



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

**TITLE:** LAUSD Accessibility and Accommodations Guidelines for Smarter Balanced Assessments

**NUMBER:** REF-043786.2

**ISSUER:** Oscar Lafarga, Executive Director  
Office of Data and Accountability

**DATE:** February 3, 2020

### ROUTING

Local District Administration  
LD Special Education Support  
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), California Spanish Assessment (CSA), and California Alternate Assessment (CAA) tests.

**MAJOR CHANGES:**

1. This reference guide replaces REF-043786.1 and has been updated for the 2019-2020 testing windows.
2. For 2019-20, the California Alternate Assessment (CAA) for Science test for grades 5, 8 and 11-12 is an operational test. These Accessibility and Accommodations Guidelines will be followed for the CAA for Science.
3. Illustration Glossaries is a new embedded designated support available as a language support for selected construct-irrelevant terms in the SB mathematics test.
4. The ISAAP Tool is no longer available. Schools may still perform a file upload using an Excel template.

### 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. *Matrix One: California Assessment of Student Performance and Progress Accessibility Resources* (Matrix One) is a resource that displays the embedded and non-embedded universal tools, designated supports, and accommodations allowed as part of the CAASPP system.



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### 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
- BUL-6730.1 Student Support and Progress Team (SSPT)

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 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 test site 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-077503. Information regarding the account will be sent to each CAASPP Coordinator's LAUSD email account.

Prior to the Spring Smarter Balanced Summative testing, specific designated supports and accommodations must be enabled in TOMS by the SC, or other appropriate District staff member as assigned. Designated supports and accommodations are set in the system by content area (English language arts/literacy, mathematics) or test (CAA, CAST, CSA). 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.

During the administration of the Smarter Balanced Interim Assessments, the teacher administering the Interim Assessments (Test Administrator) can set



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the designated supports and accommodations in the Test Administrator interface at the time of testing.

- If a student does not have an IEP and is an English Learner, at-risk learner, or a student with a temporary or recent injury, and the designated support that was used during the Interim Assessments will be used for the Summative Assessment, it must be documented using Attachment B or C from this Reference Guide prior to the beginning of the Smarter Balanced Summative Assessments.
- If a student does have an IEP, and the designated support or accommodation that was used during the Interim Assessments will be used for the Summative Assessment, it must be documented in Section K of the IEP.

### IV. Universal Accessibility Tools

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 available to all students on the basis of student preference and selection and are to be provided regardless of whether the student has a disability or a documented need in an IEP or Section 504 Plan.

The listing of universal tools can be located in Attachment A, Part 1. Universal Tools. The table shows the available embedded (EM) and non-embedded (NEM) universal tools. There will be an “X” in the EM and/or NEM column showing how the universal tool will be available. Across the row, the “X” will signify for which content area/test the universal tool will be available. “NA” represents a resource that is not available.

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>

### V. Designated Supports for Eligible Students

Designated supports 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)



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- 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), were revised to align to the latest CAASPP Smarter Balanced, CAST and CAA assessments in English-language arts and mathematics and Science.
2. Preparing for Spring 2020 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, CAST and CAA administration in Spring 2020 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, 2020.

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 Branch 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-4692.6, “Section 504 of the Rehabilitation Act of 1973,” dated October 27, 2017. 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.



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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 CAASPP/Smarter Balanced state or District's 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:

- American Sign Language (test examiner is allowed to sign to the student as the language of instruction)
- Audio transcript
- Braille
- Closed captioning
- Text-to-speech
- Translated test directions
- 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 Attachment A, Part 4. Instructional Supports and Resources for the California Alternate Assessments (CAAs) for examples of permissible non-embedded 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 B). A copy of this form must



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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.

**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.

### 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 C. 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.

### 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 D, 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 D 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.



