

DRAFT Language - OSPI Guidance for Selecting Designated Supports to Ensure Appropriate Use

- 1) Designated supports (DS) are to be used for a student with an **identified need**. It is reasonable to expect the identifier of the need to be able to articulate the student's specific need.
 - What is the student's specific need? (It seems that this could be the specific DS requested or a description of the need the identifier is trying to support)
- 2) If it is a true need, then it is also reasonable that this has been **present during instruction** and the identifier has utilized one or multiple supports or strategies during instruction to address. (If the identifier is unable to address the following then that might be a signal that it is the identifier's perceived need vs a student's specific need. Also, if we are not supporting it in the classroom then why is it identified for the assessment?)
 - Describe how this need has presented itself during instruction and learning (content areas or contexts, activity type, time of day, etc.).
 - What supports/strategies have been utilized to address the access need during instruction?
- 3) The identifier needs to understand that the test delivery system (TDS) might present this support differently from how the student typically utilizes the support in instruction and learning – thinking of a web-based text-to-speech application which isn't compatible with the secure browser. The identifier should **try the support in a mock test delivery context** through practice, training or interim tests, in an authentic situation. For example, in a read aloud support, the "test session" should be in a separate location, preferably with the person who would ultimately be the human reader.
 - Has the student practiced using the support through practice/training tests or interims?
- 4) Optimally, we would have some sort of **feedback from student** using the support. This could be a set of questions asked of the student or a rating chart and may be specific to the support being used. For example, with text-to-speech, the questions could ask whether the student liked the voice, was it too fast, too slow, etc. This also would support the student in becoming a self-advocate, which is universal goal we typically hold for all students.
 - What are the student's thoughts using the support during or after practicing with the support?
 - Did the student say they would, would not, or might use this support on the spring assessment?

Some of this feedback should or could be identifier observation:

- Was the student able to easily access the support? If not, what part of the support did they struggle with? (This could help identify similar supports presented in a different way that might be a better fit for the student – thinking of text-to-speech and human reader.)
- Which sections, item types did the student use the support for?
- How was the student's demeanor interacting with the support? Did they seem annoyed? Did they seem comfortable? What comments did the student make during the session?