LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

TITLE:	LAUSD Accessibility And Accommodations Guidelines For Smarter Balanced Assessments	**ROUTING** ESC Superintendents ESC 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
NUMBER:	REF-6420	
ISSUER:	Cynthia Lim, Executive Director Office of Data and Accountability	
DATE:	January 20, 2015	

PURPOSE: This Reference Guide provides guidance for schools regarding the universal accessibility tools, designated supports, and accommodations for Smarter Balanced (SB) assessments. This reference guide is only for the 2014-2015 testing windows.

MAJOR CHANGES:
- This Reference Guide replaces REF-6249, dated March 17, 2014.
- Attachment A has been added to assist schools in the identification of Designated Supports to be used by English learners.
- Attachment B has been added to assist schools in the identification of Designated Supports to be used by at-risk students.
- Attachment C has been added to assist schools in the identification of Designated Supports/Accommodations to be used by students with temporary or recent injuries.

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

- Language Appraisal Teams (LAT), and
- Student Success Teams (SST)
- Coordination of Services Team (COST)

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. DESIGNATING 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. All embedded and non-embedded Designated Supports and Accommodations must be assigned in TOMS except for the Designated Supports noted on page 7.

SCs identified in the *Principal's Portal* as the CAASPP Coordinator will be assigned a school TOMS account when the requisite security documents are completed as described in REF-6413. Information regarding the account will be sent to each CAASPP Coordinator's LAUSD email account.

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 <u>any student</u> and are available either 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:

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. 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	Scratch paper or digital notepad. Following test administration, scratch paper must be collected and discarded in accordance with District policy.
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	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 blind/visually impaired students.)
Highlighter	Marker or digital highlighting tool
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)
Writing tools	For writing items, e.g., bold, italics, bullets, strikethrough

IV. 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.

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), will be revised in January 2015 to align to the new CAASPP Smarter Balanced assessments in English-language arts and mathematics.

2. Preparing for Spring 2015 Testing: IEP meetings held prior to the revisions to Section K do not need to be amended prior to Smarter Balanced administration in spring 2015. The school-site testing coordinator, with the assistance of IEP case managers, will locate the corresponding Designated Support or Accommodation in the new 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-4692.3, "Section 504 of the Rehabilitation Act of 1973," dated August 15, 2014. 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 Performance Assessment (CAPA) and the new state Alternate Assessment are not to be assessed with the state or district's Common Core assessments or Smarter Balanced assessments. These students are identified for the alternate curriculum on the IEP, FAPE Part 1.

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 memo.

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

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 and/or Accommodations to participate in the Smarter Balanced assessments and district Common Core assessments.
2. These Designated Supports and/or Accommodations 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.

Note: For students with disabilities who already have an IEP or Section 504 Plan and also have a temporary/recent injury, the need for temporary Accommodations should also be documented through the school health office. An IEP/Section 504 meeting does not need to be held.

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.

Table 2a: Embedded Designated Supports Provided Through Digital Platform

Type of Designated Support	Additional Information
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
Text-to-speech (for math items and ELA items, not 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 must be provided with headphones unless tested individually in a separate setting.
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
Translated test directions For math items only	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.
Translations (glossaries) For math items only	Students who have limited English language skills can use the translation glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment.

Permissive Mode (see Section VI. 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.
** Translations (stacked) For math items 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.

** Translations (stacked) and Turn off any universal tools MUST be activated (or deactivated) in the Test Delivery System by the Test Administrator at the time of testing.

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

Type of Designated Support	Additional Information
Translations (glossaries) (for math items)	Students who have limited English language skills can use the translation glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment.
Bilingual dictionary (for ELA-performance task full writes)	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.
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.
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.
Read aloud (for math items and ELA items, not for reading passages)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the *Smarter Balanced Test Administration Manual*. 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.
Scribe (for ELA non-writing items and math items)	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.
Separate setting	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).
Translated test directions	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.

V. ACCOMMODATIONS FOR ELIGIBLE STUDENTS WITH DISABILITIES

A. Accommodations that 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 is 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 must have access to both the embedded (digital) and non-embedded version of an Accommodation if it is available in both forms.
  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 testing coordinator must make the necessary arrangements.

F. At this time, there is <u>no option</u> for students to take Common Core-aligned state/district assessments with modifications <u>or</u> 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 <u>may not</u> recommend modifications when none are allowable.

