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 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

	Universal Feature	Description	Recommendations for Use
1	**Answer eliminator***	The student uses this feature to cross out answer choices that do not appear to be correct.	Students who may need assistance staying visibly focused on answer choices left to assist determining which choice is the best option.
2	**Color Contrast***	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 may also be needed by some students with visual impairments or other print disabilities.
3	**Highlighter***	The student uses this feature for marking desired text, items, or response options with a color.	Students who may need assistance staying visibly focused on a target area of the text they are reading to refer to that text quickly while skimming.
4	**Keyboard navigation**	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.	Students accustomed to using keyboard for navigation during instructional exercises and assessments.
5	**Line reader/line guide**	The student is able to use this feature as a guide when reading text.	Students who need assistance focusing on one portion of the text at a time, reducing eye fatigue and distractibility. Students with reading difficulties and/or Dyslexia.
6	**Math tools*** (ruler, protractor, calculator, etc.)	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.	Students who use a digital math tool for the items that require it in lieu of a physical tool.
7	**Notepad***	The student uses this feature as virtual scratch paper to make notes or record responses.	Students that prefer to write their thoughts onto the computer screen to record notes and plan out their responses.
8	**Zoom (item-level) (Magnify)**	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.	Students who need to enlarge the screen to better view the material. Beneficial for students with visual impairments.

***Not available for NSCAS Alternative Assessments**

Designated Feature

	Text-to-Speech for Math and Science **Refer to Tool 5 in the NSCAS Accessibility Manual for additional guidance**	The student uses this feature to hear generated audio of directions, content, and test items for Math and Science.	Students that benefit from hearing generated audio but do not have an IEP, 504 Plan, or EL learners. Students should regularly have access to generated audio during instruction. **No student should have access to TTS if they do not use regularly as part of instruction.**

***Not available for NSCAS Alternative Assessments**

Non-embedded Universal Features Available to All Students

	Universal Feature	Description	Recommendations for Use
9	**Alternate location**	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.	Students that are not receiving their education in a traditional setting but still need to meet the assessment requirements.
10	**Directions**	Test administrator rereads, simplifies, or clarifies directions aloud for student as needed.	Students that have directions read aloud during classroom instructional activities. Students with focusing difficulties and visual impairments.
11	**Flexible Scheduling**	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).	Schools have the freedom to determine the best schedule for administering the test.
12	**Cultural Considerations**	The student receives a paper/pencil form due to specific belief or practice that object 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.	This student does not use technology for any instructional related activities.
13	**Noise buffer/Headphones**	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.	Students easily distracted during classroom activities requiring the student to focus for longer periods of time.
14	**Redirection**	Test administrator directs/redirects student focus on test as needed.	Students with focusing difficulties.
15	**Scratch paper (plain or graph)**	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 *Nebraska Student-Centered Assessment System Accessibility Manual*.	Students that need to write down their work first before typing into the computer.
16	**Setting**	The student is provided a distraction-free space or alternate, supervised location (e.g., study carrel, front of classroom, alternate room). Includes 1:1.	Students easily distracted or need a special setting due to other circumstances including health needs.
17	**Student reads test aloud**	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. **With or without acoustical voice feedback device (i.e., Whisper Phones).**	Students that use this during instruction while they are reading material.
18	**Medical Device**	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.	Students who require a medical device to be present during testing. Allows the student independence to monitor their medical needs.
19	**Focus/Engagement Assistance**	Students may have access to items/conditions (e.g., fidgets, flexible seating, water bottle at student's desk, music for individual students with headphones, gum/mints) they typically have access to during regular instruction to help with focus and/or engagement. New items/conditions should not be introduced to students specifically for testing nor be used in any way to incent performance. Item/conditions should be used in a manner that minimizes the possibility of distraction to other students (e.g., handed out before testing when possible). All care should be given to not interrupt or distract students during testing.	Students that are easily distracted to focus better.

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 students who have been Redesignated English Fluent.

Embedded Linguistic Supports for English Learners

	Linguistic Support	Description	Recommendations for Use
1	**Text-to-speech in English (audio support) *** **ELA passages are not read.**	Text-to-speech in English or Spanish (audio support) ***ELA passages are not read.**	**M/S/ELA** Students who use text-to-speech will need headphones unless tested individually in a separate setting.
2	**Spanish online form***	The student takes the assessment in Spanish only. May be read aloud verbatim by human reader.	**M/S only** Consider the academic background of the student. A student should be literate in Spanish with strong academic vocabulary in Spanish.

*Not available for NSCAS Alternative Assessments

Non-embedded Linguistic Supports for English Learners

	Linguistic Support	Description	Recommendations for Use
3	**Word-to-word bilingual dictionary**	A bilingual word-to-word dictionary does not contain any definitions, pictures or examples.	**M/S only** Reference materials are appropriate for students who have had prior experience using them and are able to effectively access the information. May be appropriate for students who don't need a fully translated test but may need to reference a few words.
4	**Bilingual word list**	A *district-developed* 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.	**M/S only** Reference materials are appropriate for a student who has had prior experience using them and is able to effectively access the information.
5	**Native language oral translation of directions**	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.	**M/S/ELA** Translating directions aloud in native language is particularly helpful for an emerging student who has not acquired enough English to understand oral or written English.
6	**Native language written translation of directions**	Test administrator provides written directions in native language. For Spanish, use only the state provided translations.	**M/S/ELA** Written translations of directions are helpful for a student who is literate in his/her native language.
7	**Native language clarification of directions**	Test administrator simplifies, explains, or clarifies directions in native language.	**M/S/ELA** Clarification of directions in native language is helpful for an emerging or a progressing student.

