LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

TITLE:	2022-23 LAUSD Accessibility and Accommodations Guidelines for English Language Proficiency Assessments for California (ELPAC) and California Assessment of Student Performance and Progress (CAASPP)	**ROUTING** Region Administration Community of Schools Administrators Region Special Education Support Principals Assistant Principals ELPAC Coordinators CAASPP Coordinators EL Coordinators Special Education Teachers Related Services Staff District/School Nurses
NUMBER:	REF-133914	
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DATE:	January 17, 2023	

PURPOSE: This Reference Guide provides guidance for schools regarding universal tools, designated supports, and accommodations (UDAs) for English Language Proficiency Assessments for California (ELPAC) and the California Assessment of Student Performance and Progress (CAASPP) assessment systems.

MAJOR CHANGES: This Reference Guide replaces REF-105701, released on January 25, 2021. The attachments to document students needing Designated Supports have been consolidated from four to two, one for ELPAC and one for CAASPP.

The California Assessment Accessibility Resources Matrix has been updated. The current version was revised in September 2022.

INSTRUCTIONS: I. BACKGROUND

Students with specific learning needs may require accessibility resources to fully engage and demonstrate mastery of content during instruction and on assessments. To better serve them, the ELPAC and CAASPP systems provide a full range of assessment resources for all students, including those who are English learners and students with disabilities. Since students benefit most when they are given multiple opportunities to explore and use accessibility resources, teachers are encouraged to review these resources early in the school year. Students should be provided opportunities to experience these resources throughout the year during daily instruction, classroom assessments, and practice sessions for online assessments.

II. PURPOSE OF GUIDELINES

The LAUSD Accessibility and Accommodations Guidelines are used in conjunction with the California Assessment Accessibility Resources Matrix for ELPAC and CAASPP. This includes alternate assessments and is designed for use by school-level personnel and decision-making teams:

- Individualized Education Program (IEP) teams
- Section 504 Plan teams
- Student Support and Progress Teams (SSPT) BUL-6730.1

The guidelines outlined below provide information for classroom teachers, special education teachers, IEP teams, Section 504 Plan Designees, school nurses, administrators, and related services personnel to use in selecting accessibility tools and accommodations for students who need them. There are three different levels of supports:

- Universal Tools
- Designated Supports
- Accommodations

These different levels are described in detail in the California Assessment Accessibility Resources Matrix and outlined in Sections IV, V and VI of this Reference Guide. The accessibility resources in the Accessibility Matrix identified as UDAs are available for the listed, approved assessments and do not change the construct of what is being assessed. Students who receive these accessibility resources will receive a valid score.

III. DESIGNATED SUPPORTS AND ACCOMMODATIONS IN TOMS

The Test Operations Management System (TOMS) is the registration system used by the ELPAC and CAASPP assessments systems. TOMS is the system through which users interact 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 ELPAC and CAASPP Coordinators to assign designated supports and accommodations. It is imperative that the coordinators use the California Assessment Accessibility Resources Matrix in tandem with other decision-making resources when determining appropriate supports for individual students.

Coordinators identified in the Principal's Portal as the site ELPAC or CAASPP coordinators will be assigned a school-level TOMS account when

the requirements are completed as described in their respective Reference Guides.

Designated supports and accommodations must be assigned in TOMS by the Coordinator at least 5 days prior to the administration of ELPAC and CAASPP tests. Note that the accessibility resources are set in the system by domain (Listening, Speaking, Reading, and Writing) for ELPAC and by specific subject area for CAASPP ((English language arts/literacy (ELA), mathematics, California Science Test (CAST), California Alternate Assessment (CAA), and California Spanish Assessment (CSA)). Coordinators are responsible for adding/editing designated supports and accommodations through TOMS.

For Smarter Balanced Interim Assessments, Test Administrators (TAs) or Test Examiners (TEs) may enable or disable embedded accessibility resources for individual students prior to approving students for assessments within the Test Administrator interface. For CAASPP and ELPAC summative assessments TAs and TEs do not have the option to enable or disable accessibility resources. Students are only allowed to use the accessibility resources assigned by the CAASPP or ELPAC Coordinator in TOMS.

IV. UNIVERSAL TOOLS

Part 1 of the [California Assessment Accessibility Resources Matrix](#) lists the universal tools that are available to all students on the basis of student preference and selection. Universal tools are available either as an embedded (E) tool (contained within the computer testing platform), or as a non-embedded (N) tool (student uses a tangible tool such as blank scratch paper provided by the school) or both (B). These tools may require the student to be provided with extended time to make use of the tool. These universal accessibility tools are provided regardless of whether the student has a disability or a documented need in an IEP or Section 504 Plan.