<u>Table 3a: Embedded Accommodations for Eligible Students with Disabilities</u>

Type of Accommodation	Additional Information
American Sign Language - ASL (for ELA listening items and math items only)	For students who are deaf or hard-of-hearing and who typically use ASL. For paper-and-pencil versions of assessments, ASL may be used for providing instructions, for math items, and for ELA listening items. For digital versions of assessments, the video of a human signer and the signed text content are viewed on the same screen.
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.
Text-to-Speech (for ELA Reading test passages)	In grades K-5 – not allowable. When students are still acquiring reading decoding skills, text-to-speech and text read aloud is <u>not an allowable accommodation</u> for reading passages. <u>Note</u>: The only exception for this accommodation for students in grades K-5 is for blind students who have not yet obtained adequate Braille skills and fluency. In grades 6-11, text-to-speech or text read aloud may <u>only</u> be used for students with documented reading-related disabilities or for students who are blind and do not yet have adequate Braille skills. The IEP team is <u>required</u> to document strong evidence of persistent decoding and/or text-processing disabilities or the lack Braille reading skills in order to recommend this accommodation. Students who use text-to-speech will need headphones unless tested individually in a separate setting. Following test administration, reports can be run to indicate the percent of students who had access to text-to-speech on reading test passages.

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

Type of Accommodation	Additional Information
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.
Braille	For students with visual impairment, printed text may be read via Braille. Tactile overlays and graphics may also be used.
Calculator (for calculator allowed items only)	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.
Multiplication table (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 required to document strong evidence of persistent math-related disability in order to recommend this accommodation.
Printed version of text (Print on demand)	For students taking digital versions of assessments who have a documented 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. • Paper copies of passages/stimuli and/or items are printed for students. • Print-on-demand for stimuli *only* can be set using file upload. • 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. The use of this accommodation may result in the student needing additional time to complete the assessment.

Speech-to-text (for ELA writing items)	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 and have had access to the software and technology prior to the assessment. This Accommodation will also need to have Permissive Mode turned on.
Dictation/ Scribe (for ELA writing items)	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 must use this accommodation during regular instruction and assessments. This accommodation includes the use of a scribe for both 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 *Smarter Balanced Test Administration Manual*.
Text read aloud (for ELA Reading test passages)	In grades K-5 – not allowable. When students are still acquiring reading decoding skills, text-to-speech and text read aloud is not an allowable accommodation for reading passages. Note: The only exception for this accommodation for students in grades K-5 is for blind students who have not yet obtained adequate Braille skills and fluency. In grades 6-11, text-to-speech or text read aloud may only be used for students with documented reading-related disabilities or for students who are blind and do not yet have adequate Braille skills. The IEP team is required to document strong evidence of persistent decoding and/or text-processing disabilities or the lack Braille reading skills in order to recommend this accommodation. Students who use text-to-speech will need headphones unless tested individually in a separate setting. Following test administration, reports can be run to indicate the percent of students who had access to text-to-speech on reading test passages. Text is read aloud to the student by a trained and qualified

	human reader who follows the administration guidelines provided in the *Smarter Balanced Test Administration Manual*.

VI. 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. 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.

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.

VII. 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 testing 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.

VIII.   ISAAP TOOL

CAASPP has provided schools with a new 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 assessments. The Individual Student Assessment Accessibility Profile (ISAAP) Tool includes the following:

- suggested preparatory steps for teachers or school teams (e.g., IEP, SST or COST, LAT, etc.),
- a Microsoft Excel (2008 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 SB 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 for instructions on how to access and use the ISAAP Tool.

IX.   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 or Section 504 Plan:

- California High School Exit Exam (CAHSEE)
- California English Language Development Test (CELDT)
- California Standards Test (CST)/California Modified Assessment (CMA) in Science in grades 5, 8, and 10

RELATED RESOURCES:
- REF-6299.1, *2014-15 State, District and National Mandated Testing Calendars,* dated November 6, 2014.
- BUL-4692.3, "Section 504 of the Rehabilitation Act of 1973," dated August 15, 2014.
- REF-6431, *Individual Student Assessment Accessibility Profile (ISAAP) Tool for 2015 Smarter Balanced Assessments,* dated January 26, 2015.
- California Department of Education (CDE) website is http://www.cde.ca.gov.

