

Designated Supports for Non-IEP Students

Gresham-Barlow School District

Student Name:

School:

Decision-Making Team
(list name & role):

This form documents assessment supports provided to students who are *not* on IEPs or Section 504 plans. Retain this form in the student's CUM file.

Only those supports listed in the Oregon Accessibility Manual can be used. Refer to the manual for details.

Only *Embedded* Designated Supports are entered into TIDE.

Check the box under each subject as appropriate.

Smarter Balanced				
Embedded Designated Supports		ELA	Math	
		Color Contrast		
	Glossary (Translated)	N/A		
	Masking			
	Print on Request			Specify stimuli, items, or both:
	Print Size			Specify size:
	Text-to-Speech			Items only for ELA. For Math, specify stimuli, items, or both:
	Translations (stacked Spanish/English)	N/A		
	Turn Off Universal Tools <i>(set in TA interface, not TIDE)</i>			Specify tool(s):
Non-Embedded Designated Supports	Bilingual Dictionary		N/A	
	Color Overlays			
	Magnification			
	Noise Buffers			
	Read Aloud			Items only for ELA. For Math, specify stimuli, items, or both:
	Read Aloud in Spanish	N/A		
	Scribe			
	Separate Setting			
	Translated Test Directions			Specify language:

Student would benefit from Designated Supports because:

- Student lacks the necessary computer skills to participate in the ELPA and requires assistance pointing, clicking, dragging, and dropping with the mouse.
- Student has very limited English proficiency skills and is unable to understand instructions addressing the various formats found among test items in English.
- Other reasons:

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OAKS			
Embedded Designated Supports		Science	
	Color Contrast		Specify colors:
	Item Type Exclusion		
	Line Reader		
	Masking		
	Print on Request		
	Print Size		Specify size:
	Suppress score		
	Text-to-Speech		
	Translations (stacked Spanish/English)		
	Non-Embedded Designated Supports	Human-based Read Aloud	
Interpret Directions Orally			
Point to or Dictate Multiple-Choice Responses to a TA			
Separate Setting			
Simplify Language in Directions			
Recording Device			
Vocalize Thought Process Out Loud			
Retell Stimulus to TA before Responding to Multiple-Choice Items			
Support Physical Position of Student			
Transcribe Symbols or Numerals			
Use of Projection Devices			
Use of Sensory Supports or Interventions			
Visual Magnification Devices/Software			
Written Translations of Oral Directions			

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- Student has very limited English proficiency skills and is unable to understand instructions addressing the various formats found among test items in English.
- Other reasons: _____
 - A copy of this form should be kept in the student’s cumulative file (If LEP: another in ELL working file).

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Gresham-Barlow School District

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ELPA 21		
		ELPA21
Embedded Desig. Supp.	Color Contrast	Specify colors:
	Line Reader	
	Masking	
	Print on Request	
	Print Size	Specify size:
	Turn Off Universal Tools	Specify tool(s):
Non-Embedded	Assistive Mouse	
	Color Overlay	
	Translation of Directions	
	Magnification Device	
	Noise Buffer	
	Student Reads Test Aloud	

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- Student has very limited English proficiency skills and is unable to understand instructions addressing the various formats found among test items in English.
- Other reasons:
