

A photograph of a female teacher with short brown hair, wearing a blue top and a necklace, leaning over a table. She is smiling and looking at a young boy with blonde hair who is focused on stacking colorful blocks. The blocks are stacked in a tower of six blocks, with colors from top to bottom: blue, purple, green, brown, purple, and pink. The background is a bright, out-of-focus indoor setting. A semi-transparent dark blue banner is overlaid on the bottom half of the photo, containing the title text.

# Accessibility and Accommodations Manual

**SCHOOL YEAR 2023-2024**

*English Language Proficiency  
Assessment for the 21st Century*

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## Introduction

The English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21) Consortium is committed to providing assessments that best measure rigorous [English Language Proficiency Standards](#) that correspond to college- and career-ready content standards in mathematics, English language arts, and science. The assessments are designed to provide information for instruction and to facilitate the acquisition of academic English proficiency needed for college and career success after high school. ELPA21 is designing its next-generation assessments with all English learners (ELs) – including those who have disabilities – in mind, recognizing that the validity of assessment results depends on each and every student having appropriate access to the assessment. This *Accessibility and Accommodations Manual* was developed for the ELPA21 member states to guide the selection and administration of appropriate universal features, designated features, and accommodations for individual students to produce valid assessment results.

The universal features, designated features, and accommodations for the ELPA21 assessments may be different from those available for states' previous assessments of English language proficiency (ELP). ELPA21 member states will ensure valid scores and secure administration of the ELPA21 assessments if they only make available to students those universal features, designated features, and accommodations, as appropriate, that are included in this *Manual*. If additional or alternative universal features, designated features, and accommodations are identified in the future based on empirical and research recommendations, this *Manual* will be updated to reflect these changes.

### Intended Audience and Recommended Use

The ELPA21 *Accessibility and Accommodations Manual* is intended for district and school-level personnel, as well as decision-making teams, including Individualized Education Program (IEP) teams, as they prepare for and implement the ELPA21 assessments. The *Manual* provides information for classroom teachers, English development educators, special education teachers, and related services personnel to use in selecting and administering universal features, designated features, and accommodations for those students who need them. The *Manual* is also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The ELPA21 *Accessibility and Accommodations Manual* applies to all students who take the ELPA21 assessments. It emphasizes an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale ELP assessments. This *Manual* focuses on ELPA21's universal features, designated features, and accommodations. The manual also highlights the Personal Needs Profile (PNP) as a means of identifying and administering designated features and accommodations available for students. At the same time, this *Manual* supports important instructional decisions about accessibility and accommodations for students who participate in the ELPA21 assessments. It recognizes the critical connection between accessibility and accommodations in instruction and accessibility and accommodations during assessment.

## ELPA21 Assessment Features

The ELPA21 Consortium supports the development of an assessment system for ELs that reflects the research and progress made in the development of ELP assessments. ELPA21's approach to assessment is rooted in the belief that ELs are a diverse group; all ELs are capable of making progress toward English language proficiency; and ELs must acquire discipline-specific language practices that enable them to produce, interpret, and effectively collaborate on content-related grade-appropriate tasks.

This *Manual* applies to all ELPA21 assessments, including the screener and the summative test. The ELPA21 assessment system, which includes a screener and a summative assessment of English proficiency in the language domains of Reading, Writing, Listening, and Speaking, supports individual ELs and their schools and districts by:

- determining initial identification of ELs through use of the ELPA21 screener;
- monitoring ELs' annual progress in the attainment of English proficiency for academic purposes;
- measuring school district success in meeting ESSA Title I and Title III accountability benchmarks; and
- informing decisions about exiting students from EL services.

For more information on ELPA21, visit [www.elpa21.org](http://www.elpa21.org).

## Accessibility Features and Accommodations Conceptual Model

ELPA21 states initially worked together through the Administration, Accessibility, and Accommodations Task Management Team to develop the ELPA21 conceptual model for accessibility and accommodations, and to determine which universal features, designated features, and accommodations are needed for equitable access and valid assessment results. The conceptual model, shown in Figure 1, highlights: (a) universal features (supports available to all students), (b) designated features (supports available for individual students that must be assigned to students in advance of testing), and (c) accommodations (supports available to individual students with Individualized Education Programs – IEPs – or 504 plans; accommodations must be assigned to students in advance of testing). In addition, it shows some of the administrative considerations that support the participation of students in the ELPA21 assessments. These administrative considerations, as well as additional information on accessibility features and accommodations, are provided in your state's test administration manual.

**Note: To ensure valid scores and secure administration of the ELPA21 assessments, only those universal features, designated features, and accommodations explicitly identified in this *Manual* should be used during test administration.** If other accessibility features and accommodations are used, there is a risk that the assessment will no longer be measuring the intended constructs, and thus will invalidate the results from the assessment. If you have questions about other accessibility features or accommodations, contact your ELPA21 state representative listed at <https://www.elpa21.org/contact-us/>.

Figure 1 also lists the embedded supports (provided digitally as components of the test administration system) and non-embedded supports (provided locally with human assistance). The identified universal features, designated features, and accommodations all yield valid scores that count as participation in the ELP assessments when used in a manner consistent with this *Manual*.

