Accommodations and Supports for Special Populations on the General Assessments
Training Objectives

By the end of this training, educators should be able to

✓ Identify all assessments given in the Vermont Comprehensive Assessment Program
✓ Differentiate between universal supports, designated supports, and accommodations and implement the variety of accessibility features on all statewide assessments
✓ Locate and know how to apply the Smarter Balanced suite of assessments and teacher resources to inform instruction
✓ Know and apply state policy and the use or restricted use of testing accommodations
✓ Locate the VTCAP Portal and important testing resources necessary to make informed decisions on test selection and accommodation use
✓ Apply for medical exemptions, temporary accommodations, and/or Text to Speech (TTS) accommodations*

*2021 Covid-19 policies and codes are not addressed in this training.
Training Topics

Topics addressed in this training are:

• Overview of Assessments in the Vermont Comprehensive Assessment Program (VTCAP): Smarter Balanced ELA and Math, Vermont Science Assessment (VTSA), Vermont Alternate Assessment (VTAA) and the Vermont Physical Education Assessment (VTPEA).
• Vermont's Tiered Accessibility and Supports for students and assigning accommodations
• Crosswalk of common accessibility features for Smarter Balanced Math and Vermont Science Assessment
• Supports for English Learners on the general assessments
• Overview of Accommodations allowed on the English language assessment, ACCESS for ELLs 2.0, by domain
• Vermont PE Assessment (VTPEA) tiered testing structure and allowable supports
• VTCAP Portal & Resource location
State Assessments

**General Population**
- Smarter Balanced Assessment (SB) = ELA & Math
- Vermont Science Assessment (VTSA) = Next Generation Science Standards (NGSS)
- ACCESS 2.0 (English Language Proficiency)
- Vermont Physical Education Assessment (VTPEA)

**Alternate Assessments**
- VT-Alternate Assessment = ELA, Math, (3-9) Science (5, 8, 11)
- Alt-ACCESS (K-12)
- Alt-VTPEA (Brockport and Individualized Fitness Assessment (IFA) (4, 7, 9)
Who Needs to Participate in State Assessments?

In accordance with Title I of the Every Student Succeeds Act (ESSA) of 2015, Vermont school districts are required to assess student performance using the assessment method(s) established by the State Board of Education, and all publicly funded students in Vermont, including those in independent schools, must assess.

See 16 V.S.A. §§ 165(a)(1) and 166(g); State Board of Education (SBE) Rule 2120.2.1; and the Operations Manual for the Vermont Accountability System Based on Student Achievement, (March 2011), page 16 (hereinafter the “Accountability Operations Manual.”)

Each school must account for 100% of its enrolled students at the grades designated for state assessment, either by reporting a valid assessment score or by documenting a valid medical exemption. Valid exemptions are limited to health emergencies only.
Medical Exemption

A temporary medical condition that prohibits the student from participating in statewide assessments for the entire assessment window.

• All assessments use the same Medical Exemption Form,
• all are processed on a case-by-case basis,
• all must be applied for annually, and
• all medical exemptions are processed through Gabriel McGann at gabriel.mcgann@vermont.gov via a secure link that can be located on the VTCAP Portal.

The most common location for the Medical Exemption form would be in the Special Populations Resources or the Tools and Documents for District Leaders folders.
Medical Exemption Form

Student Name *
First
Last

Student ID # *

Date of Birth *

Current Grade *

Testing School *

Reporting District (SU/SD) *

Requested by (name and title) *
Title
First
Last

Request Date *

Contact Phone number *

Contact email *

Contact Mailing address *
Address Line 1
Address Line 2
City
State
Zip Code

Contact Fax number *

Please indicate the test for which you're requesting the exemption: check all that apply *

☐ Smarter Balanced ELA
☐ Smarter Balanced Math
☐ VT Science Assessment
☐ Access 2.0
☐ Alternate ELA
☐ Alternate Math
☐ Alternate Science
☐ VT Physical Education Assessment Aerobic Capacity
☐ VT Physical Education Assessment Upper Body Strength and Endurance
☐ VT Physical Education Assessment Abdominal Strength and Endurance
☐ VT Physical Education Assessment Flexibility

Rationale (please check at least one) *
☐ Health or Medical reason that prevents student to access testing
☐ Assessment causes medical harm to student
☐ Doctor or Medical professional has stated that student may not participate
☐ Other

Explanation *

A brief explanation as to why a particular health or medical condition prevents the student from testing at any time during the testing window. Rationale should include current situation as well as any background information necessary for the Agency to reach a reasonable conclusion.

