



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

**TITLE:** LAUSD Accessibility And Accommodations Guidelines For Smarter Balanced Assessments

**NUMBER:** REF-6420.2

**ISSUER:** Cynthia Lim, Executive Director  
Office of Data and Accountability

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**ROUTING**  
Local District Superintendents  
Local District Administration  
Special Education Service  
Center, Instruction and  
Operations  
Principals  
Assistant Principals  
School Coordinators  
Special Education Teachers  
Related Services Staff  
District/School Nurses  
CAASPP Test Coordinators

**PURPOSE:** This Reference Guide provides guidance for schools regarding the Universal Accessibility Tools, Designated Supports, and Accommodations for Smarter Balanced (SB) and California Alternate Assessment (CAA) tests. This reference guide has been updated for the 2016-17 testing windows.

**MAJOR CHANGES:**

- A paper-based 100s Number Table is now available as a non-embedded Accommodation for Mathematics for grades 4-8 and 11 (not allowed in grade 3).
- Simplified Test Directions are now available as a Designated Support.
- There is added verbiage to the Universal Tool – Scratch Paper to include the use of a whiteboard and marker, and the use of assistive technology devices that are not used with the internet.
- The Designated Support for stacked translations in Spanish is no longer set for the student at the time of testing. Test Coordinators are to set this Designated Support in Test Settings in the Student Profile.
- To assist schools in identifying which students should be assessed with the CAA, the California Alternate Assessment Participation Worksheet (Attachment D) has been added to this document.
- The California Standards Tests (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) for Science have been discontinued for grades 5, 8 and 10. In their place will be a Pilot Test for the Next Generation Science Standards (NGSS) for grades 5, 8 and 10-12. These Accessibility and Accommodations Guidelines will be followed for the NGSS Pilot Test. There will also be a Pilot Test for students previously assessed with CAPA Science.
- Additional support materials are available for some Designated Supports and Accommodations. These materials are available as electronic links in this document.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

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### INSTRUCTIONS: I. BACKGROUND

Assembly Bill 484 (AB 484) was signed into law on October 2, 2013. The provisions of the new law, which took effect on January 1, 2014, established the California Assessment of Student Performance and Progress (CAASPP). The CAASPP system replaces the Standardized Testing and Reporting (STAR) Program. Some pencil-and-paper assessments previously used in the STAR program will continue being used under the new CAASPP system.

### II. PURPOSE OF GUIDELINES

The LAUSD Accessibility and Accommodations Guidelines for Assessment of Common Core State Standards are designed for use by school-level personnel and decision-making teams:

- Individualized Education Program (IEP) teams
- Section 504 Plan teams
- Student Support and Progress Team (SSPT) which replaces the Language Appraisal Teams (LAT), Student Success Teams (SST), and Coordination of Services Team (COST) per BUL-6730.

The guidelines outlined below provide information for classroom teachers, special education teachers, school nurses, administrators, and related services personnel to use in selecting and administering accessibility tools and accommodations for those students who need them. There are three different levels of support available on Common Core-aligned state and district tests and assessments. These different levels are outlined in Sections IV, V and VI of this reference guide.

### III. DESIGNATED SUPPORTS AND ACCOMMODATIONS IN TOMS

The Test Operations Management System (TOMS) is the overall registration system used by the Smarter Balanced assessments system. TOMS is the system through which users interact with and inform the test delivery system. In California, TOMS receives student demographic and program participation data from the California Longitudinal Pupil Achievement Data System (CALPADS) and is also used by District Test Coordinators (DCs) and School Test Coordinators (SCs) to assign Designated Supports and Accommodations.

SCs identified in the *Principal's Portal* as the CAASPP Coordinator will be assigned a school TOMS account when the requirements are completed as described in REF-6755. Information regarding the account will be sent to each CAASPP Coordinator's LAUSD email account.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

Prior to testing, specific Designated Supports and Accommodations must be enabled in TOMS by the SC or DC, or other appropriate district staff member as assigned. Designated Supports and Accommodations are set in the system by content area (English language arts/literacy and mathematics). DCs and SCs are responsible for adding/editing Designated Supports and Accommodations through TOMS. All settings must be indicated in TOMS at least four (4) days prior to the student's scheduled testing session.

### IV. UNIVERSAL ACCESSIBILITY TOOLS

The following universal accessibility tools can be provided to any student and are available either as an embedded tool (contained within the computer testing program) or as a non-embedded tool (student uses a tangible tool such as a Thesaurus or paper dictionary). These tools may require the student to be provided with extended time in order to make use of the tool. These universal accessibility tools are to be provided regardless of whether the student has a disability or a documented need in an IEP or Section 504 Plan. A resource for keyboard commands, buttons/images, and description of their functions are available at this link:

<http://www.caaspp.org/rsc/pdfs/KeyboardCommandsForStudents.2015.pdf>

Table 1: Universal Accessibility Tools Available to All Students

Type of Tool	
Breaks	The number of items per session can be flexibly defined based on a student's need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted. There is no limit on the number of breaks.
Calculator for calculator-allowed items only, Grades 6-8 and 11	For calculator-allowed items only. When the embedded calculator, as presented for all students, is not appropriate for a student, the student may use the calculator offered with assistive technology devices (such as a talking calculator, large-format calculator, or Braille calculator).
Note taking	Either embedded within the test platform, or the use of scratch paper (blank, lined for ELA; graph for Math), whiteboard, or digital notepad (without Internet access). Following each test session for all tests (except ELA Performance Task), scratch paper must be collected and discarded in accordance with District policy. Whiteboard and digital notepad must be erased.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

