



**Montana Comprehensive
Assessment System**

**Usability, Accessibility, and
Accommodations Guidelines**

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Montana Science Assessments

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INTRODUCTION

This document is intended to provide guidance for Montana school district personnel who must make decisions about testing all students, including special student populations, on the Montana Science Assessment. All students, including students with disabilities and English Learners, are required by state and federal law to take part in the state assessments with or without accommodations. Generally, if a student can receive instruction, then they are also able to participate in state assessments. All students enrolled in accredited schools are expected to take part in state assessments in one of three ways:

1. Participate in general population assessments **without** accommodations.
2. Participate in general population assessments **with** accommodations.
3. Participate in **alternate assessments** when the [participation criteria](#) are met.

Special student populations include students identified as eligible for special education services under the Individuals with Disabilities Education Act (IDEA), students identified as disabled under Section 504 of the Rehabilitation Act of 1973, and students who are identified as English learners (EL). This document also provides information regarding general education students who may require additional supports when taking standardized assessments.

These *Guidelines* describe the universal tools, designated supports, and accommodations available for the following assessments:

- Montana Science Interim Assessments
- Montana Science Summative Assessments

The guidelines available for special student populations eligible to participate in the the Alternate Montana Science Assessment (AMSA) and can be found on the Montana Testing Portal under the [Accessibility and Accommodations resources](#).

The specific accessibility features (i.e., universal tools, designated supports, and accommodations) approved by the Montana Office of Public Instruction (OPI) are subject to change in the future if additional tools, supports or accommodations are identified for the assessments based on experience and research findings.

Student eligibility for accessibility features is added through the state student information system known as Achievement In Montana (AIM)/Infinite Campus by District-Level users. The AIM/Infinite Campus system is designed to collect demographic, enrollment, program participation, and assessment data for each student.

The OPI uploads the student data file from AIM/Infinite Campus into the Test Information Distribution Engine (TIDE) (see [TIDE OPI Student File Upload Schedule](#)). TIDE then distributes this information to the appropriate system. To protect student data privacy, districts are

responsible for turning on any accessibility tools within the Montana Testing Portal. Specific data within an IEP is not transferred from AIM into TIDE. In addition to this document, OPI continues to prepare teachers to administer Montana Science Assessment to all students. Resources related to student supports and accessibility needs are available on the [Montana Testing Portal](#).

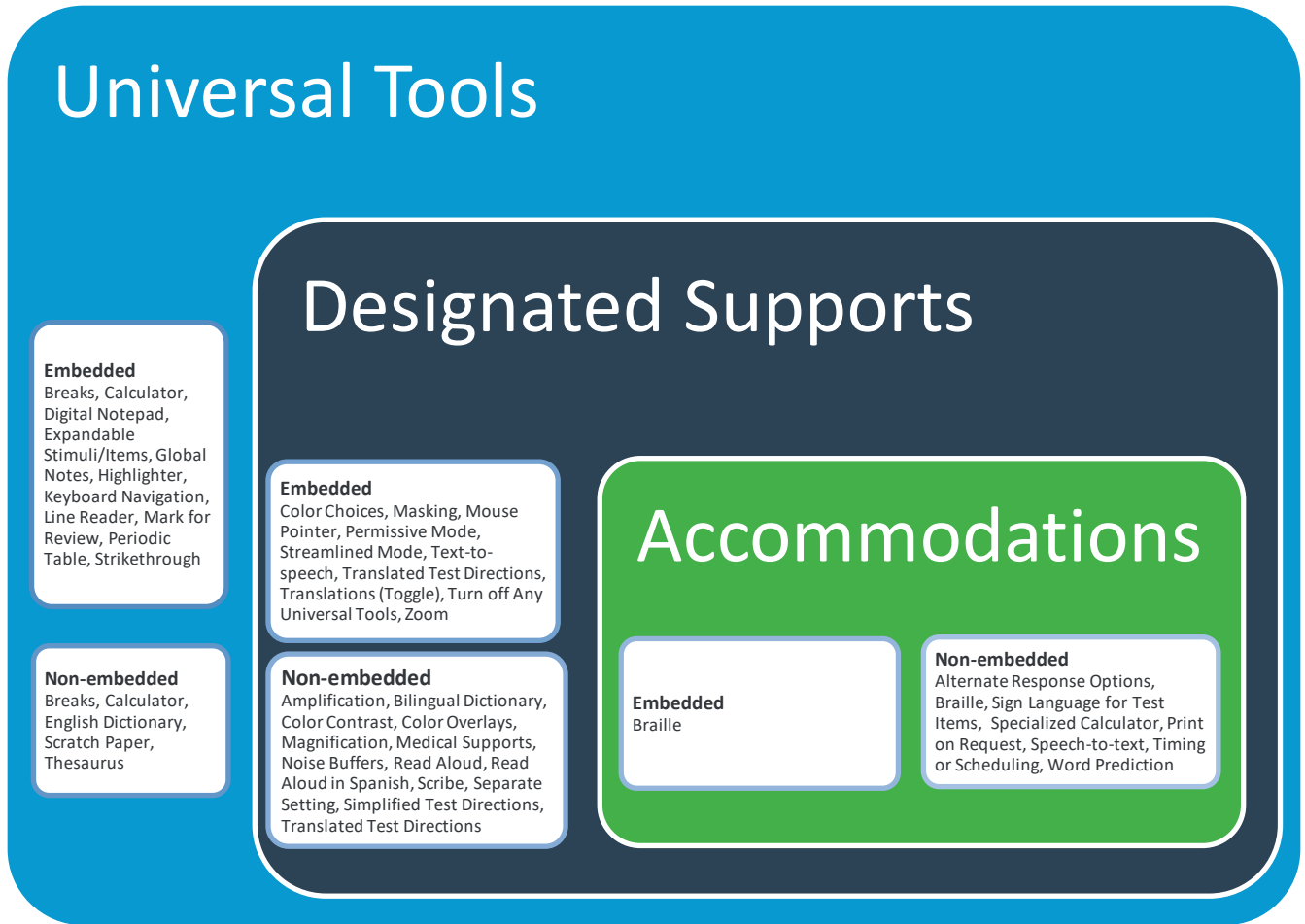
INTENDED AUDIENCE AND RECOMMENDED USE

This document is intended for school-level personnel and decision-making teams, particularly Individualized Education Plan (IEP) teams, as they prepare for and implement the Montana Science Assessment. The *Guidelines* provide information for classroom teachers, English development educators, special education teachers, and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them. The *Guidelines* are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The *Guidelines* apply to **all** students. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. This document focuses on universal tools, designated supports, and accommodations for the Montana Science Assessment. It recognizes and supports the critical connection between accessibility and accommodations in instruction and during assessment.

The selection of accessibility supports (universal tools, designated supports, and accommodations) is a systematic, data-based, needs-based process that is made by educators familiar with individual student needs. For students being served with English learner plans, IEPs, or 504 plans, supports should be discussed at plan meetings. For at-risk students who would benefit from designated supports, a team of educators familiar with the student should make accessibility support decisions. The supports that are provided on state assessments must be familiar to the student and match those supports and accommodations that are provided for classroom instruction and assessments throughout the school year. For additional guidance, please refer to [Montana's Three Tiers of Accessibility](#).

Figure 1. Conceptual Model of Montana Accessibility Features



Note: Not all tools are available on all assessments. Review each section and tool carefully to determine if it is applicable to the assessment being administered. If you have any questions regarding tool availability, refer to the OPI Assessment Help Desk at 1-844-867-2569 or OPIAssessmentHelpDesk@mt.gov.

The Conceptual Model recognizes that all students should be held to the same expectations for instruction in Montana Content Standards and have available to them universal accessibility features. It also recognizes that some students may have certain characteristics and access needs that require the use of accommodations for instruction when they participate in the assessments.

These *Guidelines* present the current universal tools, designated supports, and accommodations adopted by the OPI to ensure valid assessment results for all students taking state mandated assessments.

SECTION I: UNIVERSAL TOOLS

WHAT ARE UNIVERSAL TOOLS?

Universal tools are accessibility resources of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection. The universal tools described in this section are not modifications and all yield valid scores that count as participation in assessments that meet the requirements of the Every Student Succeeds Act (ESSA) when used in a manner consistent with the *Guidelines*.

EMBEDDED UNIVERSAL TOOLS

Digitally delivered assessments include a wide array of embedded universal tools. These are available to all students as part of the technology platform. [Table 1](#) lists the embedded universal tools available to all students for Montana Science Assessment computer-administered assessments. It includes a description of each tool. Although these tools are available to all students, educators may determine that one or more might be distracting for a particular student, and thus might indicate that the tool should be turned off for the administration of the assessment to the student (see [Designated Supports](#)). Universal Tools are turned enabled by default but can be turned OFF locally in the Test Administrator Interface prior to administering tests or by the student. Note: Universal Tools cannot be set in the TIDE > Test Settings. Test Administrators (TA) and Proctors can check a student’s test settings in the Test Settings screen in the TA Interface and update them as required.

Table 1. Embedded Universal Tools Available to All Students

Universal Tool	Description
Breaks (Embedded)	The number of items per session can be flexible based on the student’s need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment. Refer to the MSA Test Administration Manual and TIDE User Guide for additional guidance.
Calculator (Embedded) <i>(See non-embedded accommodations for students who cannot use the embedded calculator)</i>	An embedded on-screen digital calculator can be accessed when students click on the calculator button. When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).
Digital Notepad	This tool is used for taking notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes.

Universal Tool	Description
Expandable Passages/Items	Each passage and/or associated item(s) can be expanded so that it takes up a larger portion of the screen. This can be accessed within the testing environment by pressing the (← →) button on the screen.
Global Notes	Global notes is a notepad feature that is available throughout the entirety of the test. The student clicks on the notepad icon for the notepad to appear. The notes are retained after breaks or pauses in the test.
Highlighter (Embedded)	A digital tool for marking desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment.
Keyboard Navigation (Embedded)	Navigation throughout text can be accomplished by using a keyboard.
Line Reader (Embedded)	The student uses an onscreen universal tool to assist in reading by raising and lowering the tool for each line of text on the screen.
Mark for Review (Embedded)	Allows students to flag items for future review during the assessment. Markings are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
Periodic Table	An arrangement of the chemical elements, ordered by their atomic number, electron configuration, and recurring chemical properties. The ordering shows periodic trends, such as elements with similar behavior in the same column. For students testing with Spanish translations as a designated support, this feature will be available in Spanish language.
Strikethrough	Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.

NON-EMBEDDED UNIVERSAL TOOLS

Some universal tools may need to be provided outside of the computer test administration system. These tools, shown in [Table 2](#), are to be provided locally for students. They can be made available to any student.

Table 2. Non-embedded Universal Tools Available to All Students

Universal Tool	Description
Breaks (Non-Embedded)	Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Calculator (Non-Embedded)	When the embedded calculator tool is not suitable for a student participating in the assessment, the provision of a battery-operated hand-held calculator may be appropriate. If a calculator is provided, proctors must ensure that the device is functional, has working batteries, and that the student is familiar and comfortable with how to use it. Students may not use calculators available on their phones, iPads, or other electronic devices. Students may not share calculators.
Scratch Paper	<p>Students may use blank scratch paper to make notes, write computations, record responses, or create graphic organizers. A whiteboard with a marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper. The assistive technology device needs to be familiar to the student and/or consistent with the child's IEP or 504 plan. Access to internet must be disabled on assistive technology devices.</p> <p>If a student needs to take the assessment in more than one session, scratch paper, whiteboards, and/or assistive technology devices may be collected at the end of each session, securely stored, and made available to the student at the next testing session. Once the student completes the test, the scratch paper must be collected and securely destroyed, whiteboards should be erased, and notes on assistive technology devices erased to maintain test security.</p>
Thesaurus	A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

SECTION II: DESIGNATED SUPPORTS

WHAT ARE DESIGNATED SUPPORTS?

Designated supports for the Montana Science Assessment are those features 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. The designated supports described in this section are not modifications. Designated supports all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the *Guidelines*. It is recommended that a consistent process be used to determine these supports for individual students. All educators making these decisions should be trained on the process and should be made aware of the range of available designated supports. The OPI has identified digitally embedded and non-embedded designated supports for students for whom an adult or team has indicated a need for the support.

Designated supports need to be identified prior to assessment administration. Embedded and non-embedded supports must be entered into TIDE under student test settings as no accessibility features automatically transfer from AIM/Infinite Campus. Any non-embedded designated supports must be arranged for prior to testing and provided during testing.

WHO MAKES DECISIONS ABOUT DESIGNATED SUPPORTS?

Informed adults make decisions about designated supports. Ideally, the decisions are made by all educators familiar with the student's characteristics and needs, as well as those supports that the student has been using during instruction and for other assessments. Student and parent input to the decision is also recommended.

EMBEDDED DESIGNATED SUPPORTS

[Table 3](#) lists the embedded designated supports available to all students for whom the need has been indicated. It includes a description of each support along with recommendations for when the support might be needed.

Table 3. Embedded Designated Supports

Designated Support	Description	Recommendations for Use
Color Choices	Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background. Available options include: Blue, Light blue, Black on cream, Gray, Light gray, Medium Gray on Light Gray, Green, Light green, Magenta, Light magenta, White on navy, White on red, Red on white, Yellow, Light yellow,	Students with attention difficulties may need this support 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 color selections meet the student's needs.

Designated Support	Description	Recommendations for Use
	<p>Yellow on Blue; Yellow on black, and Reverse Contrast.</p>	
<p>Masking</p>	<p>Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.</p>	<p>Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus.</p>
<p>Mouse Pointer (Size and Color)</p>	<p>This embedded support allows the mouse pointer to be set to a larger size and also for the color to be changed. A test administrator sets the size and color of the mouse pointer prior to testing.</p>	<p>Students who are visually impaired and need additional enlargement or a mouse pointer in a different color to find their mouse pointer more readily on the screen will benefit from the mouse pointer support. Students who have visual perception challenges will also find this beneficial. The size and color are set during registration and cannot be changed during the administration of the assessment. Students should have ample opportunity to practice during daily instruction with the size and color to determine student preference. The mouse pointer can be used with the zoom designated support. If students are using a magnification program (See Designated Support, magnification), the enlarged mouse pointer is built into magnification programs and mouse pointer may not be needed. It is recommended that students requiring this support test on a device with an external mouse including a scroll wheel.</p>
<p>Permissive Mode</p>	<p>This support allows approved 3rd party AT software to be</p>	<p>The secure browser is designed to purposefully block access to most additional software to</p>

Designated Support	Description	Recommendations for Use
	accessible while testing via the secure browser.	create a secure testing environment. In some cases, students may need access to an approved 3 rd party software to appropriately interact with the test content according to their IEP/504 plan. Permissive Mode may be applied to allow access to appropriate AT software during testing.
Streamlined Mode	This designated support provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.	This designated support may benefit a small number of students who have specific learning and/or reading disabilities and/or visual impairment in which the text is presented in a more sequential format. Students should have familiarity interacting with items in streamline format.
Text-to-Speech <i>Text-to-Speech (Items and Stimuli)</i> <i>Text-to-Speech (Items only)</i> <i>Text-to-Speech (Stimuli only)</i>	Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. This feature may be applied to all test content (Items and Stimuli), Items Only, or Stimuli Only, as appropriate.	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. Students would need to use this support regularly during instruction to meaningfully benefit from it on assessments. Students who use text-to-speech will need headphones unless tested individually in a separate setting.
Translations (Toggle)	This Spanish presentation will allow the literate Spanish-speaking student to toggle between a full Spanish translation of the item and the English version of the item. By default, all test directions, navigation buttons, and test content will be presented to the student in the Spanish language.	For students whose primary language is not English and who use dual language supports in the classroom, use of the stacked (dual language) translation may be appropriate. Students participate in the assessment regardless of the language. This support will increase reading load and cognitive load. The use of this support may result in the student

Designated Support	Description	Recommendations for Use
		needing additional overall time to complete the assessment.
Translated Test Directions (Spanish)	Translation of test directions is a language support available prior to beginning the actual test items. Students can see test directions in another language. As an embedded designated support, translated test directions are automatically a part of the Spanish translations designated support.	Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translated directions support. This support should only be used for students who are proficient readers in the other language and not proficient in English.
Turn Off Any Universal Tools	Disabling any universal tools that might be distracting or that students do not need to use or are unable to use.	Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools. Knowing which specific tools may be distracting is important for determining which tools to turn off.
Zoom	Setting the default text size or other graphics in a window or frame to appear larger on the screen. The default font size for all tests is 14 pt. To increase the default print size of the entire test, the print size must be set for the student in TIDE or set by the test administrator prior to the start of the test. The use of this tool may result in the student needing additional overall time to complete the assessment. Students can still have the ability to alter the print size on individual test pages, by utilizing the <i>Zoom In</i> and <i>Zoom Out</i> buttons as a universal tool.	Students used to viewing enlarged text or graphics, or navigation buttons, with or without changes to color contrast, may need zoom to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities. The use of this designated support may result in the student needing additional overall time to complete the assessment.

NON-EMBEDDED DESIGNATED SUPPORTS

Some designated supports may need to be provided outside of the digital-delivery system. These supports, shown in [Table 4](#), are to be provided locally for those students unable to use the designated supports when provided digitally.

Table 4. Non-embedded Designated Supports

Designated Support	Description	Recommendations for Use
Amplification	The student adjusts the volume control beyond the computer's built in settings using headphones or other non-embedded devices.	Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource likely requires a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security.
Bilingual Dictionary	A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided.	For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.
Color Contrast	Test content of online items may be printed with different colors.	Students with attention difficulties may need this support for viewing the test when digitally provided color contrasts do not meet their needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by evidence of those colors that meet the student's needs.
Color Overlay	Color transparencies are placed over a paper-based assessment.	Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs.

Designated Support	Description	Recommendations for Use
Magnification (Non-Embedded)	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, navigation buttons, and mouse pointer) may be adjusted by the student with an assistive technology device or software. Magnification allows increasing the size and changing of the color contrast, including the size and color of the mouse pointer, to a level not provided for by the zoom universal tool, color contrast designated support, and/or mouse pointer designated support.	Students used to viewing enlarged text or graphics, or navigation buttons, with or without changes to color contrast, may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities. The use of this designated support may result in the student needing additional overall time to complete the assessment.
Medical Supports	Students may have access to medical supports for medical purposes (e.g., Glucose Monitor). The medical support may include a cell phone and should only support the student during testing for medical reasons.	Educators should follow local policies regarding medical supports and ensure students' health is the highest priority. Electronic medical support settings must restrict access to other applications or the test administrator must closely monitor the use of the medical support to maintain test security. Use of medical supports may require a separate setting to avoid distractions to other test takers and to ensure test security.
Noise Buffers	Ear muffers, white noise, and/or other equipment used to block external sounds.	Student (not groups of students) wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.
Read Aloud Items/Stimuli	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the <i>Test Administration Manual</i> and <i>Read Aloud Guidelines</i> (see Appendix B). All or portions of the content may be read aloud.	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers should be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or

Designated Support	Description	Recommendations for Use
		repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.
Read Aloud – Spanish Items/Stimuli	Spanish text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the <i>Test Administration Manual</i> and the <i>Read Aloud Guidelines</i> . All or portions of the content may be read aloud.	Students receiving the translations (stacked) designated support and who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.
Scribe Items (Non-Writing)	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified and must follow the administration guidelines provided in Appendix C: Scribing Guidelines .	Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses to a human, who then records the students’ responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment.
Separate Setting	Test location is altered so that the student is tested in a setting different from that made available for most students.	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 them to work individually or among a smaller group. The student may read aloud to self, use a device requiring voicing (e.g., a Whisper Phone), or use Amplification. It may also include a calming device or support as recommended by educators and/or specialists. Or, the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher’s desk, or in the front of a classroom). Some students may benefit from being in an environment

Designated Support	Description	Recommendations for Use
		<p>that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the Test Administrator Manual (TAM), can act as test proctor when student requires it.</p>
<p>Simplified Test Directions</p>	<p>The test administrator simplifies or paraphrases the test directions found in the <i>Test Administration Manual</i>.</p>	<p>Students who need additional support understanding the test direction may benefit from this resource. This designated support may require testing in a separate setting to avoid distracting other test takers.</p>
<p>Translated Test Directions (Non-Embedded)</p>	<p>PDF of directions translated in each of the languages currently supported. Bilingual adult can read to student. Note: Translated Test Directions are currently only available in Spanish.</p>	<p>Students who have limited English language skills (whether or not designated as ELs or ELs with disabilities) can use the translated test directions. In addition, a biliterate adult trained in the test administration manual can read the test directions to the student. The use of this support may result in the student needing additional overall time to complete the assessment.</p>

SECTION III: ACCOMMODATIONS

WHAT ARE ACCOMMODATIONS?

Accommodations are changes in procedures or materials that increase equitable access during the Montana Science Assessment. The accommodations described in this section are not modifications. Accommodations all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the *Guidelines*. They allow students to show what they know and can do. The OPI has identified digitally-embedded and non-embedded accommodations for students with disabilities.

Accommodations must be documented in an Individualized Education Plan (IEP) or 504 Plan. If an accommodation is not visible to select from or an emergency need has risen, requests for **Non-routine accommodations** must be submitted to the OPI from the System Test Coordinator (STC) through the [MontCAS Application > Non-Routine Request Process](#). The OPI must approve all non-routine accommodations used in the state assessments **before** a student can receive them as any accommodation not listed has the risk to change what is being measured and may make the student score invalid.

Accommodations help certain students access the general education curriculum and should be used in instruction and assessment throughout the year and at least 3 months before the assessment. Supports that are provided on state assessments must be familiar to the student and must match those supports and accommodations that are provided for classroom instruction and assessments throughout the school year. Student's parents/guardians must be knowledgeable about the supports and accommodations planned for their child so they are aware of the conditions under which their child will participate in the assessment.

WHO MAKES DECISIONS ABOUT ACCOMMODATIONS?

Decisions about accommodations are made by the IEP teams and educators. These teams (or educators for 504 plans) provide evidence of the need for accommodations and ensure they are noted on the IEP or 504 plan for students with disabilities who require accommodations. Members of these teams always include the parent and/or guardian of the student. Individuals with Disabilities Education Act (IDEA) requires specific members of the IEP team. These may include the student, an administrator, special education teachers, related service providers, a school psychologist, and general education teachers of the student or teachers with grade level content knowledge.

The IEP team (or educator developing the 504 plan) is responsible for ensuring that the IEP is created in the local Student Information System (SIS), which syncs into AIM/Infinite Campus. The district's STC or designated user roles with permissions above "BC" (see [User Roles and Access Document](#)) is responsible for making sure that the accommodations and supports that are in the IEP or the 504 plan are entered into TIDE in the Test Settings module. A student without a documented IEP/504 in AIM/Infinite Campus is unable to have any accommodations turned on for them in the Montana Testing Portal [i.e., TIDE]. All embedded accommodations must be activated prior to testing. Note: accessibility features do not automatically transfer

from AIM/infinite Campus into TIDE. This is a school district responsibility to ensure the test settings are properly configured on an annual basis per each child’s education plan. Any embedded test setting modification MUST be present in the TIDE test settings module in order to render within the student testing interface.

