: 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.

Table 3: Accommodations		
Feature	Paper/Pencil Testing	Online Testing
100s Number Table for the math test (paper)	A table listing numbers from 1–100 is provided for test questions on the 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 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
<p>American Sign Language (ASL)/Video Sign Language (VSL) (for directions, math stimuli and items, science stimuli and items, and ELA listening passages)</p>	<p>For students who are using a paper/print-on-demand test, an interpreter may sign the test directions, ELA listening passages, math stimuli and items, and science stimuli and items. The interpreter must be trained in test administration procedures for the current school year and must follow the administration guidelines provided in the Test Administration Manual. The interpreter must sign a confidentiality agreement (template available to District Test Directors at Bighorn > Assessment Resources > Forms and Templates). The use of this support may result in the student needing additional overall time to complete the assessment.</p> <p>Read-aloud scripts for the ELA Listening passages will be provided in the Supplemental Test Administration Manual.</p> <p>Students may use an ASL word-to-signed-symbol paper-based glossary for math items and science items.</p>	<p>American Sign Language (ASL) is used for the Video Sign Language in the INSIGHT system. Live-action video clips of Video Sign Language will be embedded in the INSIGHT system for students needing this accommodation for the ELA listening passages, 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>Test directions, without elaboration, may be signed for students by an interpreter trained in test security and administration procedures.</p> <p>See also Closed Captioning in Table 3: Accommodations.</p>

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>Read-aloud scripts for the ELA Listening passages will be provided in the Supplemental Test Administration Manual.</p> <p>Materials: Braille Kit, Supplemental Test Administration Manual (for ELA listening passage scripts)</p> <p>Before Testing: Test Administrator must sign a confidentiality agreement (template available to District Test Directors at Bighorn > Assessment Resources > Forms and Templates). A <i>Braille Kit</i> must be on-hand prior to the start of testing.</p> <p>During Testing: 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>After Testing: 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>Note: 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

Table 3: Accommodations

Feature	Paper/Pencil Testing	Online Testing
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.
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

Table 3: Accommodations

Feature	Paper/Pencil Testing	Online Testing
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>Students who require a larger font size than offered in the Large-Print Kit should contact NDE for approval.</p> <p>Materials: Large-Print Kit, Supplemental Test Administration Manual (for ELA listening passage scripts)</p> <p>Before Testing: Test Administrator must sign a confidentiality agreement (template available to District Test Directors at Bighorn > Assessment Resources > 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>During Testing: 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>After Testing: 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 (paper)</p>	<p>A paper-based multiplication table containing numbers 1–12 is available for the 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 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>Materials: Paper Test</p> <p>Before Testing: Test Administrator must sign a confidentiality agreement (template available to District Test Directors at Bighorn > Assessment Resources > 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>During Testing: The student will use the paper test booklet and record his/her responses in the test booklet.</p> <p>After Testing: 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
<p>Print-on-Demand Test Format (Summative ELA and Math only)</p>	<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>Materials: Print-on-Demand test, Braille Kit, Supplemental Test Administration Manual (for ELA listening passage scripts)</p> <p>Before Testing: Test Administrator must sign a confidentiality agreement (template available to District Test Directors at Bighorn > Assessment Resources > 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>During Testing: 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>After Testing: 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>	<p>Not Applicable</p>

Table 3: Accommodations

Feature	Paper/Pencil Testing	Online Testing
<p>Read Aloud in English – ELA Reading Passages</p> <p>This accommodation is only appropriate for a very small number of students (approximately 1–2% of students with disabilities participating in a general assessment).</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>Before Testing: Test Administrator must sign a confidentiality agreement (template available to District Test Directors at Bighorn > Assessment Resources > Forms and Templates).</p> <p>During Testing: 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 – ELA Reading Passages 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 separate download of DRC INSIGHT's secure browser from the DRC Help Desk.</p> <p>A Windows 10 or 11 device is required. Windows devices must have Speech Recognition enabled, and cloud sharing disabled in order to utilize Permissive Mode. Nuance Dragon Speech Recognition software may be used in place of Windows Speech Recognition.</p>

Table 3: Accommodations

Feature	Paper/Pencil Testing	Online Testing
Speech-to-Text <i>(integrated)</i> (cont'd)	Not Available	<p>Before Testing: The District Test Director must request a separate download of DRC INSIGHT’s secure browser from the DRC Help Desk. This browser must be installed on only those computers that will be used by students using the integrated Speech-to-Text accommodation by district technology staff.</p> <p>The Test Administrator must sign a confidentiality agreement (template available to District Test Directors at Bighorn > Assessment Resources > Forms and Templates).</p> <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>During Testing: 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>After Testing: 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
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> <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>Before Testing: The Test Administrator must sign a confidentiality agreement (template available to District Test Directors at Bighorn > Assessment Resources > 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>

Table 3: Accommodations

Feature	Paper/Pencil Testing	Online Testing
<p>Speech-to-Text (<i>non-embedded</i>) (cont'd)</p>	<p>Not Available</p>	<p>During Testing: 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>After Testing: 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>
<p>Text-to-Speech – ELA Reading Passages</p> <p>This accommodation is only appropriate for a very small number of students (approximately 1–2% of students with disabilities participating in a general assessment).</p>	<p>See Read Aloud – ELA Reading Passages in this table.</p>	<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>Before Testing: 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>During Testing: 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>

Table 3: Accommodations

Feature	Paper/Pencil Testing	Online Testing
Word Completion (<i>non-embedded</i>)	Word completion allows students to begin writing a word and choose from a list of single words that have been predicted from word frequency and syntax rules. Word completion is delivered via a non-embedded software program. The program must use only single word completion. Functionality such as phrase prediction, predict ahead, or next word will be unavailable. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program, which reads back the information the student has written. If further supports are needed for speech output, see text-to-speech, or read aloud policies. Students who use word completion in conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own assistive technology devices.	Word completion allows students to begin writing a word and choose from a list of single words that have been predicted from word frequency and syntax rules. Word completion is delivered via a non-embedded software program. The program must use only single word completion. Functionality such as phrase prediction, predict ahead, or next word will be unavailable. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program, which reads back the information the student has written. If further supports are needed for speech output, see text-to-speech, or read aloud policies. Students who use word completion in conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own assistive technology devices.

Table 3: Accommodations

Feature	Paper/Pencil Testing	Online Testing
<p>Word Completion (<i>non-embedded</i>) (cont'd)</p>	<p>Students who have documented motor or orthopedic impairments, which severely impair their ability to provide written or typed responses without the use of assistive technology, may use word completion. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language, may also use word completion. Students will need to be familiar with the software and have had many opportunities to use it in daily instruction. Use of word completion 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 completion also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.</p>	<p>Students who have documented motor or orthopedic impairments, which severely impair their ability to provide written or typed responses without the use of assistive technology, may use word completion. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language, may also use word completion. Students will need to be familiar with the software and have had many opportunities to use it in daily instruction. Use of word completion 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 completion also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.</p> <p>Before Testing: The student's test record in the DRC INSIGHT Portal must be flagged with the appropriate accommodation prior to testing.</p>

Nevada Usability, Accessibility, and Accommodations Guide (UAAG)



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