Global notes (ELA Performance Task)	Available for ELA Performance Tasks in which students complete a full write. The notes are retained from segment to segment so that the student may go back to the notes even though the student is not able to go back to specific items in the previous segment.
English dictionary and/or thesaurus	An English dictionary and/or thesaurus can be provided for the full write portion (second part) of an ELA performance task. A thesaurus contains synonyms of terms while a student interacts with text included in the assessment.
English glossary	For grade-level and context-appropriate definitions of specific construct-irrelevant terms (embedded online only)
Large print or zoom function (Expandable passages)	The student can make the text and graphics larger by clicking the Zoom In button, and click the Zoom Out button to return to the default or smaller print size. (See Section VI. for more information about students with visual impairments/blindness)
Highlighter	Marker or digital highlighting tool
Mark for review	Allows students to flag items for future review during the assessment.
Math tools	For allowable items only, e.g., ruler, protractor (embedded online only)
Spell check	For full write items only; may only be used as an embedded tool (no adult-provided spell checking)
Strikethrough	Allows users to cross out answer options. If an answer option is an image, a strikethrough will not appear, but the image will be grayed out.
Writing tools	For writing items, e.g., bold, italics, bullets, undo/redo

### V. DESIGNATED SUPPORTS FOR ELIGIBLE STUDENTS

The following tables (Table 2a and Table 2b) list the Designated Supports that are only provided to students with a documented need. Four groups of students may be eligible for these Designated Supports:

- students with disabilities (SWD)
- English learners (ELs)
- at-risk learners, and
- students with a temporary or recent injury.



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

In order to provide a student with a Designated Support allowed in these guidelines, the District requires that the decision be documented in one of the following ways:

### A. Documentation for Students with Disabilities

1. Documenting on the IEP: The current drop-down menus within the Welligent IEP form for Section K, “Participation in State and District-wide Assessments” (IEP Page 7), were revised in Spring 2016 to align to the latest CAASPP Smarter Balanced and CAA assessments in English-language arts and mathematics.
2. Preparing for Spring 2017 Testing: IEP Case Managers are responsible for reviewing all recommended testing supports on their students’ IEPs prior to the end of January each school year. IEP team meetings may need to be held prior to Smarter Balanced and CAA administration in Spring 2017 if the listed tests and/or supports are not updated. For example, if the student is in Grade 3 and will be participating in either the CAASPP or the CAA for the first time, the IEP Case Manager must ensure that the correct test is selected on the IEP Section K before the testing window opens, or March 1, 2017.

For students taking CAASPP/Smarter Balanced tests, the school-site testing coordinator, with the assistance of IEP case managers, will locate the corresponding Designated Support or Accommodation in the TOMS system to ensure that students with disabilities have access to the supports they need for testing.

- a) If the student previously received a modification or a type of accommodation on CST that is no longer authorized for CAASPP testing, the school-site testing coordinator may contact the Student Testing Unit for more information.
3. Documenting on the Section 504 Plan: Recommended Designated Supports and/or Accommodations must be documented on Form 8 of the LAUSD Section 504 Plan. For more information on the LAUSD Section 504 Policy, see BUL-4692.5, “Section 504 of the Rehabilitation Act of 1973,” dated June 15, 2015. After the Section 504 Plan meeting, a copy of Form 8 must be delivered to the school’s testing coordinator and stored in a secure location prior to the first day of the testing window.
4. Students with Disabilities on the Alternate Curriculum: Students with significant cognitive disabilities who are to be assessed with the California Alternate Assessments (CAA) are not to be assessed with the



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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CAASPP/Smarter Balanced state or districts' Common Core assessments. These students are identified for the alternate curriculum on the IEP, FAPE Part 1. Supports documented in the Accommodations Section on FAPE Part 1 relevant to assessment should be referenced.

Because the CAAs are administered to students one-on-one by a test examiner and because they may also be administered in the “language of instruction,” the following resources noted in the Test Settings are not provided for the CAAs and will be grayed out on the Student Profile for students having CAA selected in the Test Mode portion:

- Braille
- Closed captioning
- Text-to-speech
- American Sign Language (test examiner is allowed to sign to the student as the language of instruction)
- Translation glossaries
- Spanish stacked translations and test directions

The “language of instruction” may include instructional or physical supports needed for communication and instruction. Some test practices (e.g., hand-over-hand), are inappropriate and not allowed. See Section VI., Table 3b (page 17) for a list of instructional and physical supports.

### B. Documentation for English Learners

Designated supports are available to all English learners for whom the need has been indicated. The decisions are made by educators familiar with the student’s characteristics and needs, as well as supports that the student has been using during instruction and for other assessments. Non-embedded Designated Supports are to be provided locally for those students unable to use the designated supports when provided digitally. These Designated Supports must be documented prior to the first day of the testing window and signed by the recommending teacher, and the school site administrator (See Attachment A). A copy of this form must be forwarded to the school’s testing coordinator to be entered into the Test Operations Management System (TOMS). In addition, this document must be stored in a secure location at the school site for the next five years. These supports are outlined in Table 2a/2b of this guide.

**Note:** English learners with disabilities must have an IEP or Section 504 Plan that lists the Designated Supports and/or Accommodations needed; a Student Support and Progress Team (SSPT) decision is not allowed for documenting the need.



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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### C. Documentation for At-Risk Learners

1. At-risk learners may need access to certain Designated Supports to participate in the Smarter Balanced assessments and district Common Core assessments.
2. These Designated Supports must be documented via Attachment B. The decision must be signed by both the teacher and a school administrator.
3. A copy of Attachment B must be delivered to the school's testing coordinator and stored in a secure location prior to the first day of the testing window.