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The listing of designated supports can be located in Attachment A, Part 2. Designated Supports. The table shows the available embedded (EM) and non-embedded (NEM) designated supports. There will be an “X” in the EM and/or NEM column showing how the designated support will be available. Across the row, the “X” will signify for which content area/test the designated support will be available. “NA” represents a resource that is not available.

### **VI. Accommodations for Eligible Student with Disabilities**

The listing of accommodations can be located in Attachment A, Part 3. Accommodations. The table shows the available embedded (EM) and non-embedded (NEM) accommodations. There will be an “X” in the EM and/or NEM column showing how the accommodation will be available. Across the row, the “X” will signify for which content area/test the accommodation will be available. “NA” represents a resource that is not available.

- 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 Matrix One 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. 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.





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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.
- E. 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.

There is no option for students to take Common Core-aligned state/District assessments with modification or for students to take an assessment that has been specially modified. 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 Branch 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. See Attachment A, Part 5. Unlisted Resources.

### **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.





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\*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. Paper copies of passages/stimuli and/or items are printed for students. To establish this setting, contact the Student Testing Branch.

- B. 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.
- 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.

### **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. Modifications on Other California State Tests**

Modifications for eligible students with disabilities are still allowed for the California Physical Fitness Test (Fitnessgram) with prior documentation on an IEP.



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### RELATED RESOURCES:

REF-072101, *2019-20 State and National Mandated Testing Calendars*, dated May 17, 2019.

BUL-4692.6, *Section 504 of the Rehabilitation Act of 1973*, dated November 9, 2017.

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 ELPAC Accessibility Guide for Online Testing:*  
<http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.accessibility-guide.2019-20.pdf>

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.



## Matrix One: California Assessment of Student Performance and Progress Accessibility Resources

This document should be used in conjunction with:

- *Smarter Balanced Consortium: Usability, Accessibility, and Accommodations Guidelines*  
(<https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf>)
- *California Science Test Accessibility Supports for Operational Testing*  
(<https://www.cde.ca.gov/ta/tg/ca/documents/castaccesssupt.pdf>)
- *California Spanish Assessment Accessibility Supports for Operational Testing*  
(<http://www.caaspp.org/rsc/pdfs/CSA.accessibility-considerations.2018.pdf>)
- *California Code of Regulations* (<http://bit.ly/2eHz72b>), Title 5 (5 CCR), sections 850 through 864 of the California Assessment of Student Performance and Progress (CAASPP) regulations, to determine the use of resources for individual students.

Matrix One displays the embedded and non-embedded universal tools, designated supports, and accommodations (UDAs) allowed as part of the CAASPP System for 2019–20. The appropriate use of UDAs on CAASPP tests is restricted to only those identified in this document. Embedded resources are digitally delivered as part of the technology platform for the computer-based CAASPP tests. Non-embedded resources are available when provided by the local educational agency (LEA) for either computer-administered or special-form CAASPP tests.

- Some embedded UDAs are available only for specific items (i.e., test questions) for which they are allowed.
- If a non-embedded tool is shown to be available for “allowed items,” it may be used only for the specific items for which the embedded version of the resource is available.



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### ATTACHMENT A2

#### Matrix One: CAASPP Accessibility Resources for 2019–20

- The accessibility resources in Matrix One 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.

Matrix One contains five parts:

- Part 1—Universal Tools
- Part 2—Designated Supports
- Part 3—Accommodations
- Part 4—Instructional Supports and Resources for the California Alternate Assessments
- Part 5—Unlisted Resources (includes a list of pre-identified unlisted resources that have been determined to change the construct being tested)



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ATTACHMENT A3

Matrix One: CAASPP Accessibility  
Resources for 2019–20

### Part 1. Universal Tools

**Universal tools** are available to *all* students on the basis of student preference and selection.

The table below shows the available embedded (EM) and non-embedded (NEM) universal tools for the following CAASPP tests: Smarter Balanced and California Alternate Assessment (CAA) for English language arts/literacy (ELA), mathematics (math), and science. California Science Test (CAST); and the California Spanish Assessment (CSA). “NA” represents a resource that is not available.

