

NWEA uses the [CCSSO Accessibility Manual](#) to help us define our current features and accommodations. We adopted and implemented this manual in 2018 for two reasons. First, NWEA wants to provide the same experience that a student has on a daily basis in the classroom, which is something CCSSO emphasizes in their accessibility manual. Second, we have learned that some assessment providers are creating confusion in the market because of labeling and defining features and tools differently. Our goal is to provide a universal approach and make the use of features and accommodations as easy as possible—for both the student and educator.

As we continue to add more features and accommodations to our assessment platform, NWEA will stay aligned with all current CCSSO guidelines and updates; this ensures we are providing our users with the best testing experience possible.

Below is an overview of the current features and accommodations available when utilizing the Chrome browser version of the MAP Reading Fluency assessment.

### Universal features

Universal features are accessibility supports that are available to all students as they access instructional or assessment content. They are either embedded and provided digitally through instructional or assessment technology (e.g., amplification) or non-embedded and provided non-digitally at the local level (e.g., scratch paper).

#### Embedded universal features

Feature	Description
<b>Amplification</b> (audio amplification, increase volume, audio aids)	The student raises or lowers the volume control, as needed, using headphones.

### Designated features

Designated features are available for use by any student for whom the need has been indicated by an educator (or team of educators, including the parents/guardians and the student if appropriate) familiar with the student’s characteristics and needs. Embedded designated features (e.g., color contrast) are provided digitally through instructional or assessment technology, while non-embedded designated features (e.g., magnification device) are provided locally. Designated features must be assigned to a student by trained educators or teams using a consistent process.

#### Non-embedded designated features

Feature	Description
<b>Color contrast</b>	A student uses a specialized presentation of the test.

<p><b>Magnification device** (low-vision aids)</b></p>	<p>The student can adjust the size of specific areas of the screen (e.g., text, formulas, tables, and graphics) with an assistive technology device. Magnification allows the student to increase the size to a level that's not provided by the zoom universal feature.</p>
<p><b>Separate setting (alternate location)</b></p>	<p>A school can alter a test location so that the student is tested in a setting that's different from what's available for most students.</p>

**Accommodations**

Accommodations are changes in procedures or materials that ensure equitable access to instructional and assessment content and generate valid assessment results for students who need them. Embedded accommodations are provided digitally through instructional or assessment technology. Non-embedded accommodations (e.g., scribe) are provided locally. Accommodations are generally available to students for whom there is a documented need on an IEP or 504 accommodation plan; however, some states also offer accommodations for English language learners.

**Non-embedded accommodations**

Support	Description
<p><b>Scribe (human scribe, scribed response, test administrator entering of responses for student)</b></p>	<p>The student can dictate their responses to an experienced educator who records verbatim what the student dictates.</p>

\*\* Students needing to use a magnification device to have access to the assessment may see lower scores. This may be in part due to needing more time to interact with the item.