### D. Documentation for Students with Temporary or Recent Injuries

1. Students with temporary/recent injuries (such as a broken hand or arm, eye injuries) may need access to certain Designated Supports to participate in the Smarter Balanced assessments and district Common Core assessments.
2. These Designated Supports must be documented via Attachment C, preferably with a district/school nurse present. The decision must be signed by both the teacher and a school administrator.
3. A copy of Attachment C must be delivered to the school's testing coordinator and stored in a secure location prior to the first day of the testing window.
4. A student with a temporary/recent injury who requires one or more Accommodations to participate in the CAASPP assessments must have an active Section 504 Plan on file that specifies the needed Accommodations on Form 8.

**Note:** For students with disabilities who already have an IEP or Section 504 Plan and also have a temporary/recent injury that is unrelated to the primary disability, the need for temporary Accommodations will need to be documented in an amended IEP or Section 504 Plan. The IEP team and/or Section 504 Plan team will need to convene and discuss the need for CAASPP testing Accommodations to be given during the duration of the injury only.

Table 2a lists the designated supports that are embedded within the digital platform. Table 2b lists the designated supports that are not embedded within the digital platform and may require the assistance of a teacher or staff person who has signed a test security affidavit.



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**REFERENCE GUIDE**

Table 2a: Embedded Designated Supports Provided Through Digital Platform

<b>Type of Designated Support</b>	<b>Additional Information</b>
Color contrast	Screen, background, or font color may be changed for students with visual impairments or print disabilities, including students with learning disabilities or attention difficulties
Masking	Blocking off content that is not of immediate need or is distracting for students with visual impairments or print disabilities, including students with learning disabilities or attention difficulties
Text-to-speech (for math items and ELA items, <u>not</u> for reading passages)	Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate Braille skills. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech <u>must</u> be provided with headphones unless tested individually in a separate setting.
Translated test directions (For math items only) [N/A for CAA]	Spanish only. This is a language support available prior to the beginning the actual test items. As an embedded designated support, translated test directions are automatically a part of the stacked translation designated support. Students who have limited English language skills can use the translated directions support. This support should only be used for students who are proficient readers in the other language and not proficient in English.
Translation glossaries (For math items only) [N/A for CAA]	Students who have limited English language skills can use the translation glossary for selected construct-irrelevant terms. Translations for these terms appear on the computer screen when students click on them. The use of this support may result in the student needing additional overall time to complete the assessment.





**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**REFERENCE GUIDE**

Permissive Mode (see Section VII. B)	Permissive mode should be enabled for students who require access to accessibility software in order to interact with the test (e.g., screen readers, magnifiers, etc.). When permissive mode is disabled, the only application that can be open on the computer is the secure browser.
Stacked Translations (For math items only) [N/A for CAA]	Spanish only. For students whose primary language is not English <u>and</u> who use dual language supports in the classroom, use of the stacked (dual language) translation may be appropriate. Students participate in the assessment regardless of the language. This support will increase reading load and cognitive load and may result in the student needing additional overall time to complete the assessment.
** Turn off any universal tools	Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools (Table 1). Knowing which specific tools may be distracting to a student is important for determining which tools to turn off.

\*\* To use this non-embedded Designated Support, it must be marked in the Student Profile Test Settings. This will generate a reminder to the Test Administrator to activate (or deactivate) “Turn off any universal tools” in the Test Delivery System at the time of testing.

**Table 2b: Non-Embedded Designated Supports Provided By a Teacher/Staff Member**

<b>Type of Designated Support</b>	<b>Additional Information</b>
Bilingual dictionary (for ELA-performance task full writes) [N/A for CAA]	For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.
Color contrast	Students with attention difficulties may need this support for viewing the test when digitally provided color contrasts do not meet their needs. Some students with visual impairments or other disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by evidence of those colors that meet the student’s needs.
Color overlays	Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student’s needs.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

Magnification	Students used to viewing enlarged text, graphics, or navigation buttons may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other disabilities. The use of this designated support may result in the student needing additional overall time to complete the assessment. This Accommodation will also need to have Permissive Mode turned on if device is associated with software for operation.
Noise Buffers	Ear mufflers, white noise, and/or other equipment used to block external sounds. Student (not groups of students) wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.
<a href="#">Read aloud in English</a> (for math items and ELA items, <u>not</u> for reading passages)	Text is read aloud to the student by a trained and qualified staff member who follows the administration guidelines provided in the <i>Smarter Balanced Guidelines for Read Aloud, Test Reader</i> ( <a href="http://www.smarterbalanced.org/wp-content/uploads/2015/09/Read-Aloud-Guidelines.pdf">http://www.smarterbalanced.org/wp-content/uploads/2015/09/Read-Aloud-Guidelines.pdf</a> ) Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. It also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate Braille skills. If not used regularly during instruction, this is likely to be confusing and may impede the performance on assessments. Readers should be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment.
<a href="#">Read aloud in Spanish</a> (for math items only – all grades) [N/A for CAA]	Spanish text is read aloud to the student by a trained and qualified LAUSD staff member who follows the administration guidelines provided in the <i>Smarter Balanced Guidelines for Read Aloud in Spanish, Test Reader</i> ( <a href="http://www.smarterbalanced.org/wp-content/uploads/2015/09/Read-Aloud-Guidelines_Spanish.pdf">http://www.smarterbalanced.org/wp-content/uploads/2015/09/Read-Aloud-Guidelines_Spanish.pdf</a> ). All or portions of the math content may be read aloud. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assignment.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