Determination of which accommodations an individual student will have available for them to meaningfully participate in must be determined before the assessment and locally turned ON in the TIDE > Test Setting module to enable embedded accommodations. Students requiring non-embedded accommodations must also have these determinations made in advance of participating in the assessment.

EMBEDDED ACCOMMODATIONS

Table 5 lists the embedded accommodations available for the Montana Science Assessment for those students for whom the accommodations are included on an IEP or 504 plan. The table includes a description of each accommodation along with recommendations for when the accommodation might be needed and how it can be used. For those accommodations that may be considered controversial, a description of considerations about the use of the accommodation is provided.

Table 5. Embedded Accommodations

Accommodation	Description	Recommendations for Use
Braille (Embedded)	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 or thermoform). Nemeth and UEB contracted Technical code(s) are available for science.	Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. Due to limitations with refreshable braille technology, some braille items and graphics will be presented via embosser. Alternative text descriptions are embedded in the assessment for all graphics. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

NON-EMBEDDED ACCOMMODATIONS

[Table 6](#) lists the non-embedded accommodations available for the Montana Science Assessment for those students for whom the accommodations are documented on an IEP or 504 plan. 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

Accommodation	Description	Recommendations for Use
Alternate Response Options	Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, FilterKeys, adapted mouse, touch screen, head wand, and switches.	Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.
Braille (Non-Embedded)	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 or thermoform). A brailled paper version of the test is available as an option for administration, as needed.	Students with visual impairments may read text via braille. Tactile overlays and graphics also may 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.
Print on Request <i>Print on Request (Items)</i> <i>Print on Request (Stimuli)</i> <i>Print on Request (Stimuli and Items)</i>	Paper copies of either passages/stimuli and/or items are printed for students. For those students needing a paper copy of a passage or stimulus, permission for the students to request printing must first be set in TIDE.	Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment. Please note that Print on Request is the only printed form of accommodation available for students needing paper copy of items.
Read Aloud Passages	Text is read aloud to the student via an external screen reader or by a trained and qualified human reader who follows the administration guidelines provided in the <i>Read Aloud Guidelines</i> (See	This accommodation is appropriate for a very small number of students. Read aloud is available as an accommodation for students whose need is documented in an IEP or 504 plan. A student should have the option of asking a reader to slow down or repeat text. The use of this

Accommodation	Description	Recommendations for Use
	Appendix B) All or portions of the content may be read aloud.	accommodation may result in the student needing additional time to complete the assessment and/or the use of a separate setting.
Sign Language – Test Items	Test content may be translated into Sign Language by a human signer.	Some students who are deaf or hard of hearing and who typically use Sign Language may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally.
Specialized Calculator	A non-embedded, stand-alone calculator for students needing a specialized calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform.	Students who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator items.
Speech-to-Text (Non-Embedded)	Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices.	Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software and have had many opportunities to use it prior to testing. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. For many of

Accommodation	Description	Recommendations for Use
		<p>these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.</p>
<p>Timing or Scheduling</p>	<p>Students can be tested during their optimal time of day. Scheduling should account for a student who requires their test to be frequently paused over an extended time period.</p>	<p>The Montana Science Assessment is not a timed assessment. Students may take as many breaks as needed throughout the assessment as determined by the student's instructional team.</p>

APPENDIX A. SUMMARY OF TOOL DESIGNATION FOR STUDENTS

	All Students	English learners (ELs)	Students with disabilities	ELs with disabilities
Universal Tools	✓	✓	✓	✓
Designated Supports	✓ ¹	✓ ¹	✓	✓
Accommodations			✓	✓

¹ Only for instances that an adult (or team) has deemed the supports appropriate for a specific student's testing needs.

APPENDIX B. READ ALOUD GUIDELINES

When a student cannot access text-to-speech, which is an embedded resource available on Montana's Testing Portal, the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow the *Read Aloud Guidelines* presented here. The guiding principle in reading aloud is to ensure that the student has access to test content.

Test readers are allowable across all grades as a **designated support** for science stimuli and items. Note that this accommodation is appropriate for a very small number of students (estimated to be approximately 1-2% of students with disabilities participating in a general assessment).

QUALIFICATIONS FOR TEST READERS

- The test reader should be an adult who is familiar with the student and who is typically responsible for providing this support during educational instruction and assessments.
- Test readers must be trained on the administration of the assessment in accordance with Montana Office of Public Instruction policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must be trained in accordance with Montana Testing Portal administration, as well as security policies and procedures as articulated in the Montana Science Assessment test administration manuals, guidelines, and related documentation.

PREPARATION

- Test readers should read and sign a test security/confidentiality agreement prior to test administration. If test readers have a TIDE account and have taken the TA Certification Course, then their Test Security Agreement (TSA) will have been signed online. If not, the System Test Coordinator (STC) should ensure that the test reader signs a paper copy of the TSA.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test.
- Test readers should have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on Montana's Testing Portal's online assessments.
- Test readers should be aware of and familiar with all additional supports and/or accommodations provided to a student in accordance with the student's Individualized Education Program (IEP) or 504 plan. This will ensure that there are plans in place for providing all needed designated supports and accommodations.

- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the *Usability, Accessibility, and Accommodations Guidelines*. Test readers should be familiar with any assistive technology or approved supports the student requires.
- Test readers should have extensive practice in providing read aloud support and must be familiar and comfortable with the process before working directly with a student.
- The reader should be knowledgeable of procedures for reading aloud text by content area (see [Table 7](#) below).
- The test reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test reader script is included at the end of the *Read Aloud Guidelines*.
- Unless otherwise specified by a student's IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. Test readers should be ready with the appropriate script that reinforces the parameters during the test session.