V. DESIGNATED SUPPORTS

Part 2 of the [California Assessment Accessibility Resources Matrix](#) lists the designated supports that are available to all students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's IEP or Section 504 plan. Designated supports are available either as an embedded (E) tool (contained within the computer testing program), a non-embedded (N) tool (student uses a state-approved paper version of the science charts provided by the

school) or both (B). These tools may require the student to be provided with extended time to make use of the tool.

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 IEPs and Section 504 Plans

1. Supports for IEPs: IEP Case Managers are responsible for reviewing all recommended testing supports on their students' IEPs prior to the onset of testing. IEP team meetings may need to be held prior to ELPAC and CAASPP administration if the listed tests and/or supports are not updated. The Welligent IEP management system allows IEP teams to document designated supports and accommodations in Section K "Participation in State and District-wide Assessments" section. In preparation for ELPAC and CAASPP test administrations, the IEP Case Managers will communicate with the site ELPAC and CAASPP Coordinator(s) and test examiner and/or test administrators. This will ensure that students with disabilities have access to all documented designated supports and/or accommodations.

Supports for Section 504 Plans: Required designated supports and/or accommodations should be documented on the LAUSD Section 504 Plan. For more information on the LAUSD Section 504 Policy, see BUL-4692.9, *Section 504 of the Rehabilitation Act of 1973,* dated November 7, 2022. After the Section 504 Plan meeting, a copy of the Section 504 Plan must be provided to the school's appropriate testing coordinator and stored in a secure location prior to the first day of the testing window.

B. Documentation of Designated Supports for Students without an IEP or Section 504 Plan

ELPAC

Students without an IEP or Section 504 Plan with a documented need, including those with a temporary or recent injury, may need access to certain designated supports to participate in the ELPAC assessments. The designated supports for ELPAC must be documented via Attachment A. The form must be signed by both the teacher and a school administrator. A copy of Attachment A must be submitted to the school's ELPAC Coordinator to be entered into

TOMS at least five (5) days prior to the onset of testing. In addition, this document must be stored in a secure location at the school site for two years.

CAASPP

Designated supports are available to all English Learners, students with temporary or recent injury, and for those students 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 <u>must</u> be documented prior to the first day of the testing window and signed by the recommending teacher and the school site administrator (See Attachment B). A copy of this form must be submitted to the school's CAASPP coordinator to be entered into TOMS at least five (5) days prior to the onset of testing. In addition, this document must be stored in a secure location at the school site for the next two years.

VI. **ACCOMMODATIONS FOR ELIGIBLE STUDENTS WITH DISABILITIES**

Part 3 of the [California Assessment Accessibility Resources Matrix](#) lists the accommodations. Accommodations must be permitted on the CAASPP and ELPAC to all eligible students if specified in the student's IEP or Section 504 plan. Accommodations are available either as an embedded (E) tool (contained within the computer testing program), a non-embedded (N) tool (student uses a state-approved paper version of the science charts provided by the school) or both (B). These tools may require the student to be provided with extended time to make use of the tool.

A. To provide students with disabilities accommodations allowed in these guidelines, the district requires that this decision be documented either in the students' IEP or in the students' Section 504 Plan prior to the onset of testing. IEP teams can select accommodations in Section K of the IEP. For ELPAC and CAASPP testing, if an accommodation is not listed as an option in Section K, IEP teams must note the need for accommodation in FAPE Page 2 Part 4 and provide this information to either the site ELPAC and/or CAASPP Coordinator.

B. If an IEP team or Section 504 Plan team does not see a specific accommodation listed but was recommended by an earlier IEP or

Section 504 team for use during state assessments, that accommodation is no longer allowable. The IEP team or Section 504 Plan team should not recommend continued use of that accommodation.

C. 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 <u>both</u> 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 site Test Coordinator must make the necessary arrangements.

D. Documentation for Accommodations for Students with Recent Injuries

Students with recent injuries (e.g., broken arm, eye injury, etc.) may need access to one or more accommodations in addition to Designated Supports to participate in the ELPAC and/or CAASPP assessments.

For students with disabilities who already have an IEP or Section 504 Plan and also have a recent injury that is unrelated to the primary disability, the need for an accommodation will need to be documented in an amended IEP or Section 504 Plan.

If the student does not have an IEP or Section 504 Plan in place the Section 504 Plan team will need to convene and discuss the need for a Section 504 Plan for ELPAC and/or CAASPP. The documented need on the Section 504 Plan will allow the student to access the needed accommodation.