<p><a href="#">Scribe</a> (for ELA non-writing items and math items)</p>	<p>Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment. The qualified LAUSD staff member will follow the guidelines found in the <i>Scribing Protocol for Smarter Balanced Assessments</i> (<a href="http://www.smarterbalanced.org/wp-content/uploads/2015/09/Scribing-Protocol.pdf">http://www.smarterbalanced.org/wp-content/uploads/2015/09/Scribing-Protocol.pdf</a>).</p>
<p>Separate setting</p>	<p>Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom).</p>
<p><a href="#">Simplified test directions</a></p>	<p>Simplified test directions is a designated support allowable across all grades on Smarter Balanced assessments. Students with difficulties in auditory processing, short-term memory, attention, or decoding may benefit from having test directions simplified for them. This designated support may require testing in a separate setting to avoid distracting other test takers. The qualified LAUSD staff member will follow the guidelines found in the <i>Guidelines for Simplified Test Directions in the Test Administration Manual</i> (<a href="https://portal.smarterbalanced.org/library/en/guidelines-for-simplified-test-directions.pdf">https://portal.smarterbalanced.org/library/en/guidelines-for-simplified-test-directions.pdf</a>)</p>
<p><a href="#">Translated test directions</a> [N/A for CAA]</p>	<p>Students who have limited English language skills (whether or not designated as ELLs or ELLs with disabilities) can use the translated test directions. In addition, a biliterate adult trained in the test administration manual can read the test directions to the student. The use of this support may result in the student needing additional overall time to complete the assessment. MUST use the Smarter Balanced Consortium-provided PDFs. The qualified LAUSD staff member will follow the guidelines found webpage for Smarter Balanced Translated Test Directions. Only the languages listed may be used. (<a href="http://www.caaspp.org/ta-resources/directions.html">http://www.caaspp.org/ta-resources/directions.html</a>)</p>



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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- VI. ACCOMMODATIONS FOR ELIGIBLE STUDENTS WITH DISABILITIES
- A. Accommodations are only provided to students with eligible disabilities who have either an IEP or a Section 504 Plan.
  - B. Some of the Accommodations listed in Table 3 have the additional requirement that the student must have a specific type of disability in order to be allowed that Accommodation (e.g., deaf/hard of hearing, persistent math-related disability, blind/visual impairment, etc.). The IEP team/Section 504 Plan team must review this table carefully before making a recommendation for an Accommodation to ensure it is allowable.
  - C. To provide a student with disabilities with an Accommodation allowed in these guidelines, the District requires that this decision be documented either in the student's IEP or in the student's Section 504 Plan, ideally prior to the first day of the testing window.
  - D. If an IEP team/Section 504 Plan team does not see a specific Accommodation listed in this table but was recommended by an earlier IEP team for use during state assessments, that Accommodation is no longer allowable. The IEP should not recommend continued use of that Accommodation.
  - E. Use of Both Embedded and Non-Embedded Versions of the Same Accommodation:
    - 1. By listing the Accommodation on the IEP or Section 504 Plan, the school staff understands that the student may need access to both the embedded (digital) and non-embedded version of an Accommodation if it is available in both forms. Both types of Accommodations should be enabled in TOMS.
    - 2. The student may switch between the embedded and the non-embedded versions during the testing if one is not assisting the student to the degree for which it is intended.
    - 3. If by using a non-embedded version of the Accommodation the student will need to be moved to a separate testing location/setting, the School Test Coordinator must make the necessary arrangements.



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**REFERENCE GUIDE**

- F. At this time, there is no option for students to take Common Core-aligned state/district assessments with modifications or for students to take an assessment that has been specially modified.
1. If a previous IEP or Section 504 Plan lists a modification that is not included in this list of Accommodations, it is no longer available or allowable on standards-based state tests or District Periodic Assessments in English language arts and mathematics.
  2. The IEP team/Section 504 team may not recommend modifications when none are allowable.

In the event that a support that has been determined by an IEP team to be necessary is not listed in this reference guide, please contact the Student Testing Unit for further information. Unlisted Resources are subject to the approval of the California Department of Education. Unlisted Resources may result in the student receiving an invalidated score for the applicable section(s) of the CAASPP.

Table 3a: Embedded Accommodations for Eligible Students with Disabilities

<b>Type of Accommodation</b>	<b>Additional Information</b>
American Sign Language - ASL (for ELA listening items and math items only) [N/A for CAA]	For students who are deaf or hard of hearing and who typically use ASL. Test content is translated into ASL video for ELA listening items and math items only. ASL human signer and test content viewed on same screen (embedded Accommodation; live ASL interpretation is not permitted).
Braille [N/A for CAA]	For students who are blind or have a significant visual impairment, the entire assessment is in Braille with a raised format, including graphics and tactile overlays. The type of Braille presented to the student (contracted or non-contracted) is set in ART, or the compatible platform. Refreshable Braille is only available for ELA; for math, Braille will be presented via embosser. The use of this Accommodation may result in the student needing additional overall time to complete the assessment.
Closed-captioning (for ELA listening items only)	For students who are deaf or hard of hearing and who typically access information presented by reading words that appear in synchrony with the audio presentation.