Doctor’s explanation of student’s condition

Recommended but not required

Name of Person/Guardian Notified *
First
Last

Date of Notification *

How was Parent/Guardian Notified (check all that apply) *
☐ Mail ☐ Phone ☐ Email

Additional comments
What is the Value in State Assessments?

1. Statewide assessments provide information on students’ mastery of state standards.

2. Statewide assessments can provide useful information for comparing student achievement. Statewide standardized assessments should not be used to compare student achievement for any consequential purpose.

3. The Smarter Balanced Assessments provide Vermont with an innovative and high-quality system for gathering and reporting information on the implementation of our state learning standards.

4. Nearly every institution that serves the public, both public and private, is monitored against quality standards, using uniform assessment tools.
Three Options for Students with Disabilities

1. General Assessment

2. General Assessment with Designated Supports or Accommodations

3. Alternate Assessment
Recording Accommodations
All Accommodations must be documented in the student’s IEP and entered into the Test’s information system.

Smarter Balanced, VTSA, & Vermont Alternate Assessment (VTAA)
Test Information Distribution Engine (TIDE)*

ACCESS for ELLs 2.0 & Alt ACCESS
Assessment Management System (AMS)*

Vermont Physical Education Assessment (VTPEA)
Alternate Assessment Reporting Tool**

Important Note: Testing accommodations may differ from instructional accommodations

*Students do not need an IEP or 504 to test using the alternate PE Assessment.
**Students who are using human assisted accommodations also need to be documented in the test information system
Smarter Balanced

- English Language Arts (ELA)
- Math (MA)
Smarter Balanced Assessment System
Three Distinct Assessments

**Summative Assessment**
Summative assessments are used in school accountability and state federal reporting.

**Interim Assessments**
1. Instructional & Focused Instructional Assessment Blocks (IAB & FIABs)
   - Claim specific – drill down to skills
2. Instructional Comprehensive Assessments (ICAs)
   - Imitate the spring summative
   - General – not often used due to length and time of assessment

**Formative Assessments: Tools for Teachers (T4T)**
1. Focus on the formative assessment process,
2. Are web-based resources,
3. Are teacher created and professionally vetted, and provide
4. Opportunities for professional development
Tools For Teachers (T4T)

Discover *classroom resources* you can use today.

Educator-created lessons, activities, strategies, and professional development to help tailor instruction and boost learning.

Start typing a topic, claim, target, or [filter resources](#).
## Connect Student Performance to Instructional Resources

<table>
<thead>
<tr>
<th>Topic Resource</th>
<th>Below</th>
<th>Near</th>
<th>Above</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numerators &amp; Denominators</strong></td>
<td>Identify the numerator and denominator in fraction notation.</td>
<td>Explain the meaning of numerators and denominators in fraction notation.</td>
<td>Explain and defend how numerators and denominators function in fraction notation.</td>
</tr>
<tr>
<td><strong>Understanding Equivalent Fraction (Algorithm)</strong></td>
<td>Use a visual fraction model of a unit fraction to generate an equivalent fraction.</td>
<td>Match and compare visual fraction models with fraction notation by using fraction equivalencies with multiplication and division of a common factor.</td>
<td>Match, compare, and create visual fraction models with fraction notation by using fraction equivalencies with multiplication and division of a common factor. For example, ( \frac{2}{3} \times \frac{2}{2} = \frac{4}{6} ) or ( \frac{4}{6} + \frac{2}{2} = \frac{2}{3} ).</td>
</tr>
<tr>
<td><strong>Equivalent Fractions Using Visual Models</strong></td>
<td>Recognize and use equivalent fractions using visual models.</td>
<td>Recognize and generate equivalent fractions, including when the numerator is greater than one, using visual models.</td>
<td>Justify the conclusions of a comparison using a visual fraction model.</td>
</tr>
<tr>
<td><strong>Comparing Fractions</strong></td>
<td>Compare two fractions with different numerators and different denominators using (&lt;, &gt;), and (=) by comparing to a benchmark fraction such as (\frac{1}{2}).</td>
<td>Compare two fractions with different numerators and different denominators using (&lt;, &gt;), and (=), by creating common denominators or numerators. Students are able to verbalize understanding of fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.</td>
<td>Compare two fractions with different numerators and different denominators using (&lt;, &gt;), and (=), including fractions whose values are close to each other. Students are able to generalize and verbalize understanding of fractions with denominators including and extending beyond 2, 3, 4, 5, 6, 8, 10, 12, and 100.</td>
</tr>
</tbody>
</table>

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**VERMONT AGENCY OF EDUCATION**
Let's Draw Equivalent Fractions

Akemi Faria and Leon Jabs
Updated Nov 12, 2020

Get Started

Overview

In this resource, students will learn how to identify equivalent fractions using visual models. The students will have multiple opportunities to create their own visual models that represent equivalent fractions.