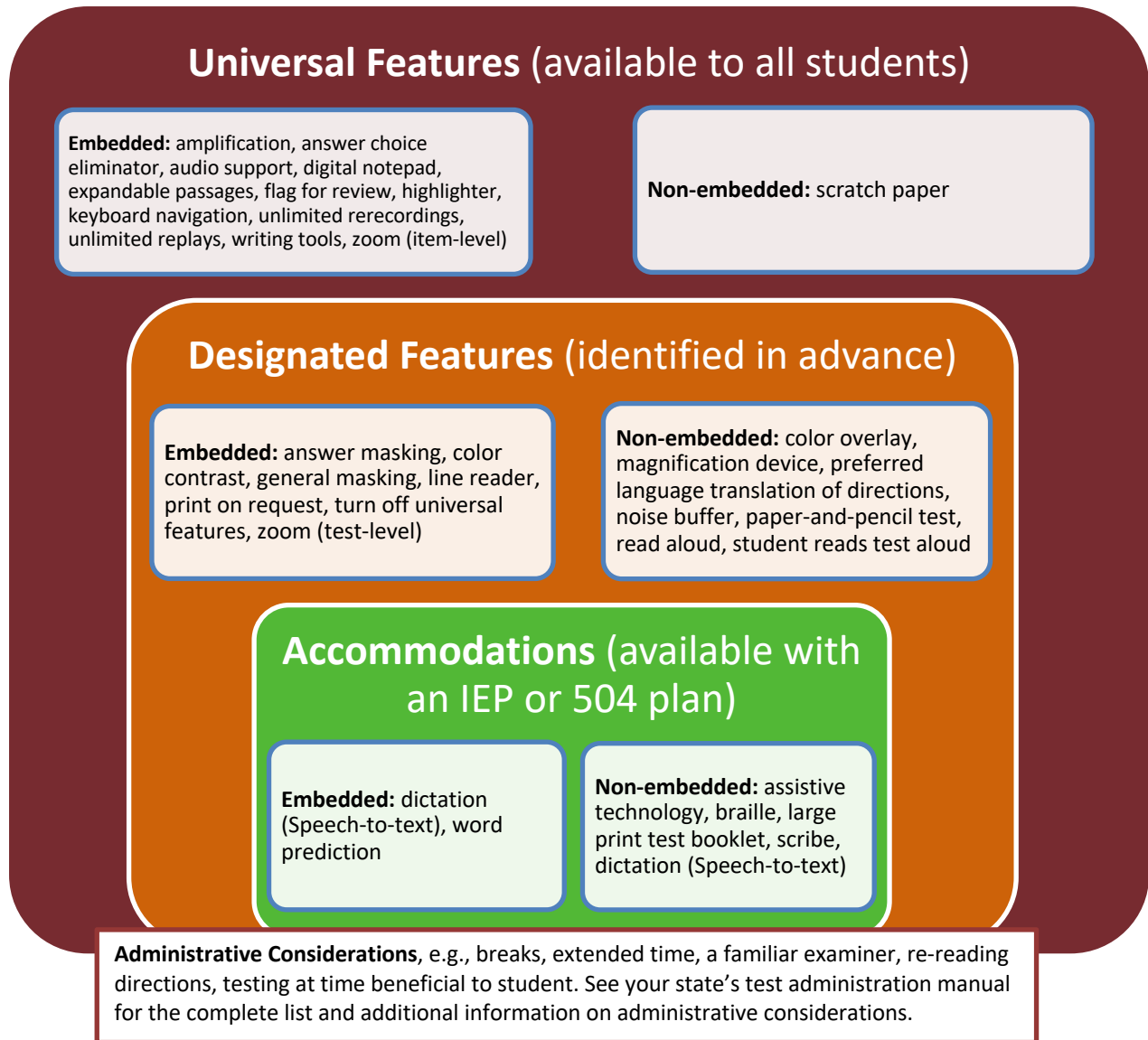


Figure 1. Conceptual Model of ELPA21 Assessment Accessibility Features and Accommodations

This conceptual model was developed to ensure that the ELPA21 assessments meet students’ accessibility needs. It also recognizes that some students may have characteristics and access needs that require the use of accommodations during instruction and when they participate in the ELPA21 assessments.

This *Accessibility and Accommodations Manual* presents the universal features, designated features, and accommodations adopted by the ELPA21 states to ensure valid assessment results for all students participating in the ELPA21 assessments.

## Recognizing Accessibility Needs in All Students

Both Title I and Title III of the Elementary and Secondary Education Act (ESEA) require states and local

education agencies to annually assess the English language proficiency of all ELs in the state enrolled in public schools in grades kindergarten through twelve in the domains of Reading, Writing, Listening, and Speaking (Sections 1111(b)(2)(G), 1111(b)(1)(F), and 34 CFR § 200.5(a)(2) of the ESEA).

The ELPA21 assessments are designed for all ELs, including those who have disabilities. To better understand student populations served by ELPA21 assessments, educators should consider the following two definitions:

1) **English learners (ELs)** are students who meet the following federal definition<sup>1</sup>: the term “limited English proficient,” when used with respect to an individual, means an individual –

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) who was not born in the United States or whose native language is a language other than English;
  - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
  - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
  - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in Speaking, Reading, Writing, or understanding the English language may be sufficient to deny the individual –
  - (i) the ability to meet the State's proficient level of achievement on State assessments described in Section 1111(b)(3);
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society.

2) **English learners (ELs) with disabilities** are ELs who have a 504 accommodation plan or an Individualized Education Program (IEP). Those with an IEP may be identified as having one or more categories of disability (autism, deaf blind, developmental delay, emotional disturbance, hearing impairment and deafness, intellectual disability, multiple disabilities, other health impairment, orthopedic impairment, specific learning disability, speech language impairment, traumatic brain injury, and visual impairment and blindness).

According to guidance released by the U.S. Department of Education (June 28, 2017), all ELs with disabilities are required to participate in annual summative state ELP assessments. If needed, students must be provided individually-appropriate accommodations in accordance with a student's Individualized Education Plan (IEP). The IEP team for an EL with a disability should include at least one person who is an expert in English language acquisition. The IEP team is responsible for deciding how an EL with a disability should participate in ELP assessments – in regular ELP assessments without

<sup>1</sup> U.S. Department of Education. Laws and Guidance/Elementary and Secondary Education: Title IX – General Provisions: <https://www2.ed.gov/policy/elsec/leg/essa/legislation/title-viii.pdf>

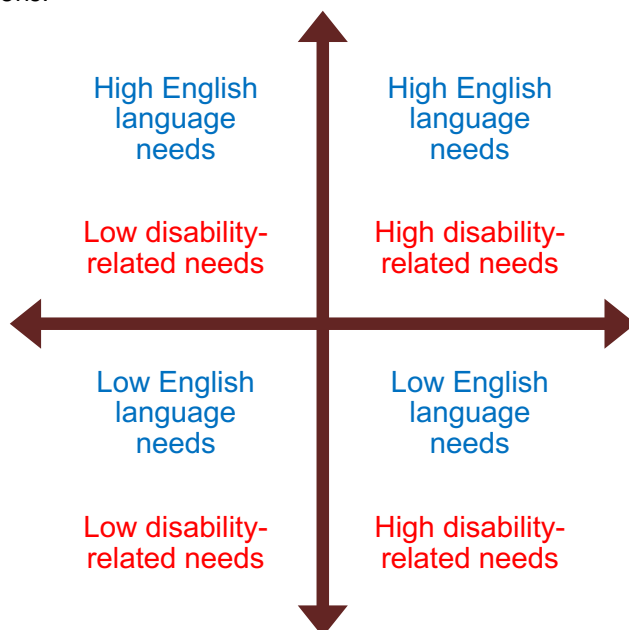
accommodations, in regular ELP assessments with accommodations that do not invalidate the test constructs, or in alternate ELP assessments.<sup>2</sup>

To ensure that ELs with disabilities are receiving appropriate accessibility features and accommodations, IEP team members should consider the degree of each student’s language- and disability-related needs. As shown in Figure 2, accessibility and accommodation decisions should be individualized based on the particular language- and disability-related challenges faced by ELs with disabilities. Students with high English language needs and low disability-related needs will require more language-based supports while their counterparts with high disability-related needs and low English language needs will require more supports that remove disability-related barriers. At the same time, students with high English language needs and high disability-related needs will benefit from more intensive language- and disability-related supports while students with low English language needs and low disability-related needs will require fewer supports that alleviate linguistic and disability-related assessment challenges.

## The ELPA21 Screener

The ELPA21 Screener is used when a student moves to a new state or school district and a need to be screened via a Home Language Survey that indicates a potential language of origin other than English. Screening may occur outside of the regular school year, as new students register for school. In some cases, an IEP or 504 plan may not yet be in place for the student to be screened with individual accommodations in place. In this case, school district staff conducting the screening should contact the State Education Agency (SEA) for guidance, as the procedures and policies for an assessment prior to the documentation of an IEP or 504 may vary by state.