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**REFERENCE GUIDE**

Streamlined version	For students who have specific learning and/or reading disabilities, the text is presented in a more sequential format.
Text-to-Speech (for ELA Reading test passages – all grade levels)	<p>In all grades, text-to-speech for the ELA Reading Test passages (embedded version of the Accommodation for having the passages read aloud by a trained adult) may be used for students with a documented need in the IEP or Section 504 Plan. The need must arise from one of two conditions:</p> <ul style="list-style-type: none"> <li>- Student is blind or has a significant visual impairment and has not yet learned to read Braille. Student will likely also need the Braille version of the assessment.</li> <li>- Student has a persistent reading-related disability despite intensive, targeted instruction. For students in grades 3-5, evidence of the reading-related disability should have been documented previously in grades K-2.</li> </ul> <p>To require the need for this Accommodation during CAASPP testing, the student has either a significant visual impairment or a reading-related disability and uses either text-to-speech or read aloud of reading passages during instruction <u>and</u> during other formative assessments, including other Smarter Balanced assessments.</p> <p>Students who use the text-to-speech Accommodation will need headphones unless tested individually in a separate setting, and may also need additional overall time to complete the assessment.</p> <p>Following test administration, reports can be run to indicate the percent of students who had access to text-to-speech on reading test passages.</p>

Table 3b: Non-Embedded Accommodations for Eligible Students with Disabilities

<b>Type of Accommodation</b>	<b>Additional Information</b>
<a href="#">100s number table</a> (grades 4 and up)	<p>A paper-based table listing numbers from 1-100. Students with visual processing or spatial perception needs may find this beneficial. Not allowable for grade 3. The table to be used can be found here:  <a href="http://www.caaspp.org/rsc/pdfs/CAASPP.hundreds-number-table.pdf">http://www.caaspp.org/rsc/pdfs/CAASPP.hundreds-number-table.pdf</a></p>



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

Abacus	Students with visual impairments who typically use an abacus may use an abacus in place of using scratch paper and/or the calculator.
Alternate response options	For students with physical disabilities (e.g., fine or gross motor skills deficits). This Accommodation includes external devices [e.g., adaptive/large mouse or keyboard, StickyKeys, MouseKeys, touch screen, FilterKeys, special calculator (Braille or talking), head wand, and switches]. For digital assessments, the devices must be compatible with the assessment platform. This Accommodation will also need to have Permissive Mode turned on if device is associated with software for operation.
Calculator (for calculator allowed items only- grades 6-8 and 11)	Students with visual impairments who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a Braille calculator, large-format calculator, or a talking calculator. Test administrators must ensure that the calculator is available only for designated calculator items.
<a href="#">Multiplication table</a> (for grades 4 and above only)	A paper-based single-digit (1-9) multiplication table. For students with a documented and persistent math-related disability only. The IEP team is <u>required</u> to document strong evidence of persistent math-related disability in order to recommend this Accommodation. Not allowable for grade 3. The table to be used can be found here: <a href="http://www.caaspp.org/rsc/pdfs/CAASPP.multiplication-table.pdf">http://www.caaspp.org/rsc/pdfs/CAASPP.multiplication-table.pdf</a>
Printed version of text (Print on demand)	For students taking digital versions of assessments who have a <u>documented</u> need for the test to be printed on paper. If this Accommodation appears on a student's IEP, contact the Student Testing Branch for assistance. <ul style="list-style-type: none"><li>• Paper copies of passages/stimuli and/or items are printed for students.</li><li>• Print-on-demand that includes items (either items only or items with stimuli) must be set by contacting the Student Testing Branch who will coordinate with the CDE to gain access to this function.</li></ul> The use of this Accommodation may result in the student needing additional time to complete the assessment.



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**REFERENCE GUIDE**

<p>Speech-to-text          (for ELA writing items)          [N/A for CAA]</p>	<p>Voice recognition software used by students with motor disabilities or processing disabilities that make it difficult to produce written text or to use commands using computer keys.          For speech-to-text software, students must use this Accommodation during regular instruction and assessments <u>and</u> have had access to the software and technology prior to the assessment.          This Accommodation will also need to have Permissive Mode turned on.</p>
<p>Dictation/ Scribe          (for ELA writing items)</p>	<p>For students with motor disabilities or processing disabilities that make it difficult to produce written text or to use commands using computer keys.          For dictation (scribe), students <u>must</u> use this Accommodation during regular instruction and assessments.          This Accommodation includes the use of a scribe for <u>both</u> note-taking/ preparation for the assessment task and for the writing assessment task itself. Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the <i>Smarter Balanced Test Administration Manual</i>.</p>
<p>Text read aloud in English          (for ELA Reading test passages – all grades)</p>	<p>The passages on the ELA Reading Test are read aloud to the student by a trained and qualified staff member who follows the administration guidelines provided in the <i>Smarter Balanced Test Administration Manual</i>. This is the non-embedded version of the text-to-speech Accommodation.</p> <p>In all grades, read aloud for the ELA Reading Test passages may be used for students with a documented need in the IEP or Section 504 Plan. The need must arise from one of two conditions:</p> <ul style="list-style-type: none"> <li>- Student is blind or has a significant visual impairment and has not yet learned to read Braille. Student will likely also need the Braille version of the assessment.</li> <li>- Student has a persistent reading-related disability despite intensive, targeted instruction. For students in grades 3-5, evidence of the reading-related disability should have been documented previously in grades K-2.</li> </ul> <p>(Continued on next page)</p>





**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**REFERENCE GUIDE**

<p>Text read aloud in English (for ELA Reading test passages – all grades)          CONTINUED</p>	<p>To require the need for this Accommodation during CAASPP testing, the student has either a significant visual impairment or a reading-related disability and uses either text-to-speech or read aloud of reading passages during instruction <u>and</u> during other formative assessments, including other Smarter Balanced assessments.</p> <p>Students who use the read-aloud Accommodation will need to be tested individually in a separate setting, and may also need additional overall time to complete the assessment.</p> <p>Following test administration, reports can be run to indicate the percent of students who had access to text-to-speech on reading test passages.</p>
<p>CAA Only          Additional Alternate Assessment Instructional and Physical Supports          (do not need to be documented in IEP or TOMS)</p>	<ul style="list-style-type: none"> <li>• Alternate text to describe illustrations as needed</li> <li>• Allowing the student to use an augmentative communication device (e.g., Audiovox, switch)</li> <li>• Allowing nonverbal students to respond with gestures, movements, or vocalization in place of speech</li> <li>• Accepting eye gaze as a way of indicating a response</li> <li>• Accepting a change in muscle tone or a change in facial expression as an observed behavior</li> <li>• Allowing students to direct another person (aide or test examiner) in performing physical tasks</li> <li>• Allowing use of the student’s calculator, 100s table, or other instructional supports instead of the embedded supports provided through the testing platform as long as those supports do not impact the test construct</li> <li>• Structuring the test environment to eliminate distractions for students who are particularly distractible</li> <li>• Positioning and stabilizing the student to allow for the most controlled movement possible</li> </ul> <p>NOTE: Test practices such as hand-over-hand responses are not allowed. See <i>Test Administration Manual</i> for CAA for details.</p>



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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### VII. SPECIAL CONSIDERATIONS FOR STUDENTS WITH LOW INCIDENCE DISABILITIES

- A. Students with low incidence disabilities (e.g., deaf, blind, visually impaired, hard of hearing, physical/orthopedic impairments) may experience some difficulty participating in the assessments due to students' unfamiliarity with the embedded tools. Testing administrators should support those students, but they should also be aware that some accessibility features may not be fully functioning or students may not be aware of how to utilize them. In this situation, the test proctors may switch to using the non-embedded form of the same Designated Support or Accommodation. For example, students who cannot enlarge the text enough on the screen to make it accessible may need to have a printed version of the test that is enlarged (\*see below). The IEP does not need to be amended to switch between the embedded and non-embedded versions of the same Designated Support and/or Accommodation.

\*Note: For the need to have a printed version of the test that is enlarged, this will necessitate the turning on of the "Print on Demand" function. Please refer to the "Printed Version of Text" section in Table 3b.

- B. Some students with low incidence disabilities may have additional requirements that are documented in the IEP but outside of Section K. For example, some deaf/hard-of-hearing students may need amplification equipment in order to hear the teacher or the listening portion(s) of the assessment. For students with these specific physical, sight, hearing, and/or mobility needs that are not documented in Section K, it is the responsibility of the IEP case manager to communicate those needs to the principal and the school-site testing coordinator so that they can be provided to the student during testing.
- C. For students who will require the embedded Accommodation of Braille, testing administrators should factor in additional time to ensure proper set up of the embosser with the testing administrator's laptop and additional time for students to access the test. In addition, the mathematics section may require multiple sessions and scheduling adjustments by the School Test Coordinator in order to complete the assessment.



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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### VIII. SPECIAL INSTRUCTIONS FOR STUDENTS WITH SIGNIFICANT ILLNESSES AND INJURIES

For any student who is enrolled in a District school on the first day of the testing window but is unable to attend school for a significant or undetermined period of time due to illness or injury, the School Test Coordinator must contact the Student Testing Branch for further instructions. This includes students who are hospitalized or are confined to their home or another facility for treatment and/or recovery, and/or students not in school due to the birth of a child. For such students who are also students with disabilities with an IEP or Section 504 Plan, the Student Testing Branch may require additional information from the school.

### IX. ISAAP TOOL

CAASPP has provided schools with a process and tool for helping teachers and school teams determine which Designated Supports and/or Accommodations a student may need to assist him/her with accessing the Smarter Balanced and CAA tests. The Individual Student Assessment Accessibility Profile (ISAAP) Tool includes the following:

- suggested preparatory steps for teachers or school teams (e.g., IEP, SSPT Team, etc.),
- a Microsoft Excel (2010 or later) worksheet for creating the ISAAP itself,
- and steps for use with IEP Section K for students with disabilities or with Attachments A, B, or C of this reference guide.

The ISAAP Tool is not required, but can be useful for school staff who are unfamiliar with the Designated Supports and Accommodations. For students with an Individualized Education Program (IEP) or Section 504 Plan, ISAAP decisions are determined by the IEP or Section 504 team but the tool can be used during IEP or Section 504 preparatory activities. Refer to REF-6431.2 for instructions on how to access and use the ISAAP Tool.

### X. MODIFICATIONS ON OTHER CALIFORNIA STATE TESTS

Modifications for eligible students with disabilities are still allowed for certain state tests with prior documentation on an IEP:

- California English Language Development Test (CELDT)
- California Physical Fitness Test (Fitnessgram)



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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### **RELATED RESOURCES:**

- REF-6656.1, *2015-17 State, District and National Mandated Testing Calendars*, dated November 7, 2016.
- BUL-4692.5, "Section 504 of the Rehabilitation Act of 1973," dated June 15, 2015.
- REF-6431.2, *Individual Student Assessment Accessibility Profile (ISAAP) Tool for 2017 Smarter Balanced Assessments*, dated December 5, 2016.
- California Department of Education (CDE) website is <http://www.cde.ca.gov>.
- California Assessment of Student Performance and Progress (CAASPP) website for Student Accessibility Resources and Test Settings is <http://www.caaspp.org/administration/accessibility/index.html>
- CAASPP Matrix One: <http://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp>

### **ASSISTANCE:**

For assistance or further information, please contact the Student Testing Branch, at (213) 241-4104.



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**REFERENCE GUIDE**

REF-6420.2

ATTACHMENT A

Multilingual and Multicultural Education Department

**Smarter Balanced Assessment Recommendation Form**  
**For English Learners Needing DESIGNATED SUPPORTS**

English learners may need access to certain Designated Supports to participate in the Smarter Balanced Assessment Consortium. *Designated supports are available to all students for whom the need has been indicated.* Decisions must be made by educators familiar with the student’s characteristics and needs, as well as supports that the student has been using during instruction and for other assessments. Non-embedded Designated Supports are to be provided locally for those students unable to use the designated supports when provided digitally. These Designated Supports must be documented prior to the first day of the testing window and signed by the recommending teacher and the school site administrator. A copy of this form must be forwarded to the school’s testing coordinator to be entered into the Test Operations Management System (TOMS). In addition, this document must be stored along with other testing documentation in a secure location at the school site for the next five years.

**Note: This document should not be completed for EL students with an IEP or a Section 504 Plan.**

<b>School:</b>		<b>School Code:</b>		<b>Date:</b>	
<b>Student Name:</b>			<b>Student SSID:</b>		<b>Grade:</b>
<b>CELDT Date:</b>	<b>CELDT Overall Score:</b>	<b>CELDT Listening:</b>	<b>CELDT Speaking:</b>	<b>CELDT Reading:</b>	<b>CELDT Writing:</b>

*Reason for Designated Support/s (Optional):*

<i>Check off Designated Support/s</i>	<i>Designated Support</i>	<i>Description</i>	<i>Recommendations for Use</i>
E	<b>Stacked Translations and Translated Test Directions</b> <i>(for math items- Spanish only)</i>	<i>Stacked translations provide the full translation of each test item above the original item in English.</i>	<i>For Spanish-speaking students whose primary language is not English and who use dual language supports in the classroom, use of the stacked (dual language) translation may be appropriate.</i>
N	<b>Translated test directions</b> <i>(for math items – other languages)</i>	<i>Translation of test directions is a language support available prior to beginning the actual test items.</i>	<i>Students who have limited English language skills can use the translated directions support.</i>
E	<b>Text-to-Speech</b> <i>(for math stimuli &amp; items and ELA items, not for reading passages)</i>	<i>Text is read aloud to students via embedded text-to-speech technology.</i>	<i>Students who are struggling readers. All or portions of the assessment read aloud. Suggested in particular for ELD Levels 1 &amp; 2.</i>
E	<b>Translations</b> <i>(glossaries – online only) (for math items)</i>	<i>Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms for math.</i>	<i>Students who have limited English language skills (whether or not designated as ELLs or ELLs with disabilities) can use the translation glossary for specific items.</i>
N	<b>Bilingual Dictionary</b> <i>(for ELA-performance task full writes)</i>	<i>A bilingual/dual language word-to-word dictionary is a language support.</i>	<i>For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate.</i>

E = Embedded, N = Non-embedded

*Fill in Designated Supports below if student needs other supports.*

<i>Check here for other Designated Support/s</i>	<i>Other Designated Support</i>	<i>Please refer to Table 2A/2B for selection of Designated Supports for descriptions.</i>

**Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Administrator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Date Entered In TOMS:** \_\_\_\_\_ **Name:** \_\_\_\_\_ **Title:** \_\_\_\_\_



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**REFERENCE GUIDE**

REF-6420.2

ATTACHMENT B

**Smarter Balanced Assessment Recommendation Form  
 For At-Risk Students Needing DESIGNATED SUPPORTS**

At-risk learners may need access to certain Designated Supports to participate in the Smarter Balanced assessments and district Common Core assessments. These Designated Supports must be documented via Attachment B. The decision must be signed by both the teacher and a school administrator. A copy of Attachment B must be delivered to the school's testing coordinator and stored in a secure location prior to the first day of the testing window.

**NOTE: This document should NOT be completed for students with an IEP or Section 504 Plan.**

<b>School:</b>	<b>School Code:</b>	<b>Date:</b>
<b>Student Name:</b>	<b>Student SSID:</b>	<b>Grade:</b>

*Reason for Designated Support/s:*

**EMBEDDED DESIGNATED SUPPORTS:**

**Color Contrast:**

- Reverse Contrast
- Black on Rose
- Medium Gray on Light Gray
- Yellow on Blue

**Translation Glossaries (Math Items):**

- English  None
- Arabic  Arabic & English
- Cantonese  Cantonese & English
- Spanish  Spanish & English
- Korean  Korean & English
- Mandarin  Mandarin & English
- Punjabi  Punjabi & English
- Russian  Russian & English
- Filipino  Filipino & English
- Ukrainian  Ukrainian & English
- Vietnamese  Vietnamese & English

**Print Size:**

- No default zoom applied
- 1.5 X  2.5 X
- 1.75 X  3 X

**Text to Speech**

- None
- ELA Items
- Math (stimuli and Items)
- ELA Items and Math (stimuli and Items)

**Masking**

**Stacked Translation & Translated Test**

**Directions** (Math – Spanish only)

**Permissive Mode** (use with assistive software and devices)

**Turn Off Universal Tools**

**NON-EMBEDDED DESIGNATED SUPPORTS:**

**Read-Aloud Items in Spanish (Math and ELA)**

- Items
- Stimuli
- Items & Stimuli
- Simplified Test Directions**
- Bi-lingual Dictionary** (ELA full write only)
- Color Contrast**
- Color Overlay**
- Magnification**
- Noise Buffers**
- Read-Aloud Items** (Math and ELA)
- Scribe** (ELA Non-Writing and Math)
- Separate Setting, Special Lighting & Acoustics**
- Translated Test Directions** (Smarter Balanced PDFs only)

