



Vermont Comprehensive Assessment Program (VTCAP)

Accessibility and Accommodations Guidelines

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Version History

Version	Release Date	Revisions
V2	2/20/24	<p>Page 5–6: Directions for Amplification, Magnification, Medical Device, and Noise Buffer were updated to reflect that they are now checkboxes and do not need to be written in as Temporary Accommodations.</p> <p>Page 6: Simplified Test Directions was added <i>Table 4: Non-embedded Designated Supports</i></p> <p>Page 8: Screen Reader was added to <i>Table 5: Embedded Accommodations for Students with Disabilities (IEP, 504)</i>.</p> <p>Page 9–10: Directions for 100s Number Table, Abacus, Alternate Response Options, and Multiplication Table were updated to reflect that they are now checkboxes and do not need to be written in as Temporary Accommodations.</p> <p>Page 10: Read Aloud/Human Reader was added to <i>Table 6: Non-embedded Accommodations for Students with Disabilities (IEP, 504)</i>.</p>

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Audience and Purpose

This document provides guidance to districts and decision-making teams to ensure the Vermont Comprehensive Assessment Program (VTCAP) summative assessments provide valid results for all participating students.

Universal Tools

Table 1 lists the tools available to all students through the computer-based test (CBT) platform. Students should be familiar with using these tools prior to testing through classroom instruction or practice testing.

Table 1: Embedded Universal Tools

Tool	Description	Application (CAT, Fixed Form, Both)
Desmos Calculators	<p>Before testing: No action needed. Desmos Calculators will be available for all students on the test items that allow calculator usage.</p> <p>During testing: The following Desmos calculators will be available based on grade level::</p> <ul style="list-style-type: none"> • Scientific • Graphing • Basic function 	Both
Notepad	<p>Before testing: No action needed.</p> <p>During testing: Allows students to take notes or make calculations to help in answering a question.</p>	Both
Pop-Up Glossary	<p>Before testing: No action needed.</p> <p>During testing: Provides a definition of specific words within the item, passage, or answer choices.</p>	Both
Highlighter	<p>Before testing: No action needed.</p> <p>During testing: Allows a student to choose a specific color to highlight a word or group of words.</p>	Both
Line Reader Mask	<p>Before testing: No action needed.</p> <p>During testing: The student can raise or lower the Line Reader Mask to show only a portion of the screen selected, isolating the text and helping with focus.</p>	Both
Answer Eliminator	<p>Before testing: No action needed.</p> <p>During testing: Crosses out (or restores) a distractor for choice interactions.</p>	Both
Writing Tools	<p>Before testing: No action needed. Writing tools will be available to all students on select items.</p> <p>During testing: Text formatting tools, including bold, italic, underline, numbered, and bulleted lists.</p>	Both
Magnifier	<p>Before testing: No action needed.</p> <p>During testing: Enables the user to magnify a portion of the screen to home in on text or graphical elements. This support can be helpful for students with vision impairments and attention difficulties.</p>	Both

Tool	Description	Application (CAT, Fixed Form, Both)
Zoom	<p>Before testing: No action needed.</p> <p>During testing: The student can zoom the entire screen up to 500%, which will increase or decrease text as well as components of the user interface accordingly. TestNav is responsive, so the text and screen layout reflow. This responsive design includes approaches to reconfiguring menu systems to maximize screen space for the user. In addition, users who require zoom often also require a larger mouse pointer. The enlarged mouse pointer feature is automatically enabled for students using zoom. Users can pre-set the zoom level through Pearson Access or control the zoom percentage through a simple menu system or via keyboard shortcuts. For students who require levels of magnification beyond 500%, TestNav can support the use of third-party magnification software.</p>	Both

Table 2 lists the tools available to all students outside of the CBT platform. Students should be familiar with using these tools prior to testing through classroom instruction or practice testing.