The accessibility features in this manual refer to the ELPA21 suite of tests that may be administered during the school year, or sometimes outside of the regular school year in the case of the ELPA21 screener administrations.



<sup>2</sup> U.S. Department of Education. Questions and Answers Regarding Inclusion of English Learners With Disabilities in English Language Proficiency Assessments and Title III Annual Measurable Achievement Objectives: [https://sites.ed.gov/idea/files/policy\\_speced\\_guid\\_idea\\_memosdcltrs\\_q-and-a-on-elp-swd.pdf](https://sites.ed.gov/idea/files/policy_speced_guid_idea_memosdcltrs_q-and-a-on-elp-swd.pdf)



*Figure 2. English Language- and Disability-related Needs Affecting Accessibility and Accommodation Decisions. From “Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment of English language learners with disabilities,” by Shyan, Christensen, Touchette, Lightborne, Gholson, and Burton, 2013. Reprinted with permission.*

## Structure of This Document

In addition to this **Introduction**, the *Accessibility and Accommodations Manual* consists of the following parts:

- **Section I:** This section features the ELPA21 universal features.
- **Section II:** This section features the ELPA21 designated features.
- **Section III:** This section features the ELPA21 accommodations.
- **Resources:** This section lists some resources that provide additional information on accessibility features and accommodations.
- **Appendices:** This section includes appendices with additional information on ELPA21 assessments.

## Section I: ELPA21 Universal Features

### What Are Universal Features?

**Universal features** are accessibility tools of the ELPA21 assessment that are either provided digitally through the assessment technology (embedded) or non-digitally at the local level (non-embedded). Universal features are available to all students based on student preference and selection.

### Embedded Universal Features

The ELPA21 digitally-delivered assessments include a wide range of embedded universal features. These features are available to all students as part of the technology platform.

Table 1 lists the embedded universal features available to all students for digitally-delivered ELPA21 assessments. It also includes a description of each feature. Although these features are generally available to all students, educators may determine that one or more might be distracting for a particular student, and thus might indicate that the feature should be turned off for the administration of the assessment to the student (see Section II – Designated Features).

Table 1. *Embedded Universal Features Available to All Students*

<b>Embedded Universal Feature</b>	<b>Description</b>
Amplification	The student raises or lowers the volume control, as needed, using headphones.
Answer choice eliminator	The student uses this feature to eliminate those answer choices that do not appear correct to the student.
Audio support	The student uses this feature to hear pre-recorded audio of most tasks. With the exception of the text in drag-and-drop text and the text in a word bank, audio support is available for the following: Speaking – most tasks have audio support for most (but not all) components; Listening – all tasks have audio support for all components; Writing – all tasks have audio support for all components except for inline editing tasks; and Reading – audio support is available only for read-along tasks and for all kindergarten tasks and items.
Digital notepad	The student uses this feature as virtual scratch paper to make notes or record responses. The digital notepad is item specific and is available through the end of each test domain. Notes are not saved when the student moves on to a different test domain or segment, or after a break of more than 20 minutes.
Expandable passages	The student is able to expand each passage so that it takes up a larger portion of the screen as the student reads. The student can then retract the passage to its original size.

<b>Embedded Universal Feature</b>	<b>Description</b>
Flag for review	The student is able to flag items for future review during the assessment. Markings are not saved when the student moves on to another test domain, or after pausing the test for more than 20 minutes.
Highlighter	The student uses this digital feature for marking desired text, items, or response options with the colors yellow, green, orange, or purple. Highlighted text remains available throughout the test.
Keyboard navigation	The student is able to navigate throughout test content by using a keyboard, e.g., arrow keys. This feature may differ depending on the testing platform.
Unlimited rerecordings	The student is able to rerecord answers in the Speaking domain an unlimited number of times. Note: This feature is available per state-level policy. The Test Delivery System allows unlimited recording attempts, but some states enforce a limit manually.
Unlimited replays	The student is able to replay items in the Listening domain an unlimited number of times. Note: This feature is available per state-level policy. The Test Delivery System allows unlimited replays, but some states enforce a limit manually.
Writing tools	The student uses writing tools to format and edit written responses, including cut and paste, copy, underline, italicize, bold, and undo/redo. These features may differ depending on the testing platform.
Zoom (item-level)	The student can enlarge the size of text and graphics on a given screen. This feature allows students to view material in magnified form on an as-needed basis. The student may enlarge test content at least fourfold. The system allows magnifying features to work in conjunction with other accessibility features and accommodations provided.

## Non-embedded Universal Features

Some universal features may need to be provided locally outside of the computer administration system. These features are shown in Table 2. They can be made available to any student.

Table 2. *Non-embedded Universal Features Available to All Students*

<b>Non-embedded Universal Feature</b>	<b>Description</b>
Scratch paper	The student uses scratch paper or an individual erasable whiteboard to make notes or record responses. All scratch paper must be collected and securely destroyed at the end of each test domain to maintain test security. The student receives one sheet (or more as needed) of scratch paper (see Appendix A for an example of an optional scratch paper log). A marker, pen, or pencil should be provided as well. The student can use an assistive technology device to take notes instead of using scratch paper as long as the device is approved by the ELPA21 consortium. Test administrators have to ensure that all the notes taken on an assistive technology device are deleted after the test.
Technological assistance with test navigation	Students in Kindergarten through 12th grade without the necessary computer skills to participate in ELPA21 may have a trained Test Administrator help with mouse point-and-click and drag-and-drop, onscreen tool/button navigation (i.e., back, next, submit, start/stop recording, play Speaking recording). Students in grades 2-12 are expected to

Non-embedded Universal Feature	Description
	<p>have the ability to “hunt and peck” on a keyboard in order to create their own writing constructed responses. A Test Administrator is not allowed to have the student hand-write responses and expect the Test Administrator to type them into the writing space. For students who are incapable of typing their own response, see the “Scribe” non-embedded accommodation.</p> <p>The Test Administrator is allowed to assist only with the technology as indicated by the student, and must never assist with actual answer responses. Choosing answers for a student is a test impropriety and will result in an invalid assessment.</p>

## Section II: ELPA21 Designated Features

### What Are Designated Features?

**Designated features** for the ELPA21 assessments are those features (embedded and non-embedded) that are available for use by any student for whom the need has been indicated by an educator (or team of educators including the parent/guardian and student). Designated features must be assigned to a student in advance of test administration by trained educators or teams using a consistent process.

### Who Makes Decisions About Designated Features?

Decisions about designated features should be made by educators (or teams of educators, with parent/guardian and student if appropriate) who are familiar with the student’s characteristics and needs. Decisions should reflect those supports that the student uses during instruction and for other assessments. Student input to the decision, particularly for older students, is recommended.

For students with Individualized Education Program (IEP) or 504 accommodation plans, their corresponding IEP or 504 teams should make decisions on what designated features need to be provided on these students’ assessments.

The following section highlights designated features and provides recommendations to districts or schools do not have an existing process in place to make decisions about designated features. The Personal Needs Profile (PNP), created for each testing platform, is used to document which designated features a student needs and that will be made available to that student during the assessment. All embedded designated features must be activated via the PNP prior to testing. Appendix B includes a PNP planning tool.