Universal Tool	EM	NEM	ELA	Math	CAST	CSA	Description
Breaks	X	X	X	X	X	X	Breaks, including those during testing over more than one day, between the domain sections are permitted. The use of this universal tool may require students needing more overall time to complete the assessment.
Calculator	X	NA	NA	X	X	NA	An embedded on-screen digital calculator can be accessed for calculator-allowed items when students select the calculator button. For mathematics, this tool is available only with the specific items for which the <i>Smarter Balanced Item Specifications</i> indicated that it would be appropriate in grades 6–8 and grade 11. For science, this tool is available as a four-function calculator for grade 5 and a scientific calculator for grade 8 and high school. Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs.
Digital notepad	X	NA	X	X	X	X	This tool is used for making notes about an item. The digital notepad is item-specific and available through the end of the test segment.



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ATTACHMENT A4

Matrix One: CAASPP Accessibility  
Resources for 2019–20

Universal Tool	EM	NEM	ELA	Math	CAST	CSA	Description
English dictionary	X	X	X	NA	NA	NA	An English dictionary is available for the full write portion of an ELA performance task, not for short paragraph responses. A full-write is the second part of a performance task.
English glossary	X	NA	X	X	X	NA	Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window.
English thesaurus	X	X	X	NA	NA	NA	A thesaurus is available for the full write portion of an ELA/literacy performance task, and not available for short-paragraph responses. A thesaurus contains synonyms of terms in the text a student interacts with text on the assessment. A full write is the second part of a performance task.
Expandable items	X	NA	X	X	X	X	Each item can be expanded so that it takes up a larger portion of the screen.
Expandable passages	X	NA	X	X	X	X	Each passage or stimulus can be expanded so that it takes up a larger portion of the screen.
Global notes	X	NA	X	NA	NA	NA	Global notes is a notepad that is available for ELA/literacy performance tasks in which students complete a full write; it is not for short-paragraph responses. A full write is the second part of a performance task. The student selects the notepad icon for the notepad to appear.
Highlighter	X	NA	X	X	X	X	The highlighter is a digital tool for marking desired text, item questions, item answers, or parts of these with a color.



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ATTACHMENT A5

Matrix One: CAASPP Accessibility  
Resources for 2019–20

Universal Tool	EM	NEM	ELA	Math	CAST	CSA	Description
Keyboard navigation	X	NA	X	X	X	X	Navigation through text can be accomplished by using a keyboard (using the function keys instead of a mouse).
Line reader	X	NA	X	X	X	X	The student uses an on-screen tool to assist in reading by raising and lowering the tool for each line of text on the screen.
Mark for review	X	NA	X	X	X	X	Allows students to flag items for future review during the assessment.
Math tools	X	NA	NA	X	X	NA	These digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to specific items.
Science charts	X	NA	NA	NA	X	NA	These digital tools (i.e., periodic table of the elements and reference sheets) are available for students in grades 8 and high school.
Science tools	X	NA	NA	NA	X	NA	These digital tools (i.e., analog clock, laboratory equipment) are available for all grade levels.
Scratch paper	NA	X	X	X	X	X	Scratch paper to make notes, write computations, or record responses may be made available. Only plain paper or lined paper is appropriate for ELA. Graph paper is required beginning in sixth grade and can be used on all math assessments. A whiteboard with marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper. The use of assistive devices without the Internet is allowed.