VII. **UNLISTED RESOURCES FOR ELIGIBLE STUDENTS WITH DISABILITIES**

An unlisted resource is an instructional resource that a student regularly uses in daily instruction, assessment, or both, that has not been previously

identified as a universal tool, designated support, or accommodation. Unlisted resources shall be made available if specified in the eligible student's IEP or Section 504 plan. The CAASPP and/or ELPAC Coordinator should contact the Student Testing Branch before designating unlisted resources.

Part 5 of the California Assessment Accessibility Resources Matrix includes a list of pre-identified unlisted resources that have been determined to change the construct being measured. These are approved automatically after being requested in the Test Operations Management System (TOMS). Otherwise, a request in TOMS for an unlisted resource that has not been pre-identified is sent to the California Department of Education (CDE) for review, adjudication, and a determination related to a change of test construct.

For unlisted resources that change the construct of what was being tested:
- CAASPP – These are not considered valid for aggregation of scores. The student will receive a score with a footnote that the test was administered under conditions that resulted in a score that may not be an accurate representation of the student's achievement.
- ELPAC - The student will receive the lowest obtainable scale score (LOSS) for the affected domain when approved unlisted resources changed the construct of what was being tested. However, the student's test results will still be used for aggregation of scores.

VIII. **SPECIAL CONSIDERATIONS FOR STUDENTS WITH LOW INCIDENCE DISABILITIES**

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. TAs or TEs should support those students, but they should also be aware that some accessibility features may not be fully functioning or that 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 note 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: 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. Contact

the Student Testing Branch if Print-on-Demand is needed. The District has to submit a request to the CDE on the student's behalf.

Some students with low incidence disabilities may have additional requirements that are documented in the IEP but outside of Section K. For students with 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.

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. For example, when administering the mathematics section of the CAASPP test, it may require multiple sessions and scheduling adjustments by the CAASPP Coordinator to complete the assessment.

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 site ELPAC and/or CAASPP 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.

IX. ALTERNATE ASSESSMENTS

The learning characteristics of students with significant cognitive disabilities represent a broad range. Assignment to alternate assessments is based on the cognitive disability, not the category of a student's disability. IEP teams must consider a student's individual characteristics when determining whether a student with a disability should participate in general statewide assessments, with or without accessibility resources, or participate in the alternate assessments. Students taking this alternate assessment are identified by IEP teams using the *Alternate Assessments Decision Confirmation Worksheet*.

For ELPAC, students to be assessed with an alternate assessment are to take the appropriate Initial Alternate ELPAC and if classified as an English

Learner (EL), the Summative Alternate ELPAC for the student's grade level/grade span. For CAASPP, students to be assessed with an alternate assessment are to take the appropriate California Alternate Assessment (CAA) for the student's grade level. These students are identified for the alternate assessments on the IEP, FAPE Part 1 and Section K Report in Welligent. Supports documented in the Accommodations Section on FAPE Part 1 relevant to assessment should be referenced. <u>The ELPAC Coordinator should inform the CAASPP Coordinator of this assignment as the student is also automatically assigned to take the appropriate CAAs for ELA, Math, and/or Science.</u>

The CAAs and Alternate ELPAC are administered to students one-on-one by a test examiner and may include administration in the "language of instruction." The "language of instruction" may include instructional or physical supports needed for communication and instruction. Some testing practices (e.g., hand-over-hand) are inappropriate and not allowed for alternate assessments. Although most UDAs are available through the computer-based testing interface, as noted in Part 4 of the [California Assessment Accessibility Resources Matrix](#), some resources are not permissible. The resources will be grayed out on the student's Test Settings page in TOMS for students having an alternate assessment assignment. Below are some examples of embedded resources that are not available for alternate assessments:

- 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
- Translations (Spanish stacked-dual language)

For additional guidance for maximizing accessibility, educators should use the [Alternate ELPAC Accessibility and Accommodations Guidelines](#) and the [Alternate Assessment IEP Team Guidance webpage](#).

X. INDIVIDUAL STUDENT ASSESSMENT ACCESSIBILITY PROFILE (ISAAP) TOOL

The web based ISAAP Tool is used to ensure that each student receives the accessibility resources necessary to provide fair and valid testing. The ISAAP Tool can be used to identify accessibility resources for CAASPP (summative and interim assessments) as well as ELPAC. The ISAAP Tool can also generate a file to be uploaded to TOMS in assigning test settings

for groups of students prior to testing. The ISAAP process includes the following:

- Suggested preparatory steps for teachers or school teams (e.g., IEP, Section 504, SSPT, etc.),
- A Microsoft Excel (2010 or later) worksheet for creating the ISAAP itself,
- and steps for use with IEP Section K or for Section 504 plans for students with disabilities, or with Attachments A or B 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 IEP or Section 504 Plan, ISAAP decisions are determined by the IEP or Section 504 Plan teams and the tool can be used during IEP or Section 504 Plan activities. Refer to the website https://isaap.ets.org/ for more information about the ISAAP process and instructions on how to access and use the web based ISAAP Tool.

RELATED RESOURCES:

REF-126505.0, *2022-23 State, District and National Mandated Testing Calendars,* dated May 20, 2022.

BUL-4692.9, *Section 504 of the Rehabilitation Act of 1973*, dated November 7, 2022.

BUL-048496.0, *Annual Alternate Assessment of the English Language Proficiency Levels of Students with Disabilities on the Alternate Curriculum*, dated April 9, 2018.

BUL-6730.1, *A Multi-Tiered System of Support Framework for the Student Support and Progress Team*, dated July 13, 2017. This document is published by the Division of Instruction.

The California Assessment Accessibility Resources Matrix (DOCX) displays the embedded and non-embedded universal tools, designated supports, and accommodations (UDAs) allowed as part of the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) for 2022–23.

For additional information, visit the California Department of Education Student Accessibility Resources web page at https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp.

California Department of Education (CDE) website is http://www.cde.ca.gov.

English Language Proficiency Assessments for California (ELPAC) website is https://www.cde.ca.gov/ta/tg/ep/index.asp.

California Assessment of Student Performance and Progress (CAASPP) System website is https://www.cde.ca.gov/ta/tg/ca/.

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

For assistance regarding special education students' access to online assessments, please contact Special Education Division at (213) 241-6701.

For assistance regarding English Learners access to online assessments, please contact Multilingual and Multicultural Education Department (MMED) at (213) 241-5582.

Attachment A

STUDENTS NEEDING ELPAC DESIGNATED SUPPORTS

Eligible students may need access to certain Designated Supports to participate in ELPAC Assessments. *Designated supports are available to all students with an indicated need.* 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. 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 ELPAC Test Coordinator to be entered into the Test Operations Management System (TOMS) at least 5 days prior to the start of testing. In addition, this document must be secured at the school site for the next two years.

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

Select reason for Designated Support: ☐ EL Student   ☐ Temporary/Recent Injury*

EMBEDDED DESIGNATED SUPPORTS:

Color Contrast:
- ☐ Reverse Contrast
- ☐ Medium Gray on Light Gray
- ☐ Blue
- ☐ Gray
- ☐ Green
- ☐ Light Magenta
- ☐ Yellow
- ☐ Black on Cream
- ☐ Black on Rose
- ☐ Yellow on Blue
- ☐ Light Blue
- ☐ Light Gray
- ☐ Light Green
- ☐ White on Navy
- ☐ Light Yellow

Mouse Pointer (Size and Color):
- ☐ Large, black   ☐ XL, black
- ☐ Large, green   ☐ XL, green
- ☐ Large, red   ☐ XL, red
- ☐ Large, white   ☐ XL, white
- ☐ Large, yellow   ☐ XL, yellow

Print Size:
- ☐ 1.5 X   ☐ 2.5 X
- ☐ 1.75 X   ☐ 3 X

☐ Masking
☐ Pause or Replay Audio – Listening domain
☐ Pause or Replay Audio – Speaking domain
☐ Streamline
☐ Turn Off Universal Tools

NON-EMBEDDED DESIGNATED SUPPORTS:

- ☐ Amplification
- ☐ Color Contrast
- ☐ Color Overlay
- ☐ Designated Interface Assistant (DIA)
- ☐ Magnification
- ☐ Masking
- ☐ Medical Supports
- ☐ Noise Buffers
- ☐ Pause or Replay Audio – Listening domain
- ☐ Pause or Replay Audio – Speaking domain
- ☐ Print on Demand (contact STB)
- ☐ Read-Aloud Items (for items)
- ☐ Scribe Items (ELA Non-Writing; Math and Science)
- ☐ Separate Setting, Special Lighting & Acoustics
- ☐ Simplified Test Directions
- ☐ Translated Test Directions (ELPAC PDFs only)

Teacher Signature: _____   Date: _____

School Administrator: _____   Date: _____

Date Entered In TOMS: _____ Name: _____ Title: _____

* The use of Accommodations for students with a temporary/recent injury must be written in the emergency Section 504 Plan.