### Embedded Designated Features

Table 3 shows the ELPA21 embedded designated features. It includes a description of each feature along with recommendations for when a student might benefit from using the feature.

Table 3. *Embedded Designated Features Identified in Advance*

<b>Embedded Designated Feature</b>	<b>Description</b>	<b>Recommendations for Use</b>
Answer masking	The student is able to block off answer choices.	Students with attention difficulties may need to mask answer choices that may be distracting during the assessment. This feature also may be needed by students with print disabilities (including learning disabilities) or visual impairments.
Color contrast	The student is able to adjust the text color and screen background color based on the student’s need. The color contrast options, in addition to the default black text on white background, include: 1) black text on cream background; 2) black text on light blue background; 3) black text on light pink background; 4) yellow text on blue background; 5) yellow text on black background; 6) white text on black background; 7) white text on red background; and 8) red text on white background.	Students with attention difficulties may need this feature for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that specific text and background color combinations meet the student’s needs.
General masking	The student is able to block off content that is not of immediate need or that may be distracting. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus. The student is able to focus his/her attention on a specific part of a test item by masking.	Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This feature also may be needed by students with print disabilities (including learning disabilities) or visual impairments.
Line reader	The student is able to use this feature as a guide when reading text.	Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading.

<b>Embedded Designated Feature</b>	<b>Description</b>	<b>Recommendations for Use</b>
Print on request	The student uses paper copies of individual test items.	This feature is contingent on state policy or practice. Students may not be able to interact with items online (due to visual impairments, lack of familiarity with the computer-based format, or other cultural reasons), and as a result may need a paper copy of test items. The use of this accommodation may result in the student needing additional time to complete the assessment. A very small percentage of students should need this designated feature. Educators should follow security procedures when administering this feature.
Turn off universal features*	This feature allows disabling any universal feature that might interfere with student performance, or be distracting to the student.	Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal features. Having evidence of which specific features may be distracting is important for determining which features to turn off.
Zoom (test-level)	The test platform is pre-set to be enlarged for the student before the test begins.	Students with visual impairments may need to increase the size of text and other item features beyond the 4X zoom universal feature provided by the test platform. A larger computer screen may be needed for this feature to function effectively.

\*This feature can vary by testing vendor. Turning off all universal features is generally not advisable, but many universal features are programmable.

## Non-embedded Designated Features

Some designated features may need to be provided outside of the digital-delivery system. These features are shown in Table 4. They are to be provided locally for those students unable to use the embedded designated features.

Table 4. *Non-embedded Designated Features Identified in Advance*

Non-embedded Designated Feature	Description	Recommendations for Use
Color overlay	The student is able to overlay a semitransparent color onto paper-based test content.	This designated feature only works with black text on white background.
Magnification device	<p>There are several ways in which a test can be magnified to assist students with visual impairments. The student may adjust the size of specific areas of the screen (e.g., text, formulas, tables, and graphics) with an assistive technology device. The student may use an external magnification or enlargement device (e.g., eyeglass-mounted or hand-held magnifiers, electronic magnification systems) to increase specific areas of the test.</p> <p>In a separate setting, a Test Administrator may use a projection device (e.g., projector, closed-circuit television) to enlarge the size of specific areas of the test. When using a projection device, a secure room with the appropriate projecting technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment.</p> <p>Magnification allows increasing the size to a level not provided for by the zoom universal feature.</p>	Students with visual impairments may need to increase the size of text and other item features beyond the 4X zoom universal feature provided by the test platform.
Noise buffer	The student uses noise buffers to minimize distraction or filter external noise during testing. Any noise buffer must be compatible with the requirements of the test (e.g., allow the student to hear Listening items).	Students who are distracted by external noises within the testing environment may need noise buffers (e.g., mufflers, student spacing).
Paper-and-pencil test	The student takes a paper-and-pencil version of the test.	Due to cultural considerations or based on an individual disability, some students may be

Non-embedded Designated Feature	Description	Recommendations for Use
		precluded from using the online test version. These students may need to take a paper-and-pencil version of ELPA21 assessments. This option should be based on a student’s individual needs only and should not be applied on a group basis.
Preferred language translation of directions	<p>Translation of general test directions (not item prompts or questions) is a language support available to students prior to starting the actual test. Test directions can be provided either by being read aloud or signed by a test administrator who is fluent in the language. Translations may be provided by a human or the test platform.</p> <p>Note: The available languages for each ELPA21 state varies. Please consult your SEA to verify which languages other than English are provided in your state.</p>	Students who have limited English language skills can use the translated directions option.
Read aloud	<p>The student has test content that is provided by an audio file in a computer-based test, read by a qualified human reader (see Appendix C for read aloud guidelines).</p> <p>*For students with a reading exemption, the Test Administrator may read as much of the item and item response choices aloud as the student needs when completing the Speaking, Listening, and/or Writing sections. The TA must remain neutral and avoid giving any hints as to the correct answer, or the relative importance of one portion of the passage over another.</p>	<p>Students who use the paper-and-pencil version of the test can have the same test content read aloud that is supported through audio in a computer-based version. With the exception of the text in drag-and-drop text and the text in a word bank, audio support is available for the following:</p> <p>Speaking – most tasks have audio support for most components;</p> <p>Listening – all tasks have audio support for all components;</p> <p>Writing – all tasks have audio support for all components except for inline editing tasks; and</p> <p>Reading – audio support is available only for read-along tasks and for all kindergarten tasks and items. The read aloud accommodation is to be utilized for domains other than the Reading domain and is allowed only for students with a Reading domain exemption.</p> <p>If a human reader is selected, that person must have appropriate experience providing read aloud support and must sign a document verifying adherence to state policy or practice to ensure test security and ethical practices.</p>



<b>Non-embedded Designated Feature</b>	<b>Description</b>	<b>Recommendations for Use</b>
Student reads test aloud	The student reads the test content aloud. This feature must be administered in a one-on-one test setting.	Students who are beginning readers may need to hear themselves read in order to comprehend text. Students who tend to rush through assessments and not read text fully may need to read the test aloud.
Separate Setting	Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment.	The separate setting may be in a different room that allows the student to work individually or among a smaller group, or 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. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as test proctor or qualified assessor (TA) when the student requires it. Separate setting covers all environmental modifications, not just the physical location of testing.

\*Read aloud for students with a reading exemption is allowable based on state policy

## Section III: ELPA21 Accommodations

### What Are Accommodations?

**Accommodations** are changes in procedures or materials that increase equitable access during the ELPA21 assessments and generate valid assessment results for students who need them. Accommodations are for students for whom there is documentation of need on an IEP or 504 accommodation plan so that these students show what they know and can do on the ELPA21 assessments.<sup>3</sup>

### Who Makes Decisions About Accommodations?

IEP teams and educators for 504 plans make decisions about accommodations. For ELs with disabilities, these teams should include an expert in the area of English language acquisition. These decision makers provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plan. Decision makers are responsible for entering information on accessibility features and accommodations for ELPA21 from the IEP/504 plan into the PNP so that all needed features and accommodations can be activated prior to testing. This can be accomplished by identifying one person (for example, a team member or a test coordinator who will follow the state's security guidelines) to enter information into the PNP prior to testing.

ELPA21 screening may occur outside of the regular school year, as new students register for school. In some cases, an IEP or 504 plan may not yet be in place for the student to be properly screened with accessibility needs in mind. In this case, school district staff conducting the screening should contact the State Education Agency (SEA) for guidance, as the procedures and policies for an assessment prior to the documentation of an IEP or 504 may vary by state.

<sup>3</sup> The exception to the IEP or 504 requirement is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer and do not yet have a 504 plan. These students may use the dictation/Speech-to-text or the scribe accommodations (if they have had sufficient experience with the use of these), as noted in this section.

## Embedded Accommodations

Table 5 shows the ELPA21 embedded accommodations. The table includes a description of each accommodation, along with recommendations for when the accommodation might be needed and how it can be used.

Table 5. *Embedded Accommodations Available with an IEP or 504 Plan*

<b>Embedded Accommodation</b>	<b>Description</b>	<b>Recommendations for Use</b>
<p>Dictation (Speech-to-text) (embedded)</p>	<p>Students can dictate responses to constructed-response items embedded in the computer system. The dictated responses are transcribed as text in the item response area. Embedded Dictation (Speech-to-text) will be auto-punctuated, but it is ultimately the student’s responsibility to ensure the accuracy of the transcription as well as grammar and punctuation.</p> <p>Students may use their own assistive technology devices instead of embedded Dictation (<a href="#">see Dictation [Speech-to-text] [non-embedded]</a>).</p>	<p>This feature is contingent on state policy or practice. Dictation (Speech-to-text) is available as an accommodation for students whose need is documented in an IEP or 504 plan.</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 use Dictation (Speech-to-text).</p>
<p>Word Prediction (embedded)</p>	<p>Word prediction allows students to begin writing a word and choose from a list of suggested words embedded in the computer system that have been predicted from word frequency and syntax rules.</p> <p>Students may use their own assistive technology devices instead of embedded word prediction (<a href="#">see Word prediction software [non-embedded]</a>).</p>	<p>This feature is contingent on state policy or practice. Word prediction is available as an accommodation for students whose need is documented in an IEP or 504 plan.</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 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.</p>

## Non-embedded Accommodations

Table 6 shows the ELPA21 non-embedded accommodations. The table includes a description of each accommodation, along with recommendations for when the accommodation might be needed and how it can be used.

Table 6. *Non-embedded Accommodations Available with an IEP or 504 Plan*

<b>Non-embedded Accommodation</b>	<b>Description</b>	<b>Recommendations for Use</b>
Assistive technology	The student is able to use assistive technology, which includes such supports as typing on customized keyboards, assistance with using a mouse, mouth or head stick or other pointing devices, sticky keys, touch screen, and trackball, dictation (Speech-to-text) conversion, or voice recognition. Appendix D includes the preliminary list of assistive technology devices available on the ELPA21 assessments, but this list is not considered comprehensive.	Students who have difficulty manipulating a mouse or standard keyboard may need an alternative device.
Braille	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper, thermoform, or refreshable braille). Both contracted and un-contracted braille (English Braille, American Edition) are available; Unified English Braille will be adopted for future assessments.	Students who are blind or have low vision may read text via braille. Tactile overlays and graphics may also be used to assist the student in accessing content through touch. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
Large print paper test booklet	A large print paper form of the test that is provided to the student with a visual impairment. The font size for the large print form is 18 point on paper sized 11 x 17.	Students with visual impairments who may not be able to use zoom or magnifying devices to access the test and may need a large print paper version of the form.
Scribe	<p>For the Writing domain, the student dictates her/his responses to an experienced educator who records verbatim what the student dictates.</p> <p>This accommodation may also be used to transcribe the student's written words from a device that uses dictation (Speech-to-text) and/or Word Prediction software to the online test platform when that system is not currently supported.</p>	<p>Students who have documented significant motor or language processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then writes the student's responses verbatim either in the online test platform or on paper.</p> <p>For students who use dictation (Speech-to-text) and/or Word Prediction as a part of their regular daily instruction and</p>

<b>Non-embedded Accommodation</b>	<b>Description</b>	<b>Recommendations for Use</b>
	Appendix E provides scribe guidelines for ELPA21 assessments.	<p>assessment, TAs can use this support to transfer a student’s independently-generated text into the online test platform. The dictation (Speech-to-text) and/or word prediction software may not be integrated with the internet and must not provide prompting for spell checking, grammar checking, or predicting of phrases. Automatic correction and the feature to save data into the device must be disabled.</p> <p>The use of this accommodation may result in the student needing additional time to complete the assessment. For these students, dictating to a scribe is the only way to demonstrate their composition skills.</p>
Dictation (Speech-to-text) (non-embedded)	The student uses an assistive technology device to dictate responses or give commands during the test.	Students who have documented motor or processing disabilities (such as dyslexia) or who have had a recent injury that makes it difficult to produce text or commands using computer keys may need alternative ways to work with computers. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.

## Resources

- National Center on Educational Outcomes. (2009). *Accommodations bibliography*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at: <https://nceo.info/Resources/bibliographies/accommodations/bibliography>.
- Partnership for Assessment of Readiness for College and Careers. (2014). *PARCC accessibility features and accommodations manual*. Available at: <http://parcconline.org/sites/parcc/files/PARCCAccessibilityFeaturesandAccommodationsManualNovember2013.pdf>.
- Rooney, Patrick. (2017). U.S. Department of Education update on English language proficiency assessments. Washington D.C.: ESEA Network. Available at: <https://www.esenetwork.org/resources/reference/Ed-Update>
- Shyyan, V., Christensen, L., Touchette, B., Lightborne, L., Gholson, M., & Burton, K. (2013). *Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment of English language learners with disabilities*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at: <https://nceo.umn.edu/docs/OnlinePubs/ELLSWDAccommodationsManual.pdf>.
- Shyyan, V., Thurlow, M., Christensen, L., Lazarus, S., Paul, J., and Touchette, B. (2016). *CCSSO accessibility manual: How to select, administer, and evaluate use of accessibility supports for instruction and assessment of all students*. Washington, DC: CCSSO. Available at: <https://753a0706.flowpaper.com/CCSSOAccessibilityManual/#page=4>
- Smarter Balanced Assessment Consortium. (2014). *Usability, accessibility, and accommodations guidelines*. Available at: <https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf>.



## Appendix B: Personal Needs Profile (PNP) Planning Tool

<b>Universal Features</b>	
These features are available by default to all students. As designated features, uncheck the selected features if they should not be made available. Uncheck all that apply.	
<b>Embedded Universal Features</b>	<b>Non-embedded Universal Features</b>
<input checked="" type="checkbox"/> amplification <input checked="" type="checkbox"/> answer choice eliminator <input checked="" type="checkbox"/> audio support <input checked="" type="checkbox"/> expandable passages <input checked="" type="checkbox"/> flag for review <input checked="" type="checkbox"/> highlighter <input checked="" type="checkbox"/> keyboard navigation <input checked="" type="checkbox"/> unlimited rerecordings <input checked="" type="checkbox"/> unlimited replays <input checked="" type="checkbox"/> writing tools <input checked="" type="checkbox"/> zoom (item-level)	<input checked="" type="checkbox"/> scratch paper
<b>Designated Features</b>	
These features are identified in advance by an informed educator. These features are not available unless selected. Check all that apply.	
<b>Embedded Designated Features</b>	<b>Non-embedded Designated Features</b>
<input type="checkbox"/> answer masking <input type="checkbox"/> color contrast <input type="checkbox"/> general masking <input type="checkbox"/> line reader <input type="checkbox"/> print on request <input type="checkbox"/> turn off universal features <input type="checkbox"/> zoom (test-level)	<input type="checkbox"/> color overlay <input type="checkbox"/> magnification device <input type="checkbox"/> preferred language translation of directions <input type="checkbox"/> noise buffer <input type="checkbox"/> paper-and-pencil test <input type="checkbox"/> read aloud <input type="checkbox"/> student reads test aloud
<b>Accommodations</b>	
These are identified in advance by an IEP or 504 team. These accommodations are not available unless selected. Check all that apply.	
<b>Embedded Accommodations</b>	<b>Non-embedded Accommodations</b>
<input type="checkbox"/> dictation (Speech-to-text) (embedded) <input type="checkbox"/> word prediction (embedded)	<input type="checkbox"/> assistive technology <input type="checkbox"/> braille <input type="checkbox"/> large print test booklet <input type="checkbox"/> scribe <input type="checkbox"/> dictation (Speech-to-text) (non-embedded)



## Appendix C: Read Aloud Guidelines

### Background

In cases where a student cannot use the computer-based version of ELPA21 assessments, the student should be provided the non-embedded read aloud feature. When provided the read aloud support, the student will have those parts of the test that have audio support in the computer-based version read by a qualified human reader.

In cases where a student has been assigned a reading domain exemption on the ELPA21 assessment, the test administrator may read as much of the item and item response choices aloud as the student needs in the Listening, Speaking, and/or Writing domains.

### Qualifications of Test Readers

- The human reader should be an education professional who is familiar with the student, and who is typically responsible for providing this feature in the classroom.
- The human reader must be trained in accordance with ELPA21 and state test administration and security policies and procedures as articulated in the state's guidelines [*states may include the applicable citation*].
- The human reader must have prior experience in providing read aloud support and must be familiar and comfortable with the process before providing this support to a student during test administration.

### Preparation Procedures

- Human readers must read and sign a test security/confidentiality agreement consistent with state policy or practice prior to test administration.
- Human readers are expected to familiarize themselves with the test environment and format of the test in advance of administering the read aloud support during operational testing.
- Human readers must clearly distinguish between the test content that should and should not be read aloud to students. Reading aloud test content that is not permitted will result in a test misadministration and will invalidate the test.
- Prior to administering the test, the human reader should inform the student of the parameters of the read aloud accessibility feature.
- The human reader must be aware of whether the student requires additional accessibility features or accommodations that have been approved for use during the test.

### Guidelines for Reading Aloud

- The test environment must be configured in such a way as to ensure that the read aloud does not interfere with the instruction or assessment of other students (e.g., ensuring adequate spacing so that the reader's voice does not carry to other students, including those testing in a separate setting).

- The human reader can only read aloud the same test content that is supported through audio in a computer-based version. No other test content may be read aloud.
- The human reader must read test content exactly as written and as clearly as possible.
- The human reader must communicate in a neutral tone and maintain a neutral facial expression and posture.
- The human reader should avoid gesturing, head movements, or any other verbal or non-verbal emphasis on words.
- The human reader must avoid conversing with the student about test items and respond to the student's questions by repeating the item, words, or instructions **verbatim** as needed.
- The human reader must not paraphrase, interpret, define, or translate any items, words, or instructions.
- The human reader may provide spelling of any word in a writing item prompt if requested by the student.
- The human reader should adjust his/her reading speed and volume if requested by the student.

#### **Post-Administration**

- The human reader must not discuss any portion of the test or the student's performance with others.

## Appendix D: Examples of Allowable Assistive Technology

BigKeys Keyboard

BIGtrack Trackball

Headmouse Extreme (Windows only)

Intellikeys Keyboard

KinderBoard Keyboard

Magnifying Glass

Roller II Joystick

Roller Plus Joystick

Switch Interface Pro (Windows only)

## Appendix E: Scribe Guidelines

### Background

A scribe is an adult who writes down or inputs onto the computer what a student dictates via speech or an assistive communication device. A guiding principle in providing a scribe during test administration is to ensure that the student has access to and is able to respond to test content.

Scribes are allowable on the Writing domain of the ELPA21 assessment for students with IEPs or 504 plans who need to respond orally to a human scribe or transcriber. Scribes are also allowable on the Writing domain in situations where the online test platform does not support a student's Dictation (Speech-to-text) and/or Word Prediction software, thus necessitating that a Test Administrator transfer the student's written words from the assistive device onto the online testing platform. A scribe is considered a non-embedded accommodation on the ELPA21 assessment.

### Qualifications of Scribes

- The scribe should be an education professional who is familiar with the student, and who is typically responsible for providing this accommodation in the classroom.
- The scribe must be trained in accordance with ELPA21 and state test administration and security policies and procedures as articulated in ELPA21 and the state test administration manuals, accessibility and accommodations manuals, and related documentation [*states may customize to include the applicable citation*].
- The scribe must have prior experience in providing scribing or transcribing services and must be familiar and comfortable with the process before providing this accommodation to a student during operational test administration.

### Preparation Procedures

- Scribes must read and sign a test security/confidentiality agreement prior to test administration.
- Scribes are expected to familiarize themselves with test format using the ELPA21 practice test as well as test environment in advance of the testing session if administering the scribe accommodation during operational testing.
- Scribes must be familiar with the Individualized Education Program (IEP) or 504 Plan if the student for whom they are scribing has a disability, so that there are plans in place for providing all needed designated supports and accommodations.
- Scribes must be aware if the student requires additional accessibility features or accommodations that have been approved for use during the test.
- When using the scribe accommodation for transferring student responses from an assistive device onto the online testing platform, it must be ensured that automatic correction and the feature to save data into the assistive device are disabled.
- Scribes should meet with the student in advance and practice scribing with the student prior to the assessment.

## Guidelines for Scribing

- Scribing must be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the embedded and non-embedded accessibility features and accommodations available for a given item and student.
- Scribes should comply with student requests regarding use of all available features within the test environment.
- Scribes must avoid conversing with the student about test items and record the student's responses **verbatim** even if they contain errors.
- Scribes may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.).
- Scribes may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
- Scribes may ask the student to restate words or parts of a sentence as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.
- Scribes may not question or correct student choices, alert students to errors, prompt or influence students in any way that might compromise the integrity of student responses.
- Scribes may not edit or alter student work in any way and must record exactly what the student has dictated or entered on their Dictation (Speech-to-text) and/or Word Prediction device .
- The student must be allowed to review and edit what the scribe has written.