**Teacher Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**School Administrator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Date Entered In TOMS:** \_\_\_\_\_ **Name:** \_\_\_\_\_

**Title:** \_\_\_\_\_



**Smarter Balanced Assessment Recommendation Form  
For Students with Temporary or Recent Injuries  
Needing DESIGNATED SUPPORTS**

Students with temporary/recent injuries (such as a broken hand or arm, eye injuries) may need access to certain Designated Supports to participate in the Smarter Balanced assessments and district Common Core assessments. These Designated Supports must be documented via Attachment C, preferably with a district/school nurse present. The decision must be signed by both the teacher and a school administrator. A copy of Attachment C must be delivered to the school's testing coordinator and stored in a secure location prior to the first day of the testing window.

**NOTE: This document should NOT be completed for students with an IEP or Section 504 Plan.**

School:	School Code:	Date:
Student Name:	Student SSID:	Grade:

*Describe the injury requiring the use of Designated Supports:*

**EMBEDDED DESIGNATED SUPPORTS:**

**Print Size:**

- No default zoom applied
- 1.5 X       2.5 X
- 1.75 X       3 X
- Turn Off Universal Tools

**NON-EMBEDDED DESIGNATED SUPPORTS:**

- Noise Buffers
- Scribe Items (ELA Non-Writing and Math)
- Separate Setting, Special Lighting & Acoustics

A student with a temporary/recent injury who requires one or more Accommodations to participate in the CAASPP assessments must have an active Section 504 Plan on file that specifies the needed Accommodations on Form 8.

If the student exhibits a need greater than what is listed on this form, contact the Student Testing Branch at 213-241-4104.

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Date Entered In TOMS: \_\_\_\_\_ Name: \_\_\_\_\_ Title: \_\_\_\_\_



**California Alternate Assessment  
Participation Decision Worksheet**

*This worksheet may be used by an individualized education program (IEP) team in the determination of a student's participation in the California Alternate Assessments (CAAs). The use of this worksheet is strictly voluntary.*

To meet the criteria for the CAAs, the student must have an individualized education program and the IEP team should consider the following eligibility criteria descriptors.

Participation Criteria	Participation Criteria Descriptors	Sources of Evidence (check if used)
<p>1. The student has a significant cognitive disability.</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>	<p>Review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.*</p> <p><i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p>	<p><input type="checkbox"/> Results of individual cognitive ability test</p> <p><input type="checkbox"/> Results of adaptive behavior skills assessment</p> <p><input type="checkbox"/> Results of individually and group-administered achievement tests</p> <p><input type="checkbox"/> Results of informal assessments</p> <p><input type="checkbox"/> Results of individual reading assessments</p> <p><input type="checkbox"/> Results of districtwide alternate assessments</p> <p><input type="checkbox"/> Results of language assessments, including English learner (EL) language assessments, if applicable</p>
<p>2. The student is learning content linked to (derived from) the Common Core State Standards (CCSS).</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>	<p>Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level CCSS and address knowledge and skills that are appropriate and challenging for this student.</p>	<p><input type="checkbox"/> Examples of curriculum, instructional objectives, and materials, including work samples</p> <p><input type="checkbox"/> Present levels of academic and functional performance, goals, and objectives from the IEP</p> <p><input type="checkbox"/> Data from scientific research-based interventions</p> <p><input type="checkbox"/> Progress monitoring data</p>
<p>3. The student requires extensive, direct individualized instruction and substantial supports to achieve measureable gains in the grade and age-appropriate curriculum.</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>	<p>The student: (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature; and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content.</p>	<p><input type="checkbox"/> Examples of curriculum, instructional objectives, and materials, including work samples from both school and community-based instruction</p> <p><input type="checkbox"/> Teacher-collected data and checklists</p> <p><input type="checkbox"/> Present levels of academic and functional performance, goals, objectives, and post-school outcomes from the IEP and the transition plan for students age twelve and older</p>

**If the IEP team has made the determination that the student is to participate in the CAAs the student is eligible to participate in the CAAs.**






LOS ANGELES UNIFIED SCHOOL DISTRICT  
REFERENCE GUIDE

REF-6420.2

ATTACHMENT D

<b>Considerations <u>Not</u> to Use in Reviewing Evidence</b>	
1.	A disability category or label
2.	Poor attendance or extended absences
3.	Native language/social/cultural or economic difference
4.	Expected poor performance on the general education assessment
5.	Academic and other services received
6.	Educational environment or instructional setting
7.	Percent of time receiving special education
8.	EL status
9.	Low reading level and/or achievement level
10.	Anticipated disruptive behavior
11.	Impact of test scores on accountability system
12.	Administrator decision
13.	Anticipated emotional duress
14.	Need for accommodations (e.g., assistive technology/augmentative and alternative communication (AAC) to participate in assessment process)
	Evidence shows that the decision for participating in the California Alternate Assessments <b>was not</b> based on the above list.

IEP Team Statement of Assurance: *Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that the California Alternate Assessment is the most appropriate assessment for this student; that his/her academic instruction will be based on the CCCs linked to the CCSS; that the “Considerations Not to Use in Reviewing Evidence” were not used to make this decision; and that any additional implications of this decision were discussed thoroughly.*

Each of us agrees with the IEP team decision to use the CAAs:

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_