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ATTACHMENT A6

Matrix One: CAASPP Accessibility  
Resources for 2019–20

Universal Tool	EM	NEM	ELA	Math	CAST	CSA	Description
Spell check	X	NA	X	NA	NA	NA	The writing tool for checking the spelling of words in student-generated responses, spell check gives only an indication that a word is misspelled. It does not provide the correct spelling. This tool is available only with the specific items for which the Smarter Balanced Item Specifications indicated that it would be appropriate.
Strikethrough	X	NA	X	X	X	X	Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.
Translations (glossary)	X	NA	NA	NA	NA	X	Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms. Embedded translations for these terms appear on the computer screen when students select them. Students with the language glossary setting enabled can view the translated glossary. Students also can select the audio icon next to the glossary term and listen to the audio recording of the glossary.
Writing tools	X	NA	X (for specific items)	X (for specific items)	X	NA	Selected writing tools (i.e., bold, italic, bullets, undo, and redo) are available for all student-generated responses.



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### ATTACHMENT A7

Matrix One: CAASPP Accessibility  
Resources for 2019–20

Universal Tool	EM	NEM	ELA	Math	CAST	CSA	Description
Zoom (in/out)	X	NA	X	X	X	X	The default font size for all tests is 14 point. The student can make text and graphics larger by selecting the [ <b>Zoom In</b> ] button. The student can select the [ <b>Zoom Out</b> ] button to return to the default or smaller print size.



Matrix One: CAASPP Accessibility  
Resources for 2019–20

## Part 2. Designated Supports

**Designated supports** 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 individualized education program (IEP) or Section 504 plan.

The table below shows the available embedded (EM) and non-embedded (NEM) universal tools for the following CAASPP tests: Smarter Balanced and California Alternate Assessment (CAA) for English language arts/literacy (ELA) and mathematics (math); California Science Test (CAST); and the California Spanish Assessment (CSA). "NA" represents a resource that is not available.

Designated Support	EM	NEM	ELA	Math	CAST	CSA	Description
100s number table (CAST only)	NA	X	NA	NA	X	NA	A paper-based table listing numbers 1–100, available from Smarter Balanced for reference ( <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> ).
Amplification	NA	X	X	X	X	X	The student adjusts the volume control beyond the computer's built-in settings using headphones or other non-embedded devices.
Bilingual dictionary	NA	X	X	NA	NA	NA	A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided for the full-write portion of an ELA/literacy performance task, but not for short-paragraph responses. A full write is the second part of a performance task.



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### ATTACHMENT A9

#### Matrix One: CAASPP Accessibility Resources for 2019–20

Designated Support	EM	NEM	ELA	Math	CAST	CSA	Description
Calculator (CAST only)	NA	X	NA	NA	X	NA	A non-embedded calculator for students needing a special calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform. For science, the basic calculator is to be used for grade 5, and a scientific calculator is to be used for grade 8 and high school.
Color contrast	X	X	X	X	X	X	Enables students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background.
Color overlay	NA	X	X	X	X	X	Students with attention difficulties may need this resource to view test content. This resource may also be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs.
Illustration glossaries (new resource)	X	X	NA	X	NA	NA	Illustration glossaries are a language support. The illustration glossaries are provided for selected construct-irrelevant terms for math. Illustrations for these terms appear on the computer screen when students select them. For the non-embedded version, illustrations for these terms appear in a supplement to the paper-pencil test and are identified by item number.



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ATTACHMENT A10

Matrix One: CAASPP Accessibility  
Resources for 2019–20

Designated Support	EM	NEM	ELA	Math	CAST	CSA	Description
Magnification	NA	X	X	X	X	X	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, navigation buttons, and mouse pointer) may be adjusted by the student with an assistive technology device or software. Magnification allows for increasing the size and changing the color contrast, including the size and color of the mouse pointer, to a level not provided for by the zoom universal tool, color contrast designated support, and/or mouse pointer designated support.
Masking	X	NA	X	X	X	X	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.
Medical supports	NA	X	X	X	X	X	Students may have access to medical supports for medical purposes (e.g., glucose monitor). The medical support may include a cell phone; however, it is no longer limited to devices and should support the student during testing for only medical reasons. Device settings must restrict access to other applications or the test administrator must closely monitor the use of the device to maintain test security.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