## Post-Administration

- The scribe must not discuss any portion of the test or the student's performance with others.

## Appendix F: Non-standard Accommodations

Table 7 shows the ELPA21 non-standard accommodations. The table includes a description of each accommodation, along with recommendations for when the accommodation might be needed and how it can be used.

Table 7. *Non-standard Accommodations Available with an IEP or 504 Plan*

Non-standard Accommodation	Description	Recommendations for Use
Answer choices on notecards	<p>A Test Administrator may write answer choices on note cards. The notecards would be placed in the same order as presented on the student's screen. The student would select their answer choice from the note cards.</p> <p>Notecards must be created on the spot, as a Test Administrator is testing a student. The notecards must be securely destroyed at the conclusion of the testing session.</p>	<p>This feature is contingent on state policy or practice. Students may not be able to interact with items online (due to physical or visual impairments, lack of familiarity with the computer-based format, or other cultural reasons), and as a result may need a paper copy of test items.</p> <p>This accommodation is only to be used in a testing environment where no secure printer is available for Print on Request and is allowed in the Listening, Reading, and Writing domains.</p> <p>For certain items with prohibitively long text, hot text, or where the best method of using notecards is not immediately apparent, the Test Administrator may create A,B,C,D cards for the multiple-choice options. The Test Administrator would display a card with a single letter written on it. They would then state the name of the letter option. This process would be repeated for all answer choices. The student would then select the card with the letter pertaining to their desired answer choice.</p> <p>The use of this accommodation may result in the student needing additional time to complete the assessment. A very small percentage of students may need this designated feature. Educators</p>

Non-standard Accommodation	Description	Recommendations for Use
		<p>should follow security procedures when administering this feature.</p>
<p>Word prediction software (non-embedded)</p>	<p>The student uses a standalone device with word prediction software that provides a bank of words onscreen as a result of the student entering the first few letters of a word. The student’s exact responses must be entered into the computer-based testing platform by a test administrator.</p>	<p>This feature is contingent on state policy or practice. Students who have documented motor or orthopedic impairments, moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language, may need word prediction software.</p> <p>This accommodation is only to be used if there is a documented accommodation allowing the student the use of word prediction software for classroom instruction and/or use in their alternate content assessments.</p> <p>The word prediction software may not be integrated with the internet. The word prediction software must not provide prompting for spell checking, grammar checking, or predicting of phrases. Automatic correction must be disabled.</p> <p>The use of this accommodation may result in the student needing additional time to complete the assessment. A very small percentage of students may need this designated feature. Educators should follow security procedures when administering this feature.</p>
<p>Comforting Presence</p>	<p>Some students may only feel comfortable speaking to, or working in the presence of, a specific trusted adult. This non-embedded designated support allows for the trusted adult to remain present in the testing environment. This adult serves as a reassuring presence during work time and nonthreatening</p>	<p>Comforting Presence must be an adult, not a peer. The adult serving as the Comforting Presence must complete security training before participating in the test session. The adult must remain silent during testing, directing all student questions to the TA. While the adult will overhear some secure material in their role as a nonthreatening listener, they</p>

Non-standard Accommodation	Description	Recommendations for Use
	<p>listener for speaking portions of the assessment. Tests employing this designated support must be administered one-on-one and must also use the Separate Setting support. An adult serving as a Comforting Presence must sign the Non-Test Administrator Assurance of Test Security form.</p> <p>An example of the appropriate use of this designated support would include, but is not limited to, students with conditions such as selective mutism.</p>	<p>should not be placed so as to see the student’s screen or otherwise interact with test material.</p> <p>If the trusted adult is also serving as the student’s TA, it is not necessary to document this accommodation. Comforting Presence is not tied to a single domain and may be employed for any student whose IEP or 504 plan indicates the need for such emotional or psychological support during testing. This accommodation is not necessary for students who require a comfort object, such as a favorite stuffed animal or blanket. In these cases, use Separate Setting.</p>
Familiar Listener*	<p>For the summative assessment Speaking domain, the student records and submits their responses to Speaking items as usual. Next, an experienced educator familiar with the specific student’s speech disability then transcribes <b>verbatim</b> what the student said in the recording.</p>	<p>A very small percentage of students will qualify for this non-standard accommodation. These students have a documented significant expressive speech processing issue/ difficulty such that their recorded speech for the Speaking domain may be scored down or not scorable due to an impediment (e.g., unintelligible speech and/or articulation disorder(s) documented in the student’s IEP and/or 504 plan).</p> <p>For this very small percentage of students, ELPA21 allows a non-standard accommodation of a Familiar listener who transcribes the recorded response for those Speaking items.</p> <p>This non-standard accommodation has a fee associated with it, and as such, districts must notify and receive approval from their state’s ELPA21 representative prior to implementation. (documentation of the student’s significant speech processing issue/ difficulty may be requested depending on your state’s requirements). Upon receipt and approval of a district’s</p>



Non-standard Accommodation	Description	Recommendations for Use
		<p>request for the Familiar Listener Accommodation, your ELPA21 state representative will notify the assessment and scoring vendors of the accommodation for the specific SSID provided.</p> <p>For this non-standard accommodation, the student’s speech is transcribed by an educator familiar with the student’s speech and that document is sent to the scoring vendor(s) to be re-scored based on the written transcript.</p> <p>This intensive process ensures the student’s responses are judged more fairly.</p>

**\* This non-standard accommodation has a fee associated with it. Contact your state representative with questions.**

## Document Change History

Date	Version	Change Made By	Description of Change
November 2014	1.0	N/A	Release Version (Field Test)
January 2015	1.1	Lauren Lynch	Added Marshallese as a support language; added hyperlinks to resources
March 2015	1.2	Lauren Lynch	Updated information about native language translation supports
October 2015	1.3	Vitaliy Shyyan	<p>Revised the manual based on Field Test results, the Administration, Accessibility, and Accommodations TMT’s input, and discussions with other stakeholders in the Consortium. The following additional accessibility features and accommodations were included:</p> <ul style="list-style-type: none"> <li>• universal features (embedded): keyboard navigation;</li> <li>• designated features (embedded): print on request;</li> <li>• designated features (non-embedded): paper-and-pencil test, read aloud;</li> <li>• accommodations (embedded): unlimited rerecordings, unlimited replays;</li> <li>• accommodations (non-embedded): dictation (Speech-to-text).</li> </ul> <p>The following additional appendices were developed:</p> <ul style="list-style-type: none"> <li>• Personal Needs Profile (PNP) Planning Tool;</li> <li>• Read Aloud Guidelines;</li> <li>• Scribe Guidelines.</li> </ul>
July 2016	1.4	Cat Still	Updated cover for 2016-17
July 2017	1.5	Michelle McCoy	Revised the manual based on the Assessment Design Team’s input, the Member Services & Outreach Team’s input, and discussions with

