

**This document is part of a larger document and serves as a working summary. Individuals using this document should read and be familiar with the entire accessibility manual. For additional clarification, consult the [Nebraska Student-Centered Assessment System Summative & Alternate Accessibility Manual](#).**

### Universal Features

Universal features are accessibility supports that are embedded and provided digitally through instructional or assessment technology (e.g. answer choice eliminator), or non-embedded and provided non-digitally at the local level (e.g. scratch paper). Universal features are available to all students as they access instructional or assessment content.

#### Embedded Universal Features Available to All Students

1	<b>Answer eliminator*</b> The student uses this feature to cross out answer choices that do not appear to be correct.
2	<b>Flexible Scheduling</b> Districts and schools have flexibility to schedule each content test. Each test is only a single session and can be scheduled for one or multiple days. Typical students take less than 90 minutes for each test. Additional information about scheduling can be found in the test administration manual (TAM).
3	<b>Highlighter*</b> The student uses this feature for marking desired text, items, or response options with a color.
4	<b>Keyboard navigation</b> The student is able to navigate throughout test content by using a keyboard, e.g., arrow keys. This feature may differ depending on the testing platform or device.
5	<b>Line reader/line guide</b> The student is able to use this feature as a guide when reading text.
6	<b>Math tools*</b> These digital tools (e.g., ruler, protractor, calculator, etc.) are used for tasks related to math items. They are available only with the specific items for which one or more of these tools would be appropriate.
7	<b>Notepad*</b> The student uses this feature as virtual scratch paper to make notes or record responses.
8	<b>Zoom (item level)</b> The student can enlarge the size of text and graphics on a given screen. This feature allows students to view material in magnified form on an as-needed basis. The student may enlarge test content at least fourfold. The system allows magnifying features to work in conjunction with other accessibility features and accommodations provided.

\*not available for NSCAS Alternative Assessments

#### Non-embedded Universal Features Available to All Students

9	<b>Alternate location</b> Student takes test at home or in a care facility (e.g. hospital) with direct supervision. For facilities without internet, a paper/pencil test will be allowed.
10	<b>Directions</b> Test administrator rereads simplifies or clarifies directions aloud for student as needed.
11	<b>Color Contrast*</b> Background color can be adjusted based on student's need. This is accessed based on the native functionality of the testing device and must be turned on by the test administrator prior to launching the testing software. Students with attention difficulties may need this feature for viewing test content. It also may be needed by some students with visual impairments or other print disabilities.
12	<b>Cultural Considerations</b> The student receives a paper/pencil form due to specific belief or practice that objects to the use of technology. This student does not use technology for any instructional related activities. Districts must contact NDE to request this accessibility feature.
13	<b>Noise buffer/Headphones</b> The student uses noise buffers to minimize distraction or filter external noise during testing. Any noise buffer must be compatible with the requirements of the test. Any headphones may be used but may not be plugged into a digital source.
14	<b>Redirection</b> Test administrator directs/redirects student focus on test as needed.
15	<b>Scratch paper (plain or graph)</b> The student uses blank scratch paper, blank graph paper, or an individual erasable whiteboard to make notes or record responses. All scratch paper must be collected and securely destroyed at the end of each test domain to maintain test security. Additional guidance located in the <a href="#">Nebraska Student-Centered Assessment System Summative &amp; Alternate Accessibility Manual</a> .
16	<b>Setting</b> The student is provided a distraction-free space or alternate, supervised location (e.g. study carrel, front of classroom).
17	<b>Student reads test aloud</b> The student quietly reads the test content aloud to self. This feature must be administered in a setting that is not distracting to other students.
18	<b>Medical Device</b> Students may have access to an electronic device for medical purposes (e.g., Glucose Monitor). The device may include a cell phone but should only support the student during testing for medical reasons. Educators should follow local policies regarding medical devices and ensure students' health is the highest priority. Device settings must restrict access to other applications or the test administrator must closely monitor the use of the device to maintain test security. Use of electronic devices may require a separate setting to avoid distractions to other test takers and to ensure test security.

## Linguistic Supports for English Learners

**Note:** Under ESSA, English learners may be provided linguistic supports on state assessments to ensure students are assessed in a valid and reliable manner, including to the extent practicable assessments in the language and form mostly likely to yield accurate data on what the students know and can do in academic content areas. Students may receive translated content tests, with the exception of the ELA test, for up to three years. An additional two years may be allowed if the LEA determines, in consultation with NDE, on a case-by-case basis. A native language test is appropriate for a student. §1111(b)(2)(F)

**Note:** The official NDE Spanish translation must be used on NSCAS tests. There is no NDE Spanish version of the NSCAS Alternate.

**Note:** Translated directions/assessment or paper/pencil forms are not allowed for former English learners.

### Embedded Linguistic Supports for English Learners

1	<b>Text-to-speech in English (audio support)*</b> The student uses this feature to hear generated audio of directions, content, and test items. The student will need headphones unless tested individually in a separate setting. <b>ELA passages are not read.</b>	<b>M/S</b>
2	<b>Spanish online form*</b> The student takes the assessment in Spanish only. Text-to-speech not available in Spanish. May be read aloud verbatim by human reader.	<b>M/S only</b>