Learning Goal

- The student will be able to identify, represent and generate more equivalent fractions including improper fractions.

Success Criteria

- Students can identify equivalent fractions given visual models.
- Students can draw a visual model of equivalent fractions.
- Students can identify the relationship equivalent fractions have with multiplication and division.
- Students can generate more equivalent fractions using multiplication or division.

Step By Step
Student Participation for Smarter Balanced Math/ELA Summative Assessments

All students enrolled in grades 3–8 and once in high school are required to participate in the Smarter Balanced summative MA test except:

1. Students with the most significant cognitive disabilities who meet the state’s criteria for a mathematics alternate assessment based on alternate achievement standards (approximately one percent or less of the student population).
2. Students with state approved medical exemption.

All students enrolled in grades 3–8 and 9 are required to participate in the Smarter Balanced summative English language arts/literacy (ELA) test except:

1. Students with the most significant cognitive disabilities who meet the state’s criteria for the English language arts/literacy alternate assessment based on alternate achievement standards (approximately one percent or less of the student population).
2. English Language Learners (ELLs) who enrolled within the 12 months prior to the beginning of testing in a U.S. school have a one-time exemption. (ELA) These students may instead participate in their state’s English language proficiency assessment consistent with state and federal policy.
3. Students with state approved medical exemption.
What are Universal Tools?

• Supports available to **ALL students as a default**. They will appear in your student’s interface unless you turn them off in the Teacher Interface.

• Must have all students take a practice and a training test to familiarize themselves with these tools.

• Training test must be taken within **3 weeks prior to the administration of the test**.
What are Designated Supports?

- **Designated supports** for the ELA and mathematics online assessments are resources that are available for use by any student for whom the need has been indicated by an educator, or team of educators, with the parent/guardian and student. Assigning a designated support does not require documentation of need in an IEP or 504 plan.

- Designated supports need to be identified and assigned in the Test Information Distribution Engine (TIDE) prior to assessment administration.

- Students should be familiar with and practiced using the designated supports assigned to them.

- School Test Coordinators can enter all Designated Supports.
Supports w/Special Considerations

• Simplified Test Directions (Designated Support)

• TTS/Read Aloud (Accommodation)
  – Accommodation Requests

• Scribe / DEI (both Designated support and Accommodation)
Simplified Test Directions

Who should have simplified test directions?
• Students with difficulty in audio-processing
• Short term memory,
• Attention
• Decoding

You will need:
• A Separate Setting,
• A Trained Test Administrator, who is the adult normally with the student and is typically responsible for doing this on a regular basis,
• Have extensive practice in simplifying test directions, and
• Be familiar with assistive technology (if applicable).
• Complete Documentation Requirements & Decision Criteria
  – Test Administration Manual (TAM)
  – Must have it recorded in TIDE

The Test Administrator cannot:
• Simplify any part of the actual assessment (items & stimuli)
• Correct answers a student has provided

The Test Administrator can:
• Clarify or have the student repeat to check for understanding

You will need to adjust your space and scheduling to administer simplified test directions.
## TTS/ Read Aloud

<table>
<thead>
<tr>
<th>Smarter Process</th>
<th>ELA (CAT)</th>
<th>ELA PT</th>
<th>Math (CAT &amp; PT)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text-to-Speech (TTS) Options</strong></td>
<td>Items (3-9)</td>
<td>Items (3-9)</td>
<td>Items (3-9)</td>
</tr>
<tr>
<td><em>Passages</em> (3-5) &amp; (6-9)</td>
<td>Stims (3-9)</td>
<td>Stims (3-9)</td>
<td></td>
</tr>
<tr>
<td>Items and <em>Passages</em> (3-5) &amp; (6-9)</td>
<td>Items &amp; Stims (3-9)</td>
<td>Items &amp; Stims (3-9)</td>
<td></td>
</tr>
</tbody>
</table>