GENERAL GUIDELINES

- The test reader's support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Read each question exactly as written and as clearly as possible.
- Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student's questions by repeating the item, words or instructions verbatim as needed.
- Do not paraphrase, interpret, define, or translate any items, words, or instructions as this would be a violation of test security.
- Spell any words requested by the student.
- Adjust your reading speed and volume if requested by the student.

POST-ADMINISTRATION

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with Montana's Testing Portal policies and procedures.
- The test reader must not discuss any portion of the test with others.

ENGLISH USAGE/CONVENTIONS

- **Punctuation:** Read all text as punctuated, unless reading the text compromises the construct being measured.

- **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as “dot, dot, dot.”
- **Quotations:** Quotation marks should be verbalized as “quote” and “end quote” at the beginning and end of quoted material, respectively.
- **Emphasis:** When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- **Misspellings:** In some cases, a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances, the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.

IMAGES/GRAPHICS/DIAGRAMS

- Before describing an image or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image or graphic will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item. Typically, diagrams are imperative to student understanding and should be read in a logical order.
- Describe the image/graphic/diagram as concisely as possible following a logical progression. Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic/diagram.
- Read the title or caption, if available.
- Any text that appears in the body of the image/graphic/diagram may be read to a student. Read text in images/graphics/diagrams in the order most suited for the student’s needs. Often the reader moves top to bottom, left to right, in a clockwise direction, or general to specific in accordance with teaching practices.

PASSAGES

- Read the passage in its entirety as punctuated (e.g., pauses at periods and commas; raised intonation for questions). Do not verbalize punctuation marks other than ellipses and quotation marks as noted above.
- If the student requires or asks for a specific section of the passage to be re-read with the punctuation indicated, the test reader should re-read those specific lines within the passage and indicate all punctuation found within those lines as many times as requested by the student.
- When test questions refer to particular lines of a passage, read the lines referenced as though they are part of the item.

MATHEMATICAL AND SCIENTIFIC EXPRESSIONS

- The test reader must read mathematical expressions precisely and with care to avoid misrepresentation for a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Test readers must read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common English usage for the student’s grade level.
- Chemical equations, elements, and compounds should be read as printed. If an individual element is represented, the printed symbol should be read aloud; do not read the name of the element unless it is spelled out.
- Additional examples may be found in the table below.
- Abbreviations and acronyms should be read as full words. For example, 10 *cm* needs to be read as “ten centimeters.” Some abbreviations may be read differently by different readers. For example, cm^3 may be read as “cubic centimeters” or “centimeters cubed.”

Table 7. Test Reader Guidance for Mathematics

Numbers and Measurements		
Description	Example(s)	Read as:
Large whole numbers	632,407,981 45,000,689,112	“six hundred thirty two million, four hundred seven thousand, nine hundred eighty one” “forty five billion, six hundred eighty nine thousand, one hundred twelve”
Decimal numbers	0.056 4.37	“zero point zero five six” “four point three seven”
Fractions - common Fractions - not common - read as “numerator over denominator”	$\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{3}$, $\frac{4}{5}$ $\frac{14}{25}$ $\frac{487}{6972}$	“one half, one fourth, two thirds, four fifths” Other common fractions include “sixths, eighths, tenths” “fourteen over twenty five” “four hundred eighty seven over six thousand nine hundred seventy two”

Read Aloud Guidelines

Mixed numbers - read with "and" between whole number and fraction	$3\frac{1}{2}$	"three and one-half"
	$57\frac{3}{4}$	"fifty seven and three fourths"
Percents	62%	"sixty two percent"
	7.5%	"seven point five percent"
	0.23%	"zero point two three percent"
Money - if contains a decimal point, read as "dollars AND cents"	\$4.98	"four dollars and ninety eight cents"
	\$0.33	"thirty three cents"
	\$5368.00	"five thousand three hundred sixty eight dollars"
Negative numbers - do NOT read negative sign as "minus"	- 3	"negative three"
	$-\frac{5}{8}$	"negative five eighths"
	-7.56	"negative seven point five six"
Dates (years)	1987	"nineteen eighty seven"
	2005	"two thousand five"
Roman Numerals	I	"Roman Numeral one"
	II	"Roman Numeral two"
	III	"Roman Numeral three"
	IV	"Roman Numeral four"
Ratios	$x: y$	"x to y"
Square roots and cube roots	$\sqrt{6}$	"the square root of six"
	$\sqrt[3]{16}$	"the cube root of sixteen"
Exponents/Scientific Notation	10^{-4}	"ten to the negative fourth power"
Degrees (temperature)	32°F	"thirty-two degrees Fahrenheit"
	0°C	"zero degrees Celsius"
Elements	K	"K"
	Na	"N a"
Chemical compounds	NaCl	"N a c l"
	H ₂ O	"H two O"

	$2CO_2$	"two C O two"
Genetics	Tt x TT	"uppercase T lowercase T, cross, uppercase T uppercase T"
Operations		
Description	Example(s)	Read as:
Addition	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array}$ $13 + 27 =$ $13 + 27 = ?$	"thirteen plus twenty seven equals" "thirteen plus twenty seven equals question mark"
Subtraction	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array}$ $487 - 159 =$ $487 - 159 = ?$	"four hundred eighty seven minus one hundred fifty nine equals" "four hundred eighty seven minus one hundred fifty nine equals question mark"
Multiplication	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array}$ $63 \times 49 =$ $63 \times 49 = ?$	"sixty three times forty nine equals" "sixty three times forty nine equals question mark"
Division – Vertical or Horizontal	$\frac{120}{15} = 8$ $120 \div 15 = 8$	"one hundred twenty divided by fifteen equals eight"
Operations with boxes	$3 + \square = 8$	"three plus box equals eight"
Expressions		
Description	Example(s)	Read as:
Expressions containing variables (any letter may be used as a variable)	$N + 4$ $8x - 3$ $4(y - 2) + 5 = 7$ $V = \frac{4}{3} \pi r^3$	"'N' plus four" "eight 'x' minus three" "four open parenthesis 'y' minus two close parenthesis plus five equals seven"