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

REF-6420   ATTACHMENT A

Multilingual and Multicultural Education Department
Smarter Balanced Assessment Recommendation Form
For English Learner's 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 <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 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.**

School:		School Code:		Date:
Student Name:		**Student SSID:**		**Grade:**
CELDT Date:	**CELDT** *Overall Score:*	*CELDT Listening:*	*CELDT Speaking:*	*CELDT Reading:*	*CELDT Writing:*

Reason for Designated Support/s (Optional):

Check off Designated Support/s	*Designated Support*	*Description*	*Recommendations for Use*
E	**Translations** *(stacked)* *(for math items)* *Turned on by Test Administrator at time of testing*	*Stacked translations provide the full translation of each test item above the original item in English.*	*For 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.*
E	**Text-to-Speech** *(for math stimuli items and ELA items, not for reading passages)*	*Text is read aloud to students via embedded text-to speech technology.*	*Students who are struggling readers. All or portions of the assessment read aloud. Suggested in particular for ELD Levels 1 & 2.*
E & N	**Translated test directions** *(for math items)*	*Translation of test directions is a language support available prior to beginning the actual test items.*	*Students who have limited English language skills can use the translated directions support.*
E	**Translations** *(glossaries)* *(for math items)*	*Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms for math.*	*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.*
N	**Bilingual Dictionary** *(for ELA-performance task full writes)*	*A bilingual/dual language word-to-word dictionary is a language support.*	*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.*

E = Embedded, N = Non-embedded

Fill in Designated Supports below if student needs other supports.

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

Teacher Signature: _____**Date:** _____

School Administrator: _____**Date:** _____

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

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.

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

Reason for Designated Support/s:

EMBEDDED DESIGNATED SUPPORTS:

Color Contrast:
- ☐ Black on White
- ☐ 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
- ☐ **Masking**
- ☐ **Translated Test Directions** (Math)
- ☐ **Stacked Translation (Math)** [to be set by Test Admin]
- ☐ **Turn Off Universal Tools** (to be set by Test Admin)

NON-EMBEDDED DESIGNATED SUPPORTS:

Translation Glossaries (Math Items)**:**
- ☐ None
- ☐ English
- ☐ Russian
- ☐ Arabic
- ☐ Cantonese
- ☐ Spanish
- ☐ Korean
- ☐ Mandarin
- ☐ Punjabi
- ☐ Filipino
- ☐ Ukrainian
- ☐ Vietnamese
- ☐ **Bi-lingual Dictionary (**ELA)
- ☐ **Color Contrast**
- ☐ **Color Overlay**
- ☐ **Magnification**
- ☐ **Noise Buffers**
- ☐ **Read-Aloud Items** (Math and ELA)
- ☐ **Separate Setting**
- ☐ **Special Lighting and Acoustics**
- ☐ **Translated Test Directions** (ELA)
- ☐ **Translated Test Directions** (Math)

Teacher Signature: _____   **Date:** _____

School Administrator: _____   **Date:** _____

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

REF-6420   ATTACHMENT C

Smarter Balanced Assessment Recommendation Form
For Students with Temporary or Recent Injuries
Needing DESIGNATED SUPPORTS and/or ACCOMMODATIONS

Students with temporary/recent injuries (such as a broken hand or arm, eye injuries) may need access to certain Designated Supports and/or Accommodations to participate in the Smarter Balanced assessments and district Common Core assessments. These Designated Supports and/or Accommodations 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 or Accommodations:

EMBEDDED DESIGNATED SUPPORTS:

Print Size:
    ☐ No default zoom applied
    ☐ 1.5 X   ☐ 2.5 X
    ☐ 1.75 X   ☐ 3 X
☐ **Turn Off Universal Tools** (to be set by Test Admin)

NON-EMBEDDED DESIGNATED SUPPORTS:

☐ **Noise Buffers**
☐ **Scribe Items** (ELA Non-Writing and Math)
☐ **Separate Settings**
☐ **Special Lighting and Acoustics**

EMBEDDED ACCOMMODATIONS:

☐ **Streamlined Interface**

NON-EMBEDDED ACCOMMODATIONS:

☐ **Alternate Response Options**
☐ **Scribe** (ELA Writing)
☐ **Individualized Aids**

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:** _____