- No TTS for directions
- TTS also available with stacked Spanish/English text, but each support must be entered ~ not automatic.
- No Human Translators (for any spoken languages other than Spanish, as assessments must be read verbatim and not translated)
- Pop-up Glossaries available in 14 languages with the voiced word in the first language. (Picture Glossaries are available on 2021 math tests items including practice and interims)
- Accommodation authorization is needed for ELA *Passages* and/or Items and *Passages in all grades*. (State enters the TTS accommodation into TIDE)
**TTS / Read Aloud**

### Designated Support
- Any student who demonstrates a need
- No passages on the ELA CAT
- Reads ELA CAT items, entire ELA PT, MA CAT, and MA PT tests
- Items or Items & Stims

### Accommodation
- Must have an IEP or 504
- IDEA indicator or 504 must be selected in TIDE
- Reads Passages on the ELA CAT
- State enters into TIDE
- Two types of Requests

### TTS Accommodation Requests

#### Grades 6-9
- No application/approval
- Link available on portal
- MUST have all other supports entered prior to submitting this request

#### Grades 3-5
- State Approval / Application
- Different Link
- Must be accompanied by the TTS 3-5 Checklist
- Some districts – still want requests to start with District Test Coordinator/Special Education Directors
Request for TTS / Human Reader
Grades 3-5

• An I.E.P. which states the student has a reading disability
• There is a reluctance to honor the TTS accommodation request, unless
  – the student has not had sufficient time to develop a decoding system (i.e. just diagnosed with dyslexia or recent trauma)
  – the student will never have a system for decoding printed material. (i.e. visually impaired), or
  – Permanent Visual Impairment (i.e. blind & not had a chance to learn braille, or degenerative muscular impairment affecting the eyes)

• Request Protocol:
  – Check with your DA or ADA to find out if they are reviewing these requests prior to submission,
  – Complete a TTS Grade 3-5 Accommodation Request Checklist, and
  – Obtain parent approval. (Note: Use of this accommodation in grades 3-5 invalidates the ELA Score)
  – If all parties are in agreement, complete a Grades 3-5 TTS/Read Aloud Accommodation Request (application).
# Vermont Guidance

Documentation of Possible Need for Text-to-Speech or Read Aloud Accommodations for ELA Reading Passages for Students with Disabilities in Grades 3-5

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses in shaded boxes may indicate a need for the text-to-speech or read aloud accommodation. Final approval needs to be obtained from the AOE for this accommodation to be given on the ELA CAT (3-5).</td>
<td></td>
</tr>
</tbody>
</table>

**Question**

<table>
<thead>
<tr>
<th>****</th>
<th><strong>Yes</strong></th>
<th><strong>No</strong></th>
<th><strong>Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Is this student blind or does this student have a significant visual impairment?</strong></td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>• If the student is blind or has a significant visual impairment, is the student learning to read braille?</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td><strong>Does this student have an identified reading-based disability that affects the student’s decoding, fluency, or comprehension skills in such a way that s/he will never be able to read without technology?</strong></td>
<td>[ ]</td>
<td>[ ]</td>
<td>Describe skills affected.</td>
</tr>
<tr>
<td><strong>Have interventions been used to improve the student’s decoding, fluency, or comprehension skills?</strong></td>
<td>[ ]</td>
<td>[ ]</td>
<td>Describe approaches.</td>
</tr>
<tr>
<td><strong>Does the student regularly use assistive technology software or audio books?</strong></td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td><strong>Does the student use text-to-speech or receive a read aloud accommodation during instruction?</strong></td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td><strong>Is there a 1:1 (teacher, paraprofessional, another student, parent) assigned to this student so s/he can access written material on any grade level?</strong></td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

**Student Input:**

| **Did the student indicate he or she reads to himself or herself when at home, and that it is because he or she has trouble reading?** | [ ] | [ ] | |
| **Does the student indicate that it is easier to understand a book when it is read to him or her through text-to-speech or by another person?** | [ ] | [ ] | |
| **Does the student indicate that, given the choice, he or she would prefer to read tests him or herself?** | [ ] | [ ] | |

By signing below, the District Test Administrator and the Teacher are acknowledging that the use of Text To Speech for the ELA CAT (3-5) invalidate test scores and that all parties, including parents, have been notified. Scores resulting from the use of this accommodation may not be accurate and are not indicative of the student’s true capabilities.