**\*not available for NSCAS Alternative Assessments**

### Non-embedded Linguistic Supports for English Learners

3	<b>Word-to-word bilingual dictionary</b> A bilingual word-to-word dictionary does not contain any definitions, pictures or examples.	<b>M/S only</b>
4	<b>Bilingual word list</b> A <i>district-developed</i> bilingual word list is a list that contains an English word and the target word or words in the native language. Word list should not violate the construct of the test.	<b>M/S only</b>
5	<b>Native language oral translation of directions</b> Translation of general test directions (not item prompts or questions) can be provided and reread as needed by a test administrator who is fluent in the language. Test administrator may also provide translated audio recording of directions or native language.	<b>M/S/ELA</b>
6	<b>Native language written translation of directions</b> Test administrator provides written directions in native language. For Spanish, use only the state provided translations	<b>M/S/ELA</b>
7	<b>Native language clarification of directions</b> Test administrator simplifies, explains, or clarifies directions in native language.	<b>M/S/ELA</b>
8	<b>Native language oral translation of content and test items</b> Test administrator provides a translator to orally translate content and test items in native language and reads/rereads as needed. Student is able to respond orally in his/her native language. A translator records student response into online system or regular answer sheet.	<b>M/S only</b>
9	<b>Native language written translation of content and test items (Paper/pencil only)</b> Test administrator provides a <b>translator to translate content M/S only</b>	<b>M/S only</b>
10	<b>Paper-and-pencil test</b> Reasons for paper/pencil include: <ul style="list-style-type: none"> <li>• Written translations of languages other than Spanish <b>(M/S)</b></li> <li>• Available for students who need side-by-side (English and another language) <b>(M/S)</b></li> <li>• Need for Spanish audio files provided by NDE. <b>(M/S, ELA, directions only)</b></li> <li>• Limited access to technology <b>(M/S/ELA)</b></li> </ul>	<b>M/S/ELA</b>
11	<b>Read Aloud</b> The student will have those <u>parts of the test that have audio support in the computer-based version</u> read by a qualified human reader in English or native language. <b>Must be read verbatim.</b>	<b>M/S/ELA</b>

**\*not available for NSCAS Alternative Assessment**

## Accommodations Available with an IEP or 504 Plan

Accommodations are adjustments or adaptations in the test or testing process that do not change the test expectation, the grade level, or the construct or content being measured. **Accommodations should only be used if appropriate for the student and used during instruction throughout the year. Test Modifications** are adjustments or changes in the test or testing process that change the test expectation, the grade level, or the construct or content being measured. **Modifications are not allowed in state testing.**

### Embedded Accommodations Available with an IEP or 504 Plan

1	<b>Color chooser</b> Background color can be adjusted based on student's need. <b>(NSCAS Alternate only)</b>
2	<b>Text-to-speech*</b> The student uses this feature to hear generated audio of directions, content, and test items. ELA passages may not be read aloud. Items that test writing skills and look like longer passages may be read aloud. Typically, passages that may not be read aloud are on left side of split screen.

\*not available for NSCAS Alternative Assessment

### Non-embedded Accommodations Available with an IEP or 504 Plan

3	<b>Paper/Pencil</b> Reasons for paper/pencil include: <ul style="list-style-type: none"> <li>• Need for Braille or large print version</li> <li>• Student has a medical condition that does not allow the use of computer screens</li> <li>• Student is tested in a facility that does not allow/have internet access</li> </ul>
4	<b>Mathematical Supports</b> This accommodation is for students who need additional supports for math (e.g. abacus, calculation device, number line, addition/multiplication charts, base-ten blocks, various types of counters, fraction tiles and pies without numerical labels, coins, clock with or without numbers shown on clock face; clock should not have gears, etc.)
5	<b>Assistive technology</b> The student is able to use assistive technology, which includes such supports as typing on customized keyboards, assistance with using a mouse, mouth or head stick or other pointing devices, sticky keys, touch screen, trackball, speech-to-text conversion, or voice recognition.
6	<b>Audio amplification device</b> Hearing impaired student uses an amplification device (eg. FM system, audio trainer)
7	<b>Braille*</b> A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, illustrations) is presented in a raised format (paper or thermoform). Contracted braille (Unified English Braille - UEB) is available. Nemeth code is available for math.
8	<b>Braille writer or note-taker</b> A blind student uses a braille writer or note-taker with the grammar checker, internet, and file-storing functions turned off.
9	<b>Flexible scheduling</b> The number of items per session can be flexibly defined based on the student's need. This accommodation can augment the scheduling flexibility defined by the Test Administration Manual.
10	<b>Large print test booklet*</b> A large print form of the test that is provided to the student with a visual impairment. A student may respond directly into test booklet. Test administrator transfers answers onto answer document.
11	<b>Project online test</b> An online test is projected onto a large screen or wall. Student must use alternate supervised location that does not allow others to view test content.
12	<b>Primary mode of communication</b> Student uses communication device, pointing or other mode of communication, to communicate answers. Test administrator may need to record answers onto the answer document or online.
13	<b>Print on request/Print on demand</b> <b>NSCAS Alternate Only</b> This accommodation is for the alternative assessment only.
14	<b>Read Aloud</b> This accommodation is only allowed for students that have a documented need for paper/pencil. The student will have those parts of the test that have audio support in the computer-based version read by a qualified human reader in English.
15	<b>Response assistance</b> Student responds directly into test booklet. Test administrator transfers answers onto answer sheet.
16	<b>Scribe (possibly primary mode of communication)</b> The student dictates her/his responses to an experienced educator who records verbatim what the student dictates.
17	<b>Sign interpretation</b> An educational sign language interpreter signs the test directions, content and test items to the student. ELA passages may not be signed. The student may also dictate responses by signing.
18	<b>Specialized presentation of test</b> Examples of this accommodation are: (e.g. colored paper, tactile graphics, color overlay, magnification device, color of background, etc.)
19	<b>Voice feedback</b> Student uses an acoustical voice feedback device (eg. WhisperPhone)

\*not available for NSCAS Alternative Assessment