Eligible students may need access to certain Designated Supports to participate in Smarter Balanced Assessments. *Designated Supports are available to all students with an identified need.* 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. These designated supports <u>must</u> 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 CAASPP testing coordinator to be entered into the Test Operations Management System (TOMS) at least 5 days prior to the start of testing. In addition, this document must be secured at the school site for the next two years.**

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

Select reason for Designated Support: ☐ EL Student   ☐ IEP/Section 504*   ☐ Temporary/Recent Injury*   ☐ Other

EMBEDDED DESIGNATED SUPPORTS:

Color Contrast:
- ☐ Reverse Contrast
- ☐ Medium Gray on Light Gray
- ☐ Blue
- ☐ Gray
- ☐ Green
- ☐ Light Magenta
- ☐ Yellow
- ☐ Black on Cream
- ☐ Black on Rose
- ☐ Yellow on Blue
- ☐ Light Blue
- ☐ Light Gray
- ☐ Light Green
- ☐ White on Navy
- ☐ Light Yellow

Mouse Pointer (Size and Color):
- ☐ Large, black
- ☐ Large, green
- ☐ Large, red
- ☐ Large, white
- ☐ Large, yellow
- ☐ XL, black
- ☐ XL, green
- ☐ XL, red
- ☐ XL, white
- ☐ XL, yellow

Text to Speech
- ☐ ELA Items
- ☐ Math (stimuli and Items)
- ☐ Science (stimuli and Items)

Print Size:
- ☐ 1.5 X
- ☐ 1.75 X
- ☐ 2.5 X
- ☐ 3 X

Stacked Translation/Translated Test Directions
- ☐ Math (Spanish only)   ☐ Science (Spanish only)

Text to Speech in Spanish
- ☐ Math (stimuli and Items)

- ☐ **Masking**
- ☐ **Streamline**
- ☐ **Turn Off Universal Tools**

Translation Glossaries (Math Items):
- ☐ English
- ☐ Spanish
- ☐ Arabic
- ☐ Burmese
- ☐ Cantonese
- ☐ Filipino
- ☐ Hmong
- ☐ Korean
- ☐ Mandarin
- ☐ Punjabi
- ☐ Russian
- ☐ Ukrainian
- ☐ Vietnamese
- ☐ Vietnamese
- ☐ Illustration
- ☐ Spanish & English
- ☐ Arabic & English
- ☐ Burmese & English
- ☐ Cantonese & English
- ☐ Filipino & English
- ☐ Hmong & English
- ☐ Korean & English
- ☐ Mandarin & English
- ☐ Punjabi & English
- ☐ Russian & English
- ☐ Ukrainian & English
- ☐ Vietnamese & English
- ☐ Vietnamese & English
- ☐ Illustration & English

Translation Glossaries (Science Items):
- ☐ English
- ☐ Spanish
- ☐ Arabic
- ☐ Cantonese
- ☐ Hmong
- ☐ Korean
- ☐ Mandarin
- ☐ Punjabi
- ☐ Russian
- ☐ Tagalog
- ☐ Vietnamese
- ☐ Spanish & English
- ☐ Arabic & English
- ☐ Cantonese & English
- ☐ Hmong & English
- ☐ Korean & English
- ☐ Mandarin & English
- ☐ Punjabi & English
- ☐ Russian & English
- ☐ Tagalog & English
- ☐ Vietnamese & English

NON-EMBEDDED DESIGNATED SUPPORTS:

Read-Aloud Items in Spanish (Math) ☐ Items ☐ Stimuli ☐ Items & Stimuli ☐ 100s Number Table (Science) ☐ Amplification ☐ Bilingual Dictionary (ELA full write only) ☐ Calculator (Math Gr. 6-8, 11 and Science) ☐ Color Contrast	☐ Color Overlay ☐ Magnification ☐ Medical Supports ☐ Multiplication Table (Science) ☐ Noise Buffers ☐ Read-Aloud in Spanish (Science)	☐ Read-Aloud Items (Math and ELA) ☐ Science Charts (Science – State approved) ☐ Science Charts in Spanish (Science – State approved) ☐ Scribe Items (ELA Non-Writing; Math and Science) ☐ Separate Setting, Special Lighting & Acoustics ☐ Simplified Test Directions ☐ Translated Test Directions (Smarter Balanced PDFs only)

Teacher Signature: _____ Date: _____ School Administrator: _____ Date: _____

Date Entered In TOMS: _____ Name: _____ Title: _____

* The use of Accommodations for students with IEPs, Section 504 Plans or with a temporary/recent injury must be written in the appropriate IEP or Section 504 Plan.