Table 2: Non-Embedded Universal Tools

Tool	Description	Application (CAT, Fixed Form, Both)
Breaks	<p>Materials needed: None</p> <p>During testing: Students taking paper-based tests may be given breaks based on individual need, predetermined intervals, or between sections of the assessment. Students taking computer-based tests may be given breaks between test sessions.</p>	Both
English Dictionary (Math and Science)	<p>Materials needed: Dictionaries are provided to students by their school and should be the same ones used for routine classroom instruction.</p> <p>During testing: An English dictionary can be made available locally.</p>	Both
Scratch Paper	<p>Materials needed: Test Administrators (TAs) must supply at least one page of blank scratch paper per student. If graph paper is used during mathematics instruction, it is recommended that schools provide graph paper as scratch paper during mathematics testing.</p> <p>Students with visual impairments may also use braille paper, raised line paper, bold line paper, raised line graph paper, bold line graph paper, an abacus, etc.</p> <p>During testing: Scratch paper may be provided locally for students to use to make notes, write computations, or record responses to items. When appropriate, assistive technology devices may be used to serve as scratch paper.</p>	Both
Thesaurus (Math and Science)	<p>Materials needed: Thesauruses are provided to students by their school and should be the same ones used for routine classroom instruction.</p> <p>During testing: A thesaurus can be made available locally.</p>	Both

Designated Supports

Table 3 lists the designated supports features available to students through the CBT platform. **For students taking the CBT, designated supports must be assigned in ADAM prior to testing.**

Table 3: Embedded Designated Supports

Tool	Description	Application (CAT, Fixed Form, Both)
Text to Speech (Math and Science)	<p>Before testing: Update in ADAM. On the Accommodations page, select the checkbox next to Text to Speech. Do not select Text to Speech (ELA) or update via the Student Accommodation Upload file.</p> <p>During testing: Items and stimuli are read aloud to students in mathematics and science.</p>	CAT
Translations (Math and Science)	<p>Before testing: Update in ADAM. On the Accommodations page, under Form-Based Accommodations, select the appropriate language for the student in the Language drop-down. Or update via the Student Accommodation Upload file.</p> <p>During testing: Translated versions of the assessment are available online. Tests are translated into the following languages:</p> <ul style="list-style-type: none"> • Arabic – Standard MENA • Chinese – simplified Mandarin • French • Spanish – Nicaraguan • Swahili 	Fixed Form

Table 4 lists the designated supports available to students outside of the CBT platform.

Table 4: Non-embedded Designated Supports

Tool	Description	Application (CAT, Fixed Form, Both)
Amplification	<p>Before Testing: Update in ADAM. On the Accommodations page, under Local Accommodations, select the checkbox next to Amplification. Or update via the Student Accommodation Upload file.</p> <p>Materials needed: Materials needed may vary depending on the audio device being used by the student during the testing session.</p> <p>During testing: Students may adjust the volume via their headphones or other external amplification devices beyond the computer’s built-in speaker settings.</p>	Both
Bilingual Dictionary (Math, Science, Writing)	<p>Before Testing: Update in ADAM. On the Accommodations page, under Custom Accommodations and Supports, select the checkbox next to Native Language Word-to-Word Dictionary. Or update via the Student Accommodation Upload file.</p> <p>Materials needed: Dictionaries are provided to students by their school and should be the same ones used for routine classroom instruction</p> <p>During testing: An appropriate bilingual/dual-language word-to-word dictionary can be made available to students locally for the writing prompt portion of the English Language Arts (ELA) assessment.</p>	Both
Color Overlays	<p>Before Testing: Update in ADAM. On the Accommodations page, under Local Accommodations, select the checkbox next to Color Overlay. Or update via the Student Accommodation Upload file.</p> <p>Materials needed: TAs provide students with color overlays.</p> <p>During testing: Color transparencies may be provided locally for students taking the paper test who have attention difficulties, visual impairments, or print disabilities who use this support in classroom-based learning.</p>	Both
Magnification	<p>Before Testing: Update in ADAM. On the Accommodations page, under Pearson, select the checkbox next to Magnification/Zoom. Or update via the Student Accommodation Upload file.</p> <p>Materials needed: TAs provide students with magnification/enlargement device.</p> <p>During testing: Students who rely on extreme levels of magnification or other vision-enhancing tools may be provided access to assistive technology devices or software such as ZoomText or Windows Magnifier.</p>	Both

