

Section 6: Resource Planning

Test Coordinators should ensure that an adequate number of Test Proctors, Test Support Staff, and suitable physical spaces are available to accommodate students with disabilities. The following considerations must be addressed during the planning of test administrations for these students.

6.1 Resource Considerations for Certain Accommodations

Extra resources are needed for the following accommodations:



Administration Considerations – Principals and Test Coordinators will need to make special arrangements for any administration considerations that result in a student needing to test in a location other than a regular computer-based testing session.



Braille and Large Print - Students will need to test in a one-to-one testing administration in a comfortable and quiet room where the Test Proctor and student can communicate without distraction.

Only an Eligible Test Proctor who is a certified Teacher of Students with Visual Impairment, including Blindness or someone working under the direct supervision of an Eligible Test Proctor who is a certified Teacher of Students with Visual Impairment, including Blindness may transcribe the student's responses into the test booklet, answer document or online form of the IAR/ISA.



Extended Time: Testers who need extended time can be grouped before testing begins if they are taking the same test. After daily testing has ended for the majority of campus, students with extended time can be grouped together to continue testing, regardless of test.



Human Reader and Human Signer: Students needing this accommodation, on paper or computer tests, require separate testing—either one-on-one or in a small group with others using the same accommodation.



Human Scribe: Any student requiring a Human Scribe on either paper or computer-based testing must test in a one-to-one testing administration in a comfortable and quiet room where the Test Proctor and student can communicate without distraction.



Native Language Support – Students who speak a language other than Spanish and who will be receiving the general test directions in their native language will need to be placed in a separate setting to receive the directions in their native language.



Online Accommodated Form – AT/Screen Reader – These testers will be testing with a certified Teacher of Students with Visual Impairment, an Instructional Technology professional, occupational or speech therapist, or other special education teacher who is familiar with the student and student technology being used to complete testing. This should be a one-to-one testing administration in a room where the student is comfortable using assistive technology to answer questions.

Online Accommodated Form – Bundle – Students who are not using the aid of the Human Reader to complete testing are eligible to test in standard testing sessions if appropriate. If the student relies on a Human Reader, the student will need to test in a one-to-one or small group testing administration.

Online Accommodated Form – Sign Language – If students are using the embedded ASL videos for reading support and are not using the aid of a Human Signer, these students may be eligible to test with other students in a standard testing session. If the student relies on a Human Signer, the student will need to test in a one-to-one testing administration in a comfortable and quiet room where the Human Signer and student can communicate without distraction.



Paper Testers – Paper testers can be grouped together by grade and subject test. Since the Test Proctor instructions differ between paper and computer-based testing, paper testers need to be placed separately from students taking computer-based tests.

Spanish tests - Students will need to be grouped together by grade and subject so they can receive the testing directions in their native language.



Third-Party Assistive Technology: In addition to students using assistive technology on the Online Accommodated Form – AT/Screen Reader, students may also be taking paper-based tests and responding to questions on third-party assistive technology that will then be transcribed by the Test Coordinator and Test Proctor into a scorable test. These testers will need to be tested one-on-one in a familiar setting where the Test Proctor and student can communicate without distraction.