ATTACHMENT A11

Matrix One: CAASPP Accessibility  
Resources for 2019–20

Designated Support	EM	NEM	ELA	Math	CAST	CSA	Description
Mouse pointer (size and color)	X	NA	X	X	X	X	This embedded support allows the mouse pointer to be set to a larger size and for the color to be changed. A test administrator sets the size and color of the mouse pointer prior to testing.
Multiplication table (CAST only)	NA	X	NA	NA	X	NA	A paper-based single digit (1–9) multiplication table will be available from Smarter Balanced for reference, at <a href="http://www.caaspp.org/rsc/pdfs/CAASPP.multiplication-table.pdf">http://www.caaspp.org/rsc/pdfs/CAASPP.multiplication-table.pdf</a> .
Noise buffers	NA	X	X	X	X	X	Noise buffers are ear mufflers, white noise, and/or other equipment used to block external sounds.
Read aloud	NA	X	X (items)	X	X	X (items)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines and read aloud protocol ( <a href="https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf">https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf</a> ). All or portions of the content may be read aloud. For math and science Spanish stacked translation, refer to Read Aloud Spanish Guidelines at <a href="https://portal.smarterbalanced.org/library/en/read-aloud-guidelines-in-spanish.pdf">https://portal.smarterbalanced.org/library/en/read-aloud-guidelines-in-spanish.pdf</a> . This resource is a designated support for all ELA and CSA items, and not for reading passages. Refer to the <a href="#">read aloud accommodation</a> for ELA and CSA reading passages.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

ATTACHMENT A12

Matrix One: CAASPP Accessibility  
Resources for 2019–20

Designated Support	EM	NEM	ELA	Math	CAST	CSA	Description
Science charts	NA	X	NA	NA	X	NA	Students receive state-approved paper versions of the science charts (i.e., periodic table of the elements and reference sheets), available for students in grade 8 and high school.
Scribe	NA	X	X	X	X	X	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified and must follow the scribing protocol at <a href="https://portal.smarterbalanced.org/library/en/scribing-protocol.pdf">https://portal.smarterbalanced.org/library/en/scribing-protocol.pdf</a> . This resource is a designated support for all items except the ELA performance task full write and the CSA listening and reading.
Separate setting	NA	X	X	X	X	X	Test location is altered so that the student is tested in a setting different from that made available for most students. Separate setting may also include: most beneficial time, special lighting or acoustics, and adaptive furniture.
Simplified test directions	NA	X	X	X	X	X	The test administrator simplifies or paraphrases the test directions found in the <i>Test Administration Manual</i> according to the Guidelines for Simplified Test Directions. (Refer to the guidelines at <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> )
Streamline	X	NA	X	X	X	X	This designated support provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.





# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

### ATTACHMENT A13

#### Matrix One: CAASPP Accessibility Resources for 2019–20

Designated Support	EM	NEM	ELA	Math	CAST	CSA	Description
Text-to-speech	X	NA	X (items)	X	X	X (items)	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. For ELA and the CSA, this resource is a designated support for stimuli and items, and not for reading passages. For ELA and CSA reading passages, refer to the <a href="#">text-to-speech accommodation</a> .
Translated test directions	X	X	X (non-embedded only)	X	X (non-embedded only)	NA	Translation of test directions is a language support available prior to beginning the actual test items. Students are presented with test directions in another language. As an embedded designated support, translated test directions are automatically a part of the stacked translations designated support. As a non-embedded designated support, PDFs of directions translated in each of the languages currently supported are available. A bilingual adult can read to the student. (Refer to the <i>CAASPP Accessibility Guide</i> on the Student Accessibility Resources and Test Settings web page at <a href="http://www.caaspp.org/administration/accessibility/index.html">http://www.caaspp.org/administration/accessibility/index.html</a> ). Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