Tool	Description	Application (CAT, Fixed Form, Both)
Medical Device	<p>Before Testing: Update in ADAM. On the Accommodations page, under Local Accommodations, select the checkbox next to Medical Device. Or update via the Student Accommodation Upload file.</p> <p>Materials needed: Schools ensure that students have any medical devices regularly used by the student during instruction.</p> <p>During testing: Students may be provided access to electronic devices for medical purposes.</p>	Both
Noise Buffers	<p>Before Testing: Update in ADAM. On the Accommodations page, under Local Accommodations, select the checkbox next to Noise Buffer. Or update via the Student Accommodation Upload file.</p> <p>Materials needed: TAs provide students with headphones.</p> <p>During testing: Locally provided supports may be offered to muffle or block external noise.</p>	Both
Separate Setting	<p>Before Testing: Update in ADAM. On the Accommodations page, under Custom Accommodations and Supports, select the checkbox next to Individual/Separate Setting (Support). Or update via the Student Accommodation Upload file.</p> <p>Materials needed: No additional materials needed.</p> <p>During testing: Students may be tested in a separate setting.</p>	Both
Simplified Test Directions	<p>Before Testing: Update in ADAM. On the Accommodations page under Local Accommodations, enter "Simplified Test Directions" in the Temporary Accommodation text box. Or update via the Student Accommodation Upload file.</p> <p>Materials needed: TA provides student with simplified test directions.</p> <p>During testing: Proctor may provide student with a simplified version of the test directions.</p>	Both

Accommodations

Overview

It is important to ensure that performance in the classroom and on assessments is influenced minimally, if at all, by a student's disability or any characteristics that are unrelated to the content being assessed.

For the VTCAP, accommodations are considered adjustments to the testing conditions, test format, or test administration that provide equitable access during assessments for students with disabilities. Test administration should not be the first occasion on which an accommodation is introduced to the student. In addition, TAs should be education professionals who are familiar with the student, and who are typically responsible for providing the accommodation in the classroom. To the extent possible, accommodations should

- provide equitable access during instruction and assessments and
- mitigate the effects of a student's disability.

Accommodations should not

- reduce learning or performance expectations,
- change the construct being assessed, or
- compromise the integrity or validity of the assessment.

To the extent possible, accommodations should adhere to the following principles:

- Accommodations enable students to participate more fully and fairly in instruction and assessments and to demonstrate their knowledge and skills.
- Accommodations should be based upon an individual student's needs rather than on the category of a student's disability, level of or access to grade-level instruction, amount of time spent in a general classroom, current program setting, or availability of staff.
- Accommodations should be based on a documented need in the instruction/assessment setting and should not be provided for the purpose of giving the student an enhancement that could be viewed as an unfair advantage.
- Accommodations for students with disabilities should be described and documented in the student's appropriate plan (i.e., IEP or 504 plan).
- Accommodations should become part of the student's program of daily instruction as soon as possible after completion and approval of the appropriate plan.
- Accommodations should be monitored for effectiveness.

Table 5 lists the accommodations for students with disabilities that require changes in the assessment format and method in which the assessment is administered. This table contains those accommodations that are embedded in the online testing platform. **For students taking the CBT, embedded accommodations must be assigned in ADAM prior to testing.**

Table 5: Embedded Accommodations for Students with Disabilities (IEP, 504)

Tool	Description	Application (CAT, Fixed Form, Both)
American Sign Language (ASL)	<p>Before testing: Update in ADAM. On the Accommodations page, under Form-Based Accommodations, select American Sign Language from the Sign Language dropdown. Or update via the Student Accommodation Upload file.</p> <p>During testing: The ASL video player is a pop-up window the student can position anywhere in the item. The student can start and stop the ASL video and use the slider bar to move forward and backward in the video.</p>	Fixed Form
Closed Captioning (CC)	<p>Before testing: Update in ADAM. On the Accommodations Page, under Form-Based Accommodations, select the correct language for Closed Caption from the Closed Caption dropdown. Or update via the Student Accommodation Upload file.</p> <p>During testing: CC aids deaf or hard-of-hearing students by providing on-screen text of the audio portion of videos. To launch closed captions, a student selects the CC icon at the bottom of the video window. Note that the use of this feature requires that the configuration files be created with the text and timing that matches the video(s).</p>	Fixed Form (This is for the listening items only)
Color Contrast	<p>Before testing: Update in ADAM. On the Accommodations Page, under Pearson Accommodations, select the correct color contrast setting in the Color Contrast dropdown. Or update via the Student Accommodation Upload file.</p> <p>During testing: This causes the student to be presented with an extension selection page during the login process. The student may select from available third-party extensions to be downloaded and used during test delivery.</p>	CAT and Fixed Form
Speech-to-Text (ELA and Science)	<p>Before testing: Update in ADAM. On the Accommodations Page, under Pearson Accommodations, check the box next to Enable Extensions. This will enable the extensions (word prediction and speech-to-text) in the TestNav app.</p> <p>During testing: Speech-to-text and word prediction will be available in TestNav for open-ended responses. Students will enable the Co:Writer or Read&Write web extension they are most familiar with.</p>	CAT and Fixed Form
Screen Reader	<p>Before testing: Update in ADAM. On the Accommodations page, under Form-Based Accommodations, select the checkbox next to Screen Reader. Or update via the Student Accommodation Upload file.</p> <p>Materials needed: Student will need to connect their assistive technology device. Pearson currently supports NVDA, JAWS, and VoiceOver screen readers for use with TestNav.</p> <p>During testing: students can use a screen reader to read test content (and TestNav user interface elements) either thorough audio output or on a braille display.</p>	Fixed Form