---

*Modified Content taken from the Smarter Balanced UAAG tis to follow Vermont specific guidance. Some questions in the “questions” sections are not included in this table because they are not indicators of a possible need for the text-to-speech or read aloud accommodation. These include, for example, the question “Is the student an English language learner (ELL)?”*
TTS Accommodation Requests: Forms

**Grades 6-9**

State entered – no approval necessary

**Grades 3-5**

State entered – requires application/approval
Scribe Protocol / Speech to Text (STT)

Different scribing protocol for each subject

ELA (ELA performance task)

- The Test Administrator should sit where the student cannot see what you are writing,
- No mechanics are assumed, (no punctuation, capitalization or spelling), and
- Student must review edit the work.
- TE or TA enters the response into the computer.

Math and Science

- Spelling can be assumed,
- Mechanics are assumed, and
- Student still edits for understanding.
- The seating arrangement is not as important.

NOTE
Use of this accommodation requires more time.
Be honest with the student as to why the protocol is different.
All Scribes must be trained (protocols can be found in the UAAG)
All Scribes need to sign the Affidavit / Confidentiality Agreement
Finding Forms

Smarter Balanced Assessments

Special Populations Resources

Smarter Balanced Resources - Accommodations and Special Populations
- Support Documents and Training
- Test Administration
- Translated Test Directions
# Support Documents and Training

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 6-9 TTS/Read Aloud Accommodation ELA CAT</td>
<td>Starting in 2018-19, all Text-to-Speech (TTS) Accommodations will be entered into TIDE by the State. The criteria for assigning TTS has not changed. This link is to be used ONLY for students receiving the TTS/Read Aloud Accommodation in grades 6–9 on the ELA CAT.</td>
</tr>
<tr>
<td>Text to Speech/Read Aloud Accommodation Training Grades 3–5, ELA CAT [PDF]</td>
<td>This webinar was used for a District Administrator (DA) Training on Text to Speech (TTS)/Read Aloud Accommodation for the ELA CAT Grades 3–5.</td>
</tr>
<tr>
<td>Text-to-Speech or Read Aloud Accommodation Checklist for Grades 3–5 (Passages) [PDF]</td>
<td>This checklist must be used to document a student’s possible need for either the Text-to-Speech or Read Aloud accommodation for ELA reading passages for students with disabilities in grades 3–5. The checklist and supporting documentation will need to go to Linda Moreno [Fax 802-479-1829] at the VT AOE for final review and approval. All communication/requests will go through the District Test Administrator (DA). Forms from educators and school coordinators will not be accepted.</td>
</tr>
<tr>
<td>TTS/Read Aloud Accommodation Requests</td>
<td>Please use the following link to submit all Grade 3–5 TTS/Read Aloud Accommodation Requests. (not for grades 6–9).</td>
</tr>
<tr>
<td>Text-to-Speech and Read Aloud Accommodation Request Form (Grades 3–5) [PDF]</td>
<td>This form is required for special educators who wish to request a human reader for the Read Aloud Accommodation or the Text-to-Speech Accommodation in grades 3–5 for ELA passages on the Smarter Balanced Assessment.</td>
</tr>
<tr>
<td>Guidelines for Simplified Test Directions [PDF]</td>
<td>This document provides guidelines for the use of simplified test directions. Simplified test directions is a designated support allowable across all grades on Smarter Balanced assessments.</td>
</tr>
</tbody>
</table>
### Smarter Balanced Resources - Brochures and Quick Guides