8	**Native language oral translation of content and test items**	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.	**M/S only** Translating content and test items orally is helpful for an emerging and a progressing student who is not literate in his/her native language, however, his/her native language oral skills are more developed.
9	**Native language written translation of content and test items (Paper/pencil only)**	Test administrator provides a **translator to translate content M/S only**	**M/S only** Written translations of content and test items are appropriate for a student who is literate in his/her native language and understands the academic vocabulary in that language. These students have usually had comparable formal schooling in their home country.
10	**Paper-and-pencil test**	Reasons for paper/pencil include: • Written translations of languages other than Spanish **(M/S)** • Available for students who need side-by-side (English and another language) **(M/S)** • Need for Spanish audio files provided by NDE. **(M/S, ELA, directions only)** • Limited access to technology **(M/S/ELA)**	**M/S/ELA** Districts are able to provide written translations in languages other than Spanish. See tool 8 for translation guidelines. If students need the side-by-side support for M/S in English and Spanish, paper/pencil is the only option for these students. For the Spanish translated test, districts must use the NDE version. Due to significantly limited access to technology, a newcomer with limited or interrupted formal schooling may need to take the paper-and-pencil version of the assessments. **This option should be based on a student's individual needs only and should not be applied on a group basis.**
11	**Read Aloud**	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 or native language. **Must be read verbatim.**	**M/S/ELA** If using a human reader, refer to tool 6 for guidelines.

*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

	Accommodations	Description	Recommendations for Use
1	**Color chooser** (**NSCAS Alternate only**)	Background color can be adjusted based on student's need.	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.
2	**Text-to-Speech* ELA passages are not read. Refer to Tool 5 in the Accessibility Manual for add'l guidance**	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.	Students with reading-related disabilities who may need assistance accessing instructional content. Students who use text-to-speech will need headphones unless tested individually in a separate setting.
3	**Embedded Calculator for all items***	This functionality is available in the new platform and uses Desmos calculator.	Student's disability affects math calculation but not reasoning.

*Not available for NSCAS Alternative Assessment

Non-embedded Accommodations Available with an IEP or 504 Plan

	Accommodations	Description	Recommendations for Use
4	**Paper/Pencil**	Reasons for paper/pencil include: • Need for Braille or large print version • Student has a medical condition that does not allow the use of computer screens • Student is tested in a facility that does not allow/have internet access	The paper/pencil option should be based on student's individual need but is limited to the reasons listed in the description section.
5	**Mathematical Supports**	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.)	Student's disability affects math calculation but not reasoning.
6	**Assistive technology**	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.	Students who have difficulty manipulating a mouse or standard keyboard may need an alternative communication device.
7	**Audio amplification device**	Hearing impaired student uses an amplification device (e.g., FM system, audio trainer)	Some students may require audio amplification devices in addition to hearing aids to increase clarity.
8	**Braille***	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.	Students who are blind or have low vision 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.
9	**Braille writer or note-taker**	A blind student uses a braille writer or note-taker with the grammar checker, internet, and file-storing functions turned off.	Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet or answer document.

10	**Flexible scheduling**	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.	Students lack the stamina for long testing period or are unable to sustain focus.
11	**Large print test booklet***	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.	Students with visual impairments who may not be able to use zoom or magnifying devices to access the test and may need a large print version of the form.
12	**Project online test**	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.	Students with visual impairments who may not be able to use zoom or magnifying devices to access the test but would still benefit from taking an online test.
13	**Primary mode of communication**	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.	Student's disability precludes him or her from communicating answer choices in the standardized mode.
14	**Print on request/Print on demand** **NSCAS Alternate Only**	This accommodation is for the alternative assessment only.	Students who may not be able to interact with items online may need to have a paper copy of the test.
15	**Read Aloud**	This accommodation is only allowed for students that have a documented need for paper/pencil. 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.	Students meet the requirements for a paper/pencil form and students have reading-related disabilities that may require assistance accessing instructional content.
16	**Response assistance**	Student responds directly into test booklet. Test administrator transfers answers onto answer sheet.	Student with a disability that does not allow them to be able to enter/transfer answers onto answer sheet.
17	**Scribe** **(Possibly primary mode of communication)**	The student dictates her/his responses to an experienced educator who records verbatim what the student dictates.	Students who have documented significant motor or language processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the student's responses verbatim either in the test platform or on paper. The use of this accommodation may result in the student needing additional time to complete the assessment. For these students, dictating to a scribe is the only way to demonstrate their composition skills.
18	**Sign interpretation**	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.	The student must be tested in an individual or small group setting.
19	**Specialized presentation of test**	Examples of this accommodation are: (e.g., colored paper, tactile graphics, color overlay, magnification device, color of background, etc.)	Students with visual impairments or other print disabilities may need assistance viewing content.

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