Tool	Description	Application (CAT, Fixed Form, Both)
Text to Speech (ELA)	<p>Before testing: Update in ADAM. On the Accommodations, select the checkbox next to Text to Speech (ELA). Or update via the Student Accommodation Upload file.</p> <p>During testing: Items and passages are read aloud to students in ELA.</p> <p>Note: The use of Text to Speech on the ELA assessment changes the interpretation of a student’s score.</p>	CAT

Table 6 lists the accommodations for students with disabilities that describe changes in the assessment format and method in which the assessment is administered. This table contains those accommodations that are outside of the online testing platform.

Table 6: Non-embedded Accommodations for Students with Disabilities (IEP, 504)

Tool	Description	Application (CAT, Fixed Form, Both)
100s number table	<p>Before Testing: Update in ADAM. On the Accommodations page, under Local Accommodations, select the checkbox next to 100s Number Table. Or update via the Student Accommodation Upload file.</p> <p>Materials needed: Number tables are provided to students by their school based on those used by students for routine classroom instruction.</p> <p>During testing: A locally provided numbers table may be used.</p>	CAT and Fixed Form
Abacus	<p>Before Testing: Update in ADAM. On the Accommodations page, under Local Accommodations, select the checkbox next to Abacus. Or update via the Student Accommodation Upload file.</p> <p>Materials needed: An abacus is provided to students by their school based on those used by students for routine classroom instruction.</p> <p>During testing: A locally provided abacus may be used in place of scratch paper.</p>	CAT and Fixed Form
Alternate response options	<p>Before Testing: Update in ADAM. On the Accommodations page, under Local Accommodations, select the checkbox next to Alternate Response Options. Or update via the Student Accommodation Upload file.</p> <p>Materials needed: Alternate response options are provided to students by their school based on those used by students for routine classroom instruction.</p> <p>During testing: TestNav and Pearson Access support the use of switches, adapted keyboards, adapted mouse, touchscreen inputs, and other alternate response options.</p>	CAT and Fixed Form
Calculator (braille or talking)	<p>Before Testing: Update in ADAM. On the Accommodations page, under Local Accommodations, select the checkbox next to Handheld Calculator. Or update via the Student Accommodation Upload file.</p> <p>Materials needed: Calculators are provided to students by their school based on those used by students for routine classroom instruction.</p> <p>During testing: A locally provided calculator may be provided for students who require braille calculation devices or a talking calculator.</p>	CAT and Fixed Form

Tool	Description	Application (CAT, Fixed Form, Both)
Multiplication table	<p>Before Testing: Update in ADAM. On the Accommodations page, under Local Accommodations, select the checkbox next to Multiplication Table. Or update via the Student Accommodation Upload file.</p> <p>Materials needed: Multiplication tables are provided to students by their school based on those used by students for routine classroom instruction.</p> <p>During testing: A locally provided paper-based, single-digit multiplication table may be provided.</p>	CAT and Fixed Form
Read Aloud/ Human Reader	<p>Before testing: Update in ADAM. On the Accommodations page, under Local Accommodations, select the checkbox next to Read Aloud/Human Reader. Or update via the Student Accommodation Upload file.</p> <p>Materials needed: No additional materials are needed. The proctor (or assigned personnel) will read over the student's shoulder.</p> <p>During testing: Trained and qualified human readers may read some or portions of the content aloud to students in accordance with the guidelines provided.</p>	Both
Scribe	<p>Before Testing: Update in ADAM. On the Accommodations page, under Local Accommodations, select the checkbox next to Scribe. Or update via the Student Accommodation Upload file.</p> <p>Materials needed: The person working with the student needs the information to log in to the student's testing profile in order to record their responses. Please refer to the Scribe Protocol available on the Vermont Help & Support website.</p> <p>During testing: Students may dictate responses to a trained and qualified scribe in accordance with the guidelines provided.</p> <p>After testing: Scribes will record responses into the online testing system.</p>	CAT and Fixed Form
Speech-to-Text (Math)	<p>Before Testing: Update in ADAM. On the Accommodations Page, under Pearson Accommodations, check the box next to Enable Extensions. This will enable the extensions (word prediction and speech-to-text) in the TestNav app.</p> <p>During testing: Students will use a device that includes the student's assistive technology tools for speech-to-text. Students will need access to a microphone to complete their responses. This device should be the one that students are familiar with from classroom use.</p> <p>After testing: Student responses must be entered into the TestNav8 online testing platform as outlined in the "Paper-Based Testing Online Entry of Student Responses" section of the TAM.</p>	CAT and Fixed Form