Date	Version	Change Made By	Description of Change
			<p>other consultants and stakeholders in the Consortium. Updates include:</p> <ul style="list-style-type: none"> <li>• The addition of ELPA21 operational screener language</li> <li>• Updated audio support with a notation for the Speaking domain</li> <li>• Added technological assistance language</li> <li>• Added notation that turning off all universal features may not be available from all ELPA21 test vendors</li> <li>• Updated section on native language translation of directions, removing the specific language names, as the translated languages can vary by state</li> <li>• Updated footnote 3 regarding Accommodations, that an EL may be testing prior to the implementation of a 504 Plan</li> <li>• Clarified recommendations for use of the paper &amp; pencil tests</li> <li>• Updated read aloud audio support components for the Speaking domain</li> <li>• Added notation for unlimited rerecordings and unlimited replays to reflect that vendor-specific programming may not be available to limit these features.</li> </ul>
July 2018	1.6	Michelle McCoy	<p>Revised the manual based on the Assessment Design Team’s input, the Member Services &amp; Outreach Team’s input, and discussions with other consultants and stakeholders in the Consortium.</p> <p>Updates include:  All pages: footer copyright update  P. 5, updated Screener information;</p>

Date	Version	Change Made By	Description of Change
			P. 9, minor edits; P. 11, renaming of “native” language to “preferred language,” which moved the row alphabetically in the listing; P. 14, updated Screener information; P. 22, title edit for Appendix D, as the list of devices is not exhaustive.
April 2019	1.7	Ledis Castillo	Revised the manual based on the input of the Assessment Design Team and the Member Services & Outreach Team. Updates include: <ul style="list-style-type: none"> <li>• P. 8, revision to strengthen the language of the Technological Assistance with test navigation non-embedded universal feature</li> <li>• P.24-25, Addition of Appendix F: Non-standard Accommodations to include “Answer choices on notecards” accommodation and “Word prediction software” accommodation</li> </ul>
May 2019	1.8	Eric Shekoufeh	Updated cover for 2019-20; Rebranding
April 13, 2020	1.9	Ledis Castillo	Capitalized the names of all domains (Reading, Writing, Speaking, and Listening) across the AA Manual.
May 1, 2020	1.10	Ledis Castillo	Revised the manual based on the input of the Member Support & Outreach committee. Updates include: <ul style="list-style-type: none"> <li>• P. 18, revision to strengthen the language of the “Scribe” non-embedded accommodation</li> <li>• P. 25, Addition of clarifying text in Appendix E: Scribe Guidelines to indicate that the scribe accommodation is only applicable for the Writing domain.</li> <li>• P.28-29, Addition of “Familiar Listener” accommodation added to Appendix F:</li> </ul>

Date	Version	Change Made By	Description of Change
			Non-standard Accommodations section.
June 2021	1.11	Ledis Castillo	<p>Revised the manual based on the input of the Member Support &amp; Outreach committee. Updates include:</p> <ul style="list-style-type: none"> <li>• P. 14, Addition of clarifying verbiage regarding the use of projection devices incorporated into the “Magnification Device” section</li> <li>• P. 16 and 24, Incorporated “Read Aloud for Students with Reading Exemption” into the existing “Read Aloud” section and “Appendix C: Read Aloud Guidelines”</li> <li>• P. 17, Addition of “Separate Setting” accommodation</li> <li>• P.20 and 27-28, Incorporated “Transfer Student Response” verbiage into the existing “Scribe” section and “Appendix E: Scribe Guidelines”</li> <li>• Pp. 30-31, Addition of “Comforting Presence” accommodation</li> </ul>
March 2022	1.12	Ledis Castillo	<p>Revised the manual based on the input of the Assessment Design and Member Support &amp; Outreach committees. Updates include:</p> <ul style="list-style-type: none"> <li>• P. 6, deleted “unlimited rerecordings” and “unlimited replays” from the Embedded (Accommodations [available with an IEP or 504 plan]) section of this Conceptual Model of ELPA21 Assessment Accessibility Features and Accommodations chart. Added these features within the Universal Features section of this chart.</li> <li>• P. 10, Removed verbiage referencing the limitation of replays from the Audio Support section</li> <li>• P. 11, Removed asterisked note that was located at the bottom of table 2.</li> </ul>

Date	Version	Change Made By	Description of Change
			<p>Embedded the information from the asterisked note referencing state policy into the unlimited replays and rerecords descriptions in table 2.</p> <ul style="list-style-type: none"> <li>• P. 18, Removed table 5, which noted unlimited rerecordings and replays as embedded accommodations as they are offered as universal features.</li> <li>• P. 23, Added "unlimited replays" and "unlimited rerecords" to the Embedded Universal Features section of Appendix B: Personal Needs Profiles (PNP) Planning Tool; removed these features from the "Embedded Accommodations" section of this chart.</li> <li>• Updated copywrite year throughout</li> </ul>
April 2022	1.12	Ledis Castillo	<p>Revised the manual based on the input of the Assessment Design and Member Support &amp; Outreach committees.</p> <ul style="list-style-type: none"> <li>• P. 11, Included three new color choice options in the <i>Highlighter</i> portion of the "Embedded Universal Features" section.</li> <li>• P. 13, Included three new color choice options in the <i>Color Contrast</i> portion of the "Embedded Designated Features" section.</li> <li>• Renumbered tables throughout</li> <li>• Updated table of contents</li> <li>• Updated List of tables and figures</li> </ul>
June 2022	1.12	Ledis Castillo	<ul style="list-style-type: none"> <li>• P. 7, Updated hyperlink for footnote 1: U.S. Department of Education. Laws and Guidance/Elementary and Secondary Education: <i>Title IX – General Provisions</i></li> <li>• P. 8, Updated hyperlink for footnote 2: U.S. Department of Education. <i>Questions and Answers Regarding Inclusion of English Learners With</i></li> </ul>

Date	Version	Change Made By	Description of Change
			<i>Disabilities in English Language Proficiency Assessments and Title III Annual Measurable Achievement Objectives</i>
March 22, 2023	1.13	Makayla Miller	<ul style="list-style-type: none"> <li>• Updated AA Manual to reflect school year 2023-24</li> </ul>
June 2023	1.13	Ledis Castillo	<ul style="list-style-type: none"> <li>• Page 6: Updates to the Conceptual Model of ELPA21 Assessment Accessibility Features and Accommodations chart: <ul style="list-style-type: none"> <li>○ added “dictation/Speech-to-text” and “word prediction” to the Embedded Accommodations section</li> </ul> </li> <li>• Page 19: Created “Embedded Accommodations” section. Added “dictation (Speech-to-text)” and “word prediction” to this section.</li> <li>• Page 24: Added “Speech-to-text” and “word prediction” to the Embedded Accommodations section of Appendix B: Personal Needs Profile (PNP) Planning Tool</li> <li>• Tables 1-7: Added the words “embedded,” “non-embedded”, and “non-standard” to the table headers for clarity.</li> <li>• Updated table of contents</li> <li>• Updated List of tables and figures</li> </ul>
July 27, 2023	1.13	Makayla Miller	<ul style="list-style-type: none"> <li>• Throughout: corrected the capitalization of Speech-to-text (where applicable)</li> </ul>