ATTACHMENT A14

Matrix One: CAASPP Accessibility  
Resources for 2019–20

Designated Support	EM	NEM	ELA	Math	CAST	CSA	Description
Translations (glossary)	X	X	NA	X	X (embedded only)	NA	Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms. Embedded translations for these terms appear on the computer screen when students select them. Students with the language glossary setting enabled can view the translated glossary. Students also can select the audio icon next to the glossary term and listen to the audio recording of the glossary. Non-embedded translation glossaries are available for mathematics only through Consortium-provided PDFs, in which the glossary terms are listed by item and include the English term and its translated equivalent. Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs.
Translations (Spanish stacked)	X	NA	NA	X	X	NA	Stacked translations are a language support. Stacked translations provide the full translation of each test item above the original item in English. For the CAST, some item responses are provided in either English only or Spanish only. Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs.
Turn off any universal tool	X	NA	X	X	X	X	This designated support is the disabling of any universal tools that might be distracting or that students do not need to use or are unable to use.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

ATTACHMENT A15

Matrix One: CAASPP Accessibility  
Resources for 2019–20

### Part 3. Accommodations

**Accommodations** must be permitted on CAASPP tests to all eligible students if specified in the student's IEP or Section 504 plan.

The table below shows the available embedded (EM) and non-embedded (NEM) universal tools for the following CAASPP tests: Smarter Balanced and California Alternate Assessment (CAA) for English language arts/literacy (ELA), mathematics (math), and science; California Science Test (CAST); and the California Spanish Assessment (CSA). "NA" represents a resource that is not available.

Accommodation	EM	NEM	ELA	Math	CAST	CSA	Description
100s number table (Math only)	NA	X	NA	X	NA	NA	A paper-based table listing numbers 1–100, available from Smarter Balanced for reference beginning in grade 4 ( <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> ).
Abacus	NA	X	NA	X	X	NA	This accommodation may be used in place of scratch paper for students who typically use an abacus.
Alternate response options	NA	X	X	X	X	X	Alternate response options include, but are not limited to, adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, FilterKeys, adapted mouse, touch screen, head wand, and switches.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

ATTACHMENT A16

Matrix One: CAASPP Accessibility  
Resources for 2019–20

Accommodation	EM	NEM	ELA	Math	CAST	CSA	Description
American Sign Language (ASL)	X	NA	X	X	X	NA	Test content is translated into ASL video. An ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed. Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs.
Audio transcript (includes braille transcript)	X	NA	X (listening)	NA	X	X (Spanish for listening passages)	Some students who are deaf or hard of hearing (DHH), may have difficulty hearing the listening portion of the passage and may not have enough functional vision to read the closed captioning provided for the passage. These students who are visually impaired or blind and DHH, <b>and</b> who use braille may have access to braille transcripts. These students must be registered in the Test Operations Management System (TOMS), for both braille and closed captioning. In addition, this includes the use of written scripts by a test examiner for students for whom streamed audio is not available. The use of this accommodation may result in the student needing additional overall time to complete the assessment. The 2019–20 CAST does not include any listening portion or audio. Since the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

ATTACHMENT A17

Matrix One: CAASPP Accessibility  
Resources for 2019–20

Accommodation	EM	NEM	ELA	Math	CAST	CSA	Description
Braille (to request the CAST tactile package, email <a href="mailto:caltac@ets.org">caltac@ets.org</a> )	X	X	X	X	X (embedded only)	X (embedded only)	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform), called tactile graphics. Contracted and non-contracted braille is available; Nemeth and UEB Technical code(s) are available for math. Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs.
Calculator (math only)	NA	X	NA	X	NA	NA	A non-embedded calculator for students needing a special calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform. This accommodation is available for allowed items, grades 6–8 and grade 11.
Closed captioning	X	NA	X (listening)	NA	X	X (listening)	Printed text that appears on the computer screen as audio materials is presented. The 2019–20 CAST does not include any listening portion or audio. Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs.
Large-print special form	NA	X	X	X	X	NA	Large-print special forms are available for ELA, math, and science.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