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing Student Test Settings [PDF]</td>
<td>This brochure provides a brief overview on how to manage student test settings in TIDE. Students’ embedded accommodations, non-embedded accommodations, and designated supports must be set in TIDE prior to test administration for these settings to be reflected in the online test delivery system.</td>
</tr>
<tr>
<td>Monitoring Test Progress: Test Status Code Report and Test Completion Rates [PDF]</td>
<td>This document provides instructions for generating Test Status Code Reports and Test Completion Rates in TIDE. Either report may be used by school- and district-level users to monitor test progress for the following assessments in the Vermont Comprehensive Assessment Program: Smarter Balanced Summative Assessments, Smarter Balanced Interim Assessments (IABs and ICAs), Vermont Science Assessment (VTSA), and Vermont Alternate Assessment (VTAA).</td>
</tr>
<tr>
<td>Quick Guide to Administering Smarter Balanced Interim Assessments Remotely [PDF]</td>
<td>This quick guide describes how TAs can remotely administer interim assessments and how students can access and participate in interim assessments.</td>
</tr>
<tr>
<td>User Role Permissions for Secure Online Systems [PDF]</td>
<td>This brochure outlines the user roles and permissions for each secure online testing system used to administer the online assessments for the Vermont Comprehensive Assessment Program. These systems include: Test Information Distribution Engine (TIDE), Reporting, Test Administrator (TA) Interface, and Assessment Viewing Application (AVA).</td>
</tr>
<tr>
<td>Understanding Rosters Brochure [PDF]</td>
<td>This brochure describes how to view, create, modify, and upload rosters in TIDE and Reporting.</td>
</tr>
<tr>
<td>Smarter Balanced Back to School Assessment Playbook [PDF]</td>
<td>This document, developed in collaboration with Smarter Balanced member states, includes guidance on choosing and using the right instructional resources and strategies; recommendations on teaching and measuring the highest priority content in each subject; and information about the unique role of the Interim Comprehensive Assessment (ICA), which measures a similar range of content as the</td>
</tr>
</tbody>
</table>
Vermont Alternate Assessment (VTAA) Accommodations

- All Accommodations are entered via the teacher’s test delivery interface.
- All items are read via TTS initially with the educator able to read verbatim afterwards.
- The only accommodation needing an entry in TIDE is the paper/pencil accommodation.

Educators administering the VTAA will need to take the TA Alternate Test Administrator Certification Course and pass the certification test to open the assessment. These modules contain accommodation and test delivery information unique to the VTAA and will not be covered in this training.
## Alternate Assessment Resources

### VTAA

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
</table>
| Monitoring Test Completion Rates for the LCI [PDF] | Updated October 29, 2020  
This document provides instructions for generating LCI Completion Rates in TIDE. |
| Test Information Distribution Engine (TIDE) User Guide [PDF] | Updated October 22, 2020  
The Test Information Distribution Engine (TIDE) User Guide is designed to help users navigate TIDE. Users can find information on managing user account information, managing student account information, student test settings and accommodations, and appeals in this user guide. |
| Assistive Technology Manual [PDF] | Updated October 07, 2020  
This manual provides an overview of the embedded and non-embedded assistive technology tools that can be used to help students with special accessibility needs complete online tests in the Test Delivery System (TDS). It includes lists of supported devices and applications for each type of assistive technology that students may need, as well as setup instructions for the assistive technologies that require additional configuration in order to work with TDS. |
| User Role Permissions for Secure Online Systems [PDF] | Updated August 31, 2020  
This brochure outlines the user roles and permissions for each secure online testing system used to administer the online assessments for the Vermont Comprehensive Assessment Program. These systems include: Test Information Distribution Engine (TIDE), Reporting, Test Administrator (TA) Interface, and Assessment Viewing Application (AVA). |
| Understanding Rosters Brochure [PDF] | Updated August 31, 2020  
This brochure describes how to view, create, modify, and upload rosters in TIDE and Reporting. |
| Completing the Learner Characteristics Inventory (LCI) in the Data Entry Interface (DEI) [PDF] | Updated August 26, 2020  
This document provides instructions describing how to access the Data Entry Interface (DEI) in order to submit the Learner Characteristics Inventory (LCI). |
The Vermont Alternate Assessment Technical Report describes the administration and scoring of the VTAA assessments in ELA and Mathematics for grades 3-8 and... |
Vermont Science Assessment (VTSA)

Vermont’s Next Generation Science Assessment
Vermont Science Assessment
VTSA

• Next Generation Science Standards
• Student supports are entered into TIDE
  • Be careful with 11th grade science.
• Accommodations are nearly identical to the Smarter Balanced Math Accommodations (few differences)
VTSA

Smarter Math

- TTS reads entire test
- Stacked Spanish Translation
- Translation glossaries (14 languages)
- Illustration Glossaries
  - Math Practice 2019
  - Entire Assessment

VTSA

- TTS Reads entire Test
- Spanish Toggle
- No illustration or pop-up Glossaries
  - Use word-word bilingual dictionaries
English Learners (ELs)

• Supports for ELs
• English Language Proficiency (ELP) Assessment
Supports for English Learners (ELs)

