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TO: District Superintendents
                   Superintendents of Schools
                   Directors of Special Education
                   School Administrators of Public Schools
                   School Administrators of Nonpublic Schools
                   School Administrators of Charter Schools
                   Chairpersons of Committees on Special Education

FROM: Angélica Infante-Green

SUBJECT: Accessibility Supports for Students with Severe Cognitive Disabilities Tested on the New York State Alternate Assessment (NYSAA) in English Language Arts and in Mathematics

This memorandum provides guidance regarding the selection and use of accessibility supports that are currently available as part of the Dynamic Learning Maps (DLM) assessment system to students with severe cognitive disabilities. During the 2015-16 school year, the New York State Education Department (NYSED) introduced the DLM computer-based testing program for administering the NYSAA in English language arts (ELA) and mathematics. For the 2016-17 school year, during the test administration window, March 20, 2017 to June 2, 2017, special education teachers will administer the NYSAA in ELA and in mathematics to eligible students with severe cognitive disabilities.

The DLM system provides accessibility supports that allow NYSAA-eligible students to meaningfully participate in the NYSAA in ELA and mathematics. These accessibility supports enable administrators and teachers to customize the NYSAA assessments to meet the individual needs of eligible students. DLM's assessment system provides many accessibility supports, the use of any of which must be selected by the teacher prior to testing. Students with disabilities should be accustomed to using accommodations prior to the administration of a State assessment. A student's individualized education program (IEP) must clearly document all testing accommodations, including accessibility supports that will be provided to the student when participating in the NYSAA. A list of these accessibility supports is included on page 3 of this memorandum.

To select accessibility supports that are most appropriate for each student, educators must first familiarize themselves with the full scope of supports that are available in the DLM assessment system. The accessibility supports that are available with the DLM system may be viewed by special education teachers in conjunction with the practice tests. Information regarding accessing practice tests by using the DLM KITE Client system is available on pages 3-6 of the Guide to Practice Activities & Released Testlets.

Educators should work with their Committees on Special Education (CSEs) to ensure that all testing accommodations and accessibility supports are documented on a student's IEP. Documenting accessibility supports as testing accommodations on a student's IEP promotes appropriate, consistent implementation during testing, and clear communication between teachers and parents. The *DLM Accessibility Manual* and the *DLM Test Administration Manual* provide further information about accessibility supports. Both manuals are available at: http://www.dynamiclearningmaps.org/newyork.

Information regarding testing accommodations for students with disabilities, including students with disabilities who are taking the NYSAA, is available at: http://www.p12.nysed.gov/assessment/accommodations/testingaccomell-16.pdf.

For more information regarding the NYSAA, please visit the NYSED Office of State Assessment web page at: http://www.p12.nysed.gov/assessment/nysaa/.

Questions regarding this memorandum may be directed to the Office of State Assessment at 518-474-5902 or emscassessinfo@nysed.gov.

Thank you for your attention to this important matter.

Accessibility Supports of the DLM Assessment System

Category 1: Supports Provided in Kite Client Via Access Profile	Category 2: Supports Requiring Additional Tools/Materials	Category 3: Supports Provided Outside the System
• Magnification: Educators can choose between a magnification of 2x, 3x, 4x, or 5x. Scrolling may be required when the level of magnification is increased because the entire item will no longer be visible on the screen. • Invert Color Choice: Makes the background color black and the font white. • Color Contrast: Allows educators to choose from color schemes for the background and font. The background and font color options are a white background with green font, a white background with red font, a black background with gray font, or a black background with yellow font. • Overlay Color: The background color of the assessment. The default color is white. Educators may select from the alternate colors of blue, green, pink, gray, and yellow. • Spoken Audio: Synthetic spoken audio (read aloud with highlighting) is read from left to right and top to bottom. There are three preferences for spoken audio: text only, text and graphics, and nonvisual.	• Uncontracted Braille: Braille should be selected only if the student is proficient in reading braille materials. It must be selected prior to the opening of the spring assessment window. • Single-Switch System: This support is activated by using a switch and switch interface that emulates the enter key in the keyboard. Educators can enter this setting in the Access Profile. • Two-Switch System: Two switches and a switch interface are used to emulate the Tab key to move between choices and the Enter key to select the choice when highlighted. Does not require activation in the Access Profile. • Individualized Manipulatives: Students may use familiar manipulatives. • Calculator: Permitted on mathematics testlets unless otherwise noted on the Testlet Information Page (TIP). • Alternate Form-Visual Impairment: Should be selected when a student does not read braille but is blind or has a visual impairment that prevents interaction with the onscreen content.	• Human Read Aloud: Test Administrators may read the assessment aloud to students. • Sign Interpretation of Text: Test administrators may sign the content to students, using American Sign Language (ASL), Exact English, or personalized sign systems. • Language Translation of Text: Test administrators may translate the text for students who are English language learners or who respond best to a language other than English. • Entering Responses for Student: Test Administrators can enter responses for students that are physically unable to input their answer choices. • Partner—Assisted Scanning (PAS): A strategy in which test administrators assist students with scanning or going through, students' response options.