



Idaho Alternate Assessment (ID-AA) Assessing Students Who Are Blind, Deaf, or Deaf-Blind

Additional Guidance for Test Administration

2017-2018

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This document has been adapted from: National Center and State Collaborative (2015). National Center and State Collaborative Alternate Assessment Based on Alternate Achievement Standards Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration. Minneapolis, MN: University of Minnesota, National Center and State Collaborative.

Appendix A. Directions for Test Administration for the Open Response Foundational Reading Items, Grades 3 and 4

TEs administering the Alternate Assessment will utilize the appropriate grade-level Directions for Test Administration (DTA) to administer the Open-Response Foundational Reading items in ELA Grades 3 and 4.

- Students with clear consistent oral speech will be administered the Open-Response Items in the Non-Accommodated Form.
- For students using Braille, Teachers Administering the Alternate Assessment will need to contact the Idaho Help Desk to order the items in Braille and administer the Braille Form.
- Students using a communication mode in addition to oral speech, but who do not have clear and consistent oral speech, will be administered the Selected-Response items in the Braille Form.
- Students using Augmentative and Alternative Communication (AAC) devices, sign language or eye-gaze systems will be administered the Selected-Response items in the Braille Form.

To order Braille Open–Response Items for ELA Grades 3 or 4

Contact the Idaho Help Desk at **1-844-560-7365** or email
IDhelpDesk@air.org

Monday – Friday 8:00 a.m. to 8 p.m. Mountain Time

Required Ordering Information:

Prior to contacting the Idaho Help Desk, the District or School Coordinator must fill out the *Regular Print/Large Print/Braille Accommodated Test Books Order Form* available in the ID-AA Resources section under the Accessibility & Accommodations folder of the ISAT Portal.

Appendix B. Planning Templates

Student Name: _____

Grade: _____ ELA: _____ Mathematics: _____

Planning for Graphics

Review the Strategies section in the *Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Guidance for Test Administration* and use this chart to plan the best way to enhance access for the individual student who is blind or deaf-blind (including students who have low vision, no functional vision, or for whom the TE is unable to determine functional use of vision).

Graphic page #s in DTA		Alternative text	Braille	Tactile symbols/ graphics	Visual contrast	Object replacement	Other
Example:	pp. 45 - 48	Items 1, 6, 8	x	x	Print on yellow paper and enlarge font to 18pt	x	

Planning for Sign Language

Review the Sign Language section in the *Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Guidance for Test Administration* and plan how to sign any words, phrases, or names in a way that does not cue an answer, that are important to sign a certain way, or that require repetitive fingerspelling for the individual student who receptively uses sign language.

Page #s in DTA	Words that require fingerspelling	Phrases that require signing in English word order	Names that do not have a sign name
	Example: "hybrid" - ok to fingerspell	"Dig in"	"John Glenn" (finger spell and then sign "j" and "helmet")

Planning for Student Response

Conduct the Student Response Check and read the Student Response Strategies section in the *Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Guidance for Test Administration* to plan the most efficient way(s) for the individual student to respond to items and identify any preparation needed.

Verbal Speech	Signing	Pointing/Gesture/Touching	Eye-Gaze	AAC	Preparation
			Example: place in clockwise order on eye-gaze board		Example: print and cut apart answer options

Appendix C. Resources

American Printing House for the Blind, Inc. (1997). Retrieved October 16, 2014, from APH for the Blind, Inc.: <http://www.aph.org/edresearch/guides.htm>.

Belote, M. (2009). Fact sheet getting started with object communication. Retrieved March 9, 2016, from Colorado Services to Children with Deaf blindness: <http://mtid.ri.umt.edu/MainMenu/Resources/FactSheets/GtngStartedObjectComm.pdf>.

Eriksson, Y. (1999). How to make tactile pictures understandable to the blind reader. The Swedish Library of Talking Books and Braille. Retrieved February 12, 2014, from <http://homepage.univie.ac.at/moritz.neumueller/artefacto/materials/Eriksson.pdf>

Hagood, L. (n.d.). *See/Hear*. Retrieved October 2, 2014, from Texas School for the Blind and Visually Impaired: <https://www.tsbvi.edu/seehear/archive/tactile.html>.

Joint Project of the Braille Authority of North America and the Canadian Braille Authority L'Autorite Canadienne du Braille. (n.d.). *Guidelines and Standards for Tactile Graphics, 2010*. Retrieved February 19, 2014, from <http://www.brailleauthority.org/tg>.

Project SALUTE. (n.d.). *Project SALUTE: Object Cue*. Retrieved February 19, 2014, from Project SALUTE: <http://www.projectsalute.net/Learned/Learnedhtml/ObjectCue.html>.

Tactile Graphics. Colorado Springs, CO: <http://tactilegraphics.org/index.html>.

Texas School for the Blind & Visually Impaired. (n.d.) *Project Math Access*. Teaching students to use tactile displays. Retrieved December 12, 2016, from <http://www.tsbvi.edu/mathproject/ch6-sec1.asp#main>.

Appendix D. User Support

Listed below is the contact information for Idaho's ID-AA support.

Name	Phone	E-mail
Karren Streagle	208-332-6824	kstreagle@sde.idaho.gov
SDE Assessment Office	208-332-6877	bbracewell@sde.idaho.gov