- All Language Supports are considered Designated Supports
- Collaborative effort between the general education teacher and the ESL teacher
# General Assessment Accommodations for English Learners (ELs)

## Common Supports

- Text-to-Speech (Designated Support)
- Pdf – Translated Test Directions (SB)
- Simplified Test Directions (all)
- Stacked Spanish (SB) or Spanish Toggle (VTSA)
- Word-Word bilingual dictionaries (VTSA)
- Pop-Up Glossaries (SB)
- Illustration Glossaries (SB – Math)

## Caution

- No TTS for directions
- Limited paper translations
- No additional information or explanations on simplified test directions
- Human translators ONLY for Spanish assessments. *All translations MUST be verbatim and only Spanish has been standardized in format.*
- TTS w/ stacked Spanish translation must be entered separately in TIDE

Any teacher or aid who delivers the assessment or assessment accommodations **MUST** be certified and sign a confidentiality agreement. Please check with your DA or ADA for your district protocols.
ACCESS for ELLs 2.0/ Alt ACCESS

• All students, even students with IEPs, 504s and those with significant cognitive disabilities need English Language Services. (It’s the law!)
• ESL Services are not an intervention.
• ACCESS 2.0 is the English Language Proficiency Assessment
  – ALL Grades K-12 (every year)
  – Four Domains: Reading, Writing, Speaking, Listening
  – Scores: Each domain, plus literacy and comprehension

• Alternate ACCESS Assessment
  – Except Kindergarten (Development of a K-alt is underway)
  – Only in paper form
  – Same eligibility criteria as ELA/MA/Science
Common Access 2.0
Accommodations by Domain

Accommodations vary across assessments AND domains on the ELP assessment

Reading
Writing
Speaking
Listening

State approves: Paper submissions/
Forced Submissions/ Domain
Exemptions
### ACCESS for ELLs® Accommodation Selections - Online

(Place an “x” in the empty box below. TA = Test Administrator)

<table>
<thead>
<tr>
<th>Student:</th>
<th>Student ID:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School:</td>
<td>District:</td>
<td></td>
</tr>
<tr>
<td>Team Members:</td>
<td>Completed by:</td>
<td></td>
</tr>
</tbody>
</table>

#### Accommodation Table

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>ACCESS for ELLs Test Domains</th>
<th>Key Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended testing of a test domain multiple days (EM)</td>
<td>N/A</td>
<td>Must provide written request and evidence supporting the need due to a student’s illness, disability, or extended interruption in testing, to the state assessment office.</td>
</tr>
<tr>
<td>Extended Speaking test response time (ES)</td>
<td>N/A</td>
<td>This feature provides twice the programmed time to complete. Must be pre-selected in AMS.</td>
</tr>
<tr>
<td>Extended testing time within the school day (ET)</td>
<td>N/A</td>
<td>Listening, Reading and Writing domains may have until the end of the school day. Speaking domain see ES.</td>
</tr>
<tr>
<td>Human reader for response options one time (HR)</td>
<td>No</td>
<td>The reader must read answer choice text exactly as it appears on screen.</td>
</tr>
<tr>
<td>Human reader for repeat of response options one time (RR)</td>
<td>No</td>
<td>Option to repeat 1x only. The reader must read text exactly as it appears on screen.</td>
</tr>
<tr>
<td>Interpreter signs test directions in ASL (SD)</td>
<td>N/A</td>
<td>Directions refer to administration logistics, test directions and practice items provided prior to the first test item.</td>
</tr>
<tr>
<td>Manual control of item audio (MC)</td>
<td>No</td>
<td>Allows the play button to be enabled by the student one time but cannot be paused or stopped. Must be pre-selected in AMS.NTAXYS simpler response as the student dictates responses directly into the test platform.</td>
</tr>
<tr>
<td>Repeat item audio (RA)</td>
<td>N/A</td>
<td>Listening audio may be repeated only one time. Speaking and Writing audio can be repeated multiple times. Must be pre-selected in AMS.</td>
</tr>
<tr>
<td>Scribed response (SR)</td>
<td>N/A</td>
<td>For students who are unable to write due to a disability. TA types student responses as the student dictates responses directly into the test platform.</td>
</tr>
<tr>
<td>Student responds using a recording device, which is played back and transcribed by the student (RD)</td>
<td>N/A</td>
<td>Student uses a recording device to respond; and then the student transcribes the response into the test.</td>
</tr>
<tr>
<td>Test may be administered by school personnel in non-school setting (NS)</td>
<td>N/A</td>
<td>For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Must be approved by SEA.</td>
</tr>
<tr>
<td>Word processor or similar keyboarding device to respond to test items (WD)</td>
<td>N/A</td>
<td>Responses must be transcribed verbatim on screen as soon as possible after testing by TA.</td>
</tr>
</tbody>
</table>
Decision Tree for Alt Access
Appendix A

Vermont
If a student assesses using the VTAA, then the Alt ACCESS is appropriate.