	$\frac{ t - 2}{6} \leq 15$ $x^2y^3 = -36$ $156x \geq 4$	<p>“V’ equals four thirds pi ‘r’ cubed”</p> <p>“the absolute value of ‘t’ (pause) minus two (pause) over six is less than or equal to fifteen”</p> <p>“‘x’ squared ‘y’ cubed equals negative thirty six” or “‘x’ to the second power times ‘y’ to the third power equals negative thirty six”</p> <p>“one hundred fifty six ‘x’ is greater than or equal to four”</p>
<p>Functions and inverse functions (Read “of” instead of parentheses)</p>	$f(x)$ $f(x + 2)$ $f(g(x))$	<p>“F of x”</p> <p>“F of x plus 2”</p> <p>“F of g of x”</p>
<p>Coordinate pairs</p> <p>Answer choices with no other text</p>	<p>the point (-1, 2)</p> <p>the point A is at (6, 3)</p> <p>A. (-3, -4)</p>	<p>“the point (pause) negative one comma two”</p> <p>“the point ‘A’ is at (pause) six comma three”</p> <p>“‘A’ (pause) negative three comma negative four”</p>
<p>Chemical reactions and equations</p>	$2 \text{HCl} + 2 \text{Na} \rightarrow 2 \text{NaCl} + \text{H}_2$	<p>“two ‘H C l’ plus two ‘N a’ yields ‘N a C l’ plus H two”</p>

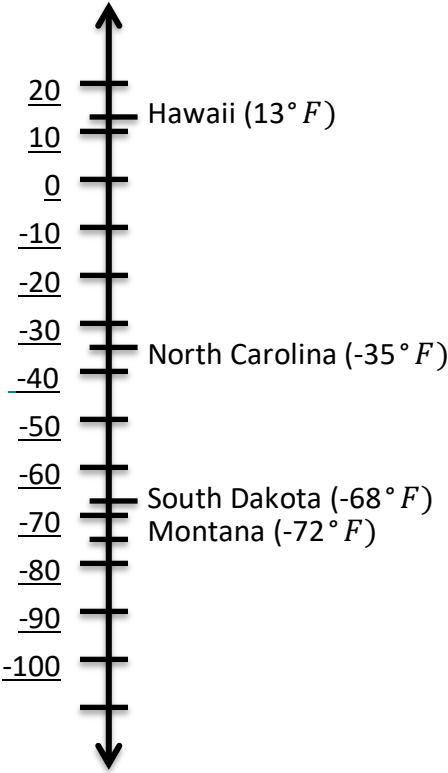
Comparing Lines, Shapes, and Angles

Description	Example(s)	Read as:
Parallels	$\overline{AB} \parallel \overline{CD}$	“line segment AB is parallel to line segment CD”
Perpendiculars	$\overline{AB} \perp \overline{CD}$	“line segment AB is perpendicular to line segment CD”
Similar and congruent	$\triangle ABC \sim \triangle DEF$ $\angle ABC \cong \angle DEF$	<p>“triangle A B C is similar to triangle D E F”</p> <p>“angle A B C is congruent to angle D E F”</p>

Lines, line segments, rays, arcs	\leftrightarrow $\frac{BC}{CD}$ \rightarrow BC \widehat{BC}	"line B C" "line segment C D" "ray B C" "arc B C"
Trigonometry		
Description	Example(s)	Read as:
Sine	$\sin 25^\circ$	"sine twenty five degrees"
Cosine	$\cos 35^\circ$	"cosine thirty five degrees"
Tangent	$\tan 10^\circ$	"tangent ten degrees"

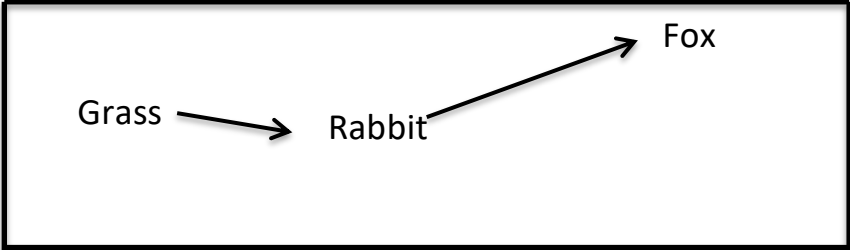
IMAGES/GRAPHICS/DIAGRAMS/TABLES

From top to bottom



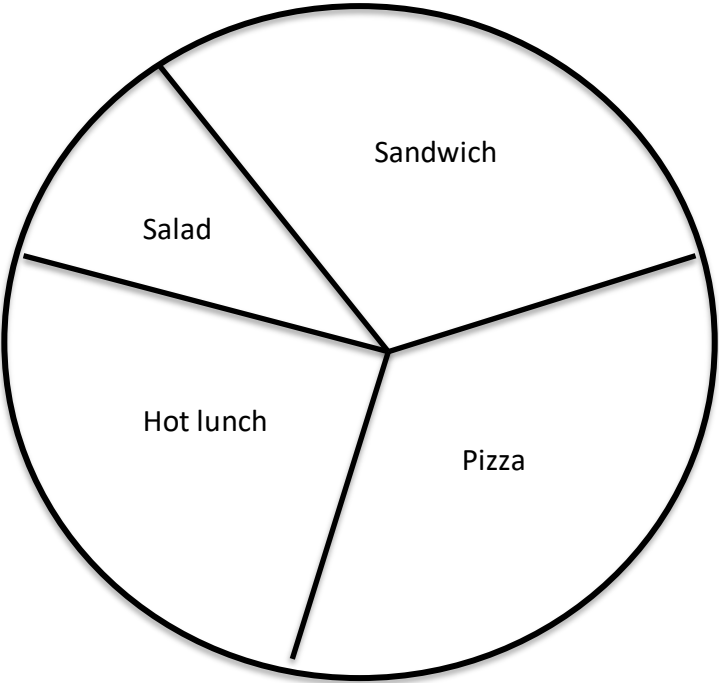
“From top to bottom the figure is labeled: Hawaii thirteen degrees Fahrenheit, North Carolina negative thirty five degrees Fahrenheit, South Dakota negative sixty eight degrees Fahrenheit, Montana negative seventy two degrees Fahrenheit”

FROM LEFT TO RIGHT



“From left to right, the figure reads: Grass, Rabbit, Fox”

CLOCKWISE (START WHEREVER MAKES SENSE.)



