



LAS Links Accommodations for the Visually Impaired

In developing LAS Links, items and the overall test construction were reviewed for the elements of Universal Design: equitable use, flexibility in use, simple and intuitive use, perceptible information, tolerance for error, low physical effort, and size and space for approach and use. LAS Links items went through extensive review by internal and external review panels for bias and sensitivity. These panels were composed of experts in LEP/ELP. In addition, accommodations were developed for students who had Individualized Education Programs (IEP) and 504 plans. Large Print and Braille versions of the test were developed for students who required these accommodations, and they follow the American Printing House for the Blind Guidelines. Other accommodations are also allowed in the test administration, such as clarifying of directions, reading the test question (not normally read), using a scribe, spelling aides, and marking the response in the student booklet. Schools and Districts should document the use of the appropriate accommodations or modifications to the test administration.

Accommodations available in the online system:

- Text-to-Speech in English
- Text-to-Speech in Spanish

Features available to all students in the online system:

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| ■ Magnifier/Zoom | ■ Sticky Notes (Notepad) |
| ■ Line Guide (Line Reader) | ■ Writing Tools |
| ■ Masking (including Answer Masking) | ■ Color Overlays |
| ■ Cross-Off (Eliminate Answer Choices) | ■ Reverse Contrast |
| ■ Flag/Bookmark Item for Review | ■ Pause |
| ■ Highlighter | ■ Help Library |
| ■ Contrasting Colors | ■ Test Review |

Paper Testing Accommodated Versions Available:

- Braille (Grades 2-12)
- Large Print (Grades K-12)

Paper Testing Allowable Accommodations with Form A and Espanol Form A:

- Read test questions and content. This is considered an accommodation only if it is used with test questions that are not normally read by the examiner.
- Use of recording of directions aloud (when not normally played by audio device).
- Use a scribe to record student's responses.
- Mark response in Student Book rather than in Student Answer Book (applies to Grades 4-12 only).
- Use magnifying equipment.
- Use of marker to maintain place.
- Use directions that have been marked with highlighting.
- Use a computer, typewriter, Braille writer, or other machine (e.g. communication board) to respond.
- Use special lighting and/or acoustics.
- Have the format of the test clarified.
- On a reading test, use a recording of stimulus material, questions, and/or answer choices.

Note: Caution should be exercised in the interpretation of scores obtained under accommodated conditions, as some accommodations may alter what is being measured. For example, the use of a scribe to enter a student's essay response is likely to obscure the student's understanding of punctuation and spelling unless the student is instructed to dictate all punctuation marks and to spell out all but the simplest of words.