Alt Access is never appropriate if the student is being assessed by the general academic assessment.

ESL teachers must be part of the student’s IEP Team
Vermont Physical Education Assessment (VTPEA)

- Includes all students
- Can-Do Approach
Vermont Physical Education Assessment

VTPEA Suite

FitnessGram
Accommodations as needed

Brockport Physical Fitness Test

Individual Fitness Assessment

Alternate VTPEA Assessments
VTPEA
Vermont Physical Education Assessment

- Students in Grades 4, 7, 9
- PE Goals
- Testing mechanism on IEP
- All test administrators MUST be trained and certified.

- Three Assessments / One VTPEA
  - FitnessGram (standards)
  - Brockport
    - Standards
    - Intellectual Disability, Blind/VI, Cerebral Palsy, Spinal Cord Injury, Congenital Anomaly/Amputation
  - Individual Fitness Assessment (IFA)
    - Personalized
    - Use any protocol from FG or BKPT, or other
Decision Making Tree

1. **IFA Step 1**
   - What do we want to measure?
   - Aerobic Capacity
   - Upper body muscular strength & endurance
   - Abdominal muscular strength & endurance
   - Flexibility

2. **IFA Step 2**
   - Why can't the student demonstrate this with FitnessGram or BPFT with accommodations?

3. **IFA Step 3**
   - What can the student do to demonstrate the domain?
     - **Alt-Task Idea** - Start by considering BPFT tasks with Alt-Scoring. If that won't work, brainstorm alternate tasks that may meet the student's unique characteristics using exemplars and case studies to help generate ideas.
     - Yes/No - Does the task idea measure the identified domain?
     - Yes/No - Does the task idea measure skill/ability that leads to lifelong health-related fitness?
     - Yes/No - Can you assure the student's safety while doing the task?
     - Yes/No - Is the task sensitive to the student's feelings and self-esteem?
     - Yes/No - Do we have the necessary resources to support use of the task (e.g., staff, facilities, professionals)

       - If you answered NO to any of the above, consider another task.
       - If you answered YES to all of the above, implement the task using alternate scoring.
       - If you have run out of ideas, request a medical exemption.

In VTPEA TAM Appendix B

VERMONT AGENCY OF EDUCATION
Unique Accommodations

Accommodations not specified in any manual
Temporary Accommodation Request

• You have an idea for an accommodation which you do not believe will affect the validity of the score.

• Are there any situations when a student who doesn’t have an IEP or 504 can get an accommodation?
  – Sudden injury when student has no 504 or IEP. Ex. Broken arm
  – VTPEA Assessment
Temporary Accommodation Request Form

This form is required for schools/school districts to request an accommodation, that is not on the approved Smarter Balanced list. If approved, the request will only be valid for the current testing season. Please complete the form in its entirety and provide as much detail as possible.

<table>
<thead>
<tr>
<th>Testing Year (ex. 2018):</th>
</tr>
</thead>
</table>

Please indicate the test for which you’re requesting the exemption:

- Smarter Balanced
- VTSA
- Alternate
- ELP
- VTPEA

<table>
<thead>
<tr>
<th>Reporting School Code:</th>
<th>Reporting School Name:</th>
</tr>
</thead>
<tbody>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contact:  
Phone:  
Email:  
Date of Request:  

Name of Requestor:
Locating the Temporary Accommodation Request Form

This form is required for special educators who either use assistive technology, administer an accommodation, or have a process that is not on Smarter Balance’s list of approved accommodations. When in doubt, please check with the state prior to completing the form. This form can be completed for any state assessment.
Questions?

Linda Moreno  
Special Populations Assessment Coordinator  
Linda.Moreno@vermont.gov  
802-828-0505

Ana Kolbach  
Special Education Inclusion Coordinator  
Ana.Kolbach@vermont.gov  
802-828-2569

Note: Personally Identifiable Student Information (PII) should not be transmitted electronically.