“Clockwise from the top, the figure reads: Sandwich, Pizza, Hot lunch, Salad”

TABLES

- 1. Read title.
- 2. Total up the columns and rows.

3. Read column/row headings
4. Read cell values (only as directional language for the first one)

Results from School Walk-a-Thon

<i>Number of Students</i>	<i>Number of miles walked</i>
30	112
46	214
37	98
41	189

“The title of the table is Results from School Walk-a-Thon. The table has 2 columns and 4 rows. From left to right, the column headings read Number of Students, Number of Miles Walked. From left to right the first row reads thirty, one hundred twelve. The second row reads forty six, two hundred fourteen. The third row reads thirty seven, ninety eight. The fourth row reads forty one, one hundred eighty nine.

SUGGESTED TEST READER SCRIPT (TO BE USED WITH STUDENT IN ADVANCE OF THE DAY OF TESTING)

Hi,

I'm the person who will be reading your test to you when you take your assessment next week in [science]. I wanted to let you know how we'll work together. When I'm reading a test to you, it's very different from when I'm reading to you during class time. I have to follow certain rules.

- I cannot help you with any answers.
- I cannot click on anything on the screen.¹
- I will not be using different character voices or changes in my tone when I read. I will be using a very direct voice that does not change very much, no matter how exciting the story or test item gets.
- If there is a picture that has words in it, I will read those words. If you ask, I will re-read the words as well.
- Sometimes there may be something about a word or phrase that might give you a hint if I read it out loud. In those cases, I will skip the word, point to it on screen [**or on your booklet if braille or print on request], and continue to read.
- I can still help you with your [**list any assistive technology that the student may require that would need adult support -- if that support is provided by you].
- You can ask me to re-read parts of the test if you didn't hear me or need more time to think.
- You can ask me to pause my reading if you need to take a break.

¹ A reader may click on something on the screen only if this is an identified need in the student's IEP or 504 plan and the reader has received appropriate training on when and how to do so.

- You can ask me to slow down or speed up my reading or read louder or softer if you are having trouble understanding what I read.
- I will only read certain types of punctuation, but if you need me to re-read a sentence and tell you how it was punctuated, I can do that.
- If you ask me a question about the test all I will say is: "Do your best work. I cannot help you with that."
- Do you have any questions for me about how we'll work together during the test?

APPENDIX C. SCRIBING GUIDELINES

A scribe is an adult who writes down what a student dictates in a variety of ways (e.g., speech, American Sign Language (ASL), braille, assistive communication device). The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content. Scribes are allowable on the Montana Science Assessment as a designated support. For information on documentation requirements and decision-making criteria for use of scribes and all other supports please see the *Usability, Accessibility, and Accommodations Guidelines*.

QUALIFICATIONS FOR SCRIBES

- The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.
- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.
- Scribes should have extensive practice and training in accordance with security policies and procedures as articulated in Montana Office of Public Instruction test administration manuals, guidelines, and related documentation.

PREPARATION

- Scribes should read and sign a test security/confidentiality agreement prior to test administration. If scribes have a TIDE account and have taken the TA Certification Course, then their Test Security Agreement (TSA) will have been signed online. If not, the System Test Coordinator (STC) should ensure that the test reader signs a paper copy of the TSA.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers. Scribes may wish to review the practice test to become familiar with the assessment.
- Scribes should 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 should also have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on assessments.
- Scribes should review the *Scrubing Protocol* with the student at least one to two days prior to the test event.
- Scribes should practice the scribing process with the student at least once prior to the scribing session.

GENERAL GUIDELINES

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test takers, or inadvertently reveal the student's answers.
 - If not in a separate setting, the scribe should be situated near enough (adhering to local health and safety protocol) to the student to prevent their conversations from reaching other students in the room.
- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the embedded and non-embedded tools available for a given item and student.
- Scribes are expected to comply with student requests regarding use of all available features within the test environment.
- 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 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 or mistakes, prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way and must record exactly what the student has dictated.
- Students must be allowed to review and edit what the scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.

CONSIDERATIONS FOR STUDENTS ALSO USING ASL OR OTHER SIGN SYSTEM

- The scribe should be proficient in the sign system utilized (e.g., ASL) or the scribe should be working with an interpreter proficient in the sign system, as determined by OPI.
- When a constructed response is required, the interpreter/scribe should convey the meaning behind the student's indicated response.
- The interpreter/scribe should show the student the written response, but NOT sign the response to the student.
 - Probing or clarifying is allowed in the case of classifiers for students using ASL or other sign systems.
- Students may review the written or typed response on paper or on the computer screen and indicate any changes or revisions to the scribe.

CONSIDERATIONS FOR STUDENTS USING BRAILLE

- The scribe should be proficient in reading (visually or tactually) braille in all braille codes used by the student, as determined by OPI.
- The scribe should enter the responses on paper or online exactly as the student has brailled. In addition to following the content-specific guidelines above, errors in braille code should not be corrected.
- The scribe may ask for the student to read back brailled responses for clarification if the brailled response is difficult to read due to student corrections.
- Students may review the written or typed response on paper or on the computer screen by either using the scribe to read back the entered response or using assistive technology. Students may indicate any changes or revisions to the scribe.

POST-ADMINISTRATION

- The scribe will submit online or paper-based student responses and collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with Montana Office of Public Instruction policies and procedures.