



## **READER**

The use of a reader (text-to-speech or human) is allowed on **all** sections of the state required assessment.

The role of the reader:

### **DO:**

- Read the directions, prompts, situations and passages as written.
- Re-read the directions, prompts, situations, and passages **ONLY** if specifically requested by the student.
- Read individual words or abbreviations that are mispronounced by text or screen readers (if requested by the student).

### **DON'T:**

- The use of the reader shall in no way lead the student to the correct answer.
- The reader cannot use or provide additional information or directions that may lead the student to specific information to answer a question.
- Not point out parts of the task, questions or parts skipped by the student.



## **SCRIBE**

A scribe shall be provided to a student who has a verified disability documented in their plan that impacts written expression, does not allow translation of thoughts into written language or use print, cursive techniques or technology.

The role of the scribe:

### **DO:**

- Record what the student dictates word for word.
- Format, capitalize and punctuate the student's writing as directed by the student.
- Give the written product to the student to edit or revise.

### **DON'T:**

- The scribe shall in no way lead the student to the correct answer.
- A scribe shall not be used as a replacement for writing instruction or technology.
- The scribe shall not alter, edit or revise a student's own ideas, revisions or edits.



## **ASSISTIVE TECHNOLOGY**

An assistive technology device, as defined by (20 U.S.C. 1401 (1)), is any item, piece of equipment or product system whether acquired commercially, off the shelf, modified, or customized that is used to increase or improve functional capabilities of individuals with disabilities.

The role of assistive technology:

### **DO:**

- Provide assistive technology during the state-required assessments that have been used on a routine basis during instruction and are permitted for assessment purposes. (several examples available on page 10 of 703 KAR 5:070 Inclusion of Special Populations Regulation)
- If the use of special equipment such as talking calculators or electronic dictionaries during the state assessment would influence the performance of another student, the assessment should be administered in an alternative setting or with headphones.

### **DON'T:**

- The use of assistive technology should in no way lead the student to a correct answer.



## MANIPULATIVES

Manipulatives should be provided to a student based on their individual needs and align to the conditions provided during instruction. Data based on evaluations and observations should support the type of manipulatives are being provided.

The role of a manipulative:

### DO:

- Manipulatives should be student specific and available to provide supports to access the content.
- Manipulatives when provided on a state assessment should be provided in a 1:1 setting and placed somewhere the student is familiar with locating them for use.

### DON'T:

- The use of a manipulative shall in no way lead a student to the correct answer.
- Manipulatives cannot be placed on the student's desk. The student should access and choose the type of manipulative they will use.
- When providing a 3x5 notecard no content (written text or labels) may be provided. It may contain blank graphic organizers to act as a trigger for student learning.



## PARAPHRASING

The role of a paraphraser on a state assessment is:

### DO:

- Paraphrasing during the state assessment shall be limited to breaking **directions** into parts or segments.
- Using similar words or phrases in **directions**.
- Repeating or rephrasing **directions**.

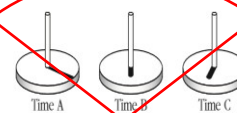
**DIRECTIONS** This part of the test contains 25 multiple-choice questions and 2 short-answer questions. You may use a calculator during this part. Please mark your answer for each question in the space provided in your student response booklet (Mathematics – Part B). If you are not sure of the answer to a question, you should still attempt to answer it. DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET. WHEN YOU FINISH, DO NOT WORK ON ANY OTHER PART OF THE TEST.

### DON'T:

- The use of paraphrasing shall in no way lead a student to the correct answer.
- Paraphrasing shall not include defining words, or concepts, teaching vocabulary.
- Paraphrasing may not include passages or questions-  
**Restricted to Directions Only**

#### *Shadows of a Sundial*

The pictures below show a sundial and its shadow at three different times during the day.



- On the next page, draw where the sun would be to make the shadow shown in EACH of the pictures.
- Explain why the position of the shadow on the sundial is in different places during the day.



## **CALCULATOR**

The use of a calculator is allowed on all sections of the state required assessment including the section labeled Non-Calculator as long as the identified disability is represented in the students plan.

The role of the calculator is:

### **DO:**

- Some students in need of a calculator not found on the approved calculator list may submit a written request to the Office of Assessment and Accountability (OAA). OAA will consider the request.
- Provided on a routine basis during instruction.

### **DON'T:**

- The use of a calculator shall in no way lead a student to the correct answer.
- A calculator shall not be used as a replacement for mathematics instruction or assistive technology.

### **Examples**

For a list of prohibited calculators visit the Kentucky Department of Education webpage.



## **EXTENDED TIME**

The use of extended time on the state required assessments shall be utilized as long as the student is demonstrating on-task efforts which allow the student to make constructive progress on completing their assessment responses.

The role of extended time is:

### **DO:**

- Extended time is permitted as long as the student is engaged and attempting to complete the assessment in the time allotted.
- Extended time is permitted as long as the plan demonstrates that time and a half or double time is needed on the state required assessment.

### **DON'T:**

- The use of extended time shall in no way lead a student to a correct answer.
- Student has not been engaged during the regular time provided. Made no attempt to complete the assessment.



## **REINFORCEMENT AND BEHAVIOR MODIFICATION STRATEGIES**

Reinforcement and behavior strategies are permitted on state required assessments. Conditions should be based on what the ARC has considered appropriate and provided on a routine basis during instruction.

The role of reinforcement and behavior modification strategies are to:

### **DO:**

- Provide verbal, tangible or tactile reinforcement for being on task.
- Use technology to focus attention or reduce stress.
- Test in a separate location outside the regular classroom.

### **DON'T:**

- The use of a reinforcement and behavior modification strategy shall in no way lead a student to a correct answer.
- The impact of using a reinforcement and behavior modification strategy shall have no impact or potential to influence the performance of another student.



## **INTERPRETERS**

### **For Students with Deafness or Hearing Impairment**

An interpreter may sign during the state required assessment (translate via sign language) if the student has a verified disability in the area of hearing to the degree that the student's development of language is significantly impacted. The student uses sign language as their normal mode of communication.

The role of the interpreter is:

### **DO:**

- Translate all information through sign exactly as provided in the Test Administrators Manual when the script is read.
- A student requiring the entire test be provided through sign language must also qualify for a reader.
- A student requiring a scribe must follow all guidelines established for a scribe in the Inclusion of Special Populations regulation 703 KAR 5:070.

### **DON'T:**

- A use of an interpreter shall in no way lead a student to the correct answer.
- An interpreter shall not define words for the student, provide content, or teach vocabulary or concepts.