Table 7 lists the print-based accommodations for students with disabilities that describe changes in the assessment format and method in which the assessment is administered. This table contains those accommodations that are outside of the online testing platform.

Table 7: Print-Based Non-embedded Accommodations for Students with Disabilities (IEP, 504)

Tool	Description	Application (CAT, Fixed Form, Both)
Braille and Braille plus Tactile Graphics	<p>Before Testing: Update in ADAM. On the Accommodations Page, under Form-Based Accommodations, select the checkbox next to Braille. Or update via the Student Accommodation Upload file.</p> <p>Materials needed: In addition to selecting the accommodation in ADAM, braille testing materials should be ordered from the vendor prior to testing. You will need to fill out the Braille Request Form in order to receive the information required to download the materials.</p> <ol style="list-style-type: none"> 1. Access the Braille Request Form using this link: app.smartsheet.com/b/form/9332cf139b25455d9556769a65ded732 2. Fill out the required forms related to your request. 3. You will then be contacted by a Cognia representative with instructions to access a secure FTP site to download the braille ready format file and a file containing print instructions for local printing. <p>During testing: The following braille paper test book formats may be ordered and downloaded for local printing:</p> <ul style="list-style-type: none"> • UEB <ul style="list-style-type: none"> - ELA and science • Mathematics <ul style="list-style-type: none"> - UEB with Nemeth <p>There are a variety of ways students can respond to the items on the braille assessment:</p> <ul style="list-style-type: none"> • Students may record their responses using braille on a separate braille sheet of paper. • Students may record their responses directly in the braille version of the test booklet. • Students may respond to the short-answer and open-ended questions using a word processor (without a spelling or grammar check) and respond to the multiple-choice questions directly in the braille version of the test booklet. • Students may use a scribe to write oral responses or fill in bubbles for multiple-choice questions in the answer document. <p>After testing: Student responses recorded in the braille materials must be entered into the TestNav8 online testing platform as outlined in the “Paper-Based Testing Online Entry of Student Responses” section of the TAM.</p>	Fixed Form

Tool	Description	Application (CAT, Fixed Form, Both)
Regular Print	<p>Before Testing: Update in ADAM. On the Accommodations Page, under Form-Based Accommodations, select the checkbox next to Paper. Or update via the Student Accommodation Upload file.</p> <p>Materials needed: Paper test materials are ordered from the vendor prior to the testing window. Students who had this accommodation entered prior to February 2 will automatically have materials shipped to the school. After that date, please contact the Vermont Client Care Center to order paper material (in addition to selecting the accommodation in ADAM).</p> <p>During testing: Students take the assessment using the paper test booklet, recording their answers in the test booklet.</p> <p>After testing: Student responses must be entered into the TestNav8 online testing platform as outlined in the "Paper-Based Testing Online Entry of Student Responses" section of the TAM.</p>	Fixed Form
Large-Print	<p>Before Testing: Update in ADAM. On the Accommodations Page, under Form-Based Accommodations, select the checkbox next to Large Print. Or update via the Student Accommodation Upload file.</p> <p>Materials needed: The large-print packet should be ordered from the vendor prior to the testing vendor. The packet includes a large-print instructions sheet, a large-print test booklet, and a standard-sized test booklet. Students who had this accommodation entered prior to February 2 will automatically have materials shipped to the school. After that date, please contact the Client Care Center to order paper material (in addition to selecting the accommodation in ADAM).</p> <p>During testing: The large-print test booklet is 11" × 17". Students should respond directly in the booklet.</p> <p>After testing: Student responses recorded in the braille materials must be entered into the TestNav8 online testing platform as outlined in the "Paper-Based Testing Online Entry of Student Responses" section of the TAM.</p>	Fixed Form