ATTACHMENT A18

Matrix One: CAASPP Accessibility  
Resources for 2019–20

Accommodation	EM	NEM	ELA	Math	CAST	CSA	Description
Multiplication table (math only)	NA	X	NA	X	NA	NA	A paper-based single-digit (1–9) multiplication table, beginning in grade 4, is available from Smarter Balanced for reference ( <a href="http://www.caaspp.org/rsc/pdfs/CAASPP.multiplication-table.pdf">http://www.caaspp.org/rsc/pdfs/CAASPP.multiplication-table.pdf</a> ).
Print on demand (to set, email <a href="mailto:caltac@ets.org">caltac@ets.org</a> )	NA	X	X	X	X	X	Paper copies of passages/stimuli and/or items are printed for students. To establish this setting, contact CalTAC ( <a href="mailto:caltac@ets.org">caltac@ets.org</a> ).
Read aloud	NA	X	X (reading passages)	NA	NA	X (reading passages)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines and read aloud protocol (refer to <a href="https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf">https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf</a> ). All or portions of the content may be read aloud. This resource is an accommodation for ELA and CSA reading passages.
Scribe	NA	X	X (writing)	NA	NA	NA	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified and must follow the scribing protocol at <a href="https://portal.smarterbalanced.org/library/en/scribing-protocol.pdf">https://portal.smarterbalanced.org/library/en/scribing-protocol.pdf</a> . This resource is an accommodation for the ELA performance task full write and the CSA writing items.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

### ATTACHMENT A19

#### Matrix One: CAASPP Accessibility Resources for 2019–20

Accommodation	EM	NEM	ELA	Math	CAST	CSA	Description
Speech-to-text	NA	X	X	X	X	NA	Voice recognition allows students to use their voices as input devices to the computer to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices.
Text-to-speech	X	NA	X	NA	NA	X	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. For ELA and the CSA, this resource is an accommodation for reading passages. Because the CAAs are administered in a one-on-one setting, this resource is not applicable to the CAAs.





# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

ATTACHMENT A20

Matrix One: CAASPP Accessibility  
Resources for 2019–20

Accommodation	EM	NEM	ELA	Math	CAST	CSA	Description
Word prediction	NA	X	X	X	X	NA	Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program that reads back the information the student has written.



### **Part 4. Instructional Supports and Resources for the California Alternate Assessments (CAAs)**

CAAs are administered to students one-on-one by a test examiner. Although most universal tools, designated supports, and accommodations listed in Parts 1, 2, and 3 are available for the CAAs through the online testing interface (with the exceptions noted below), students taking the CAAs may also need additional instructional supports, including the administration of the CAAs in the language of instruction, physical supports, and resources documented in the student's IEP or Section 504 plan. For the CAA Science, because of the design, any instructional supports specified in the student's IEP and used in daily instruction may be used for the embedded performance tasks.

#### **Embedded resources NOT available for CAA:**

- American Sign Language videos (The test examiner is allowed to sign to the student as the language of instruction.)
- Audio transcript
- Braille (either by means of an embosser or a refreshable display)
- Calculator
- Closed captioning
- Text-to-speech
- Translated test directions
- Translation glossaries
- Translations (Spanish stacked)

The "language of instruction" may include instructional or physical supports needed for communication and instruction. Some test practices (e.g., hand-over-hand), as noted in the *Test Administration Manual* found on the Manuals and Instructions web page at <http://www.caaspp.org/administration/instructions/index.html>, are inappropriate and not allowed. Examples of permissible non-embedded instructional and physical supports are provided below.

For braille, the test examiner can request print-on-demand functionality to produce such documents. For a handful of ELA items in grades three and four that have decoding as part of the construct, support and guidance will be available to LEAs for brailing the appropriate text.



Matrix One: CAASPP Accessibility  
Resources for 2019–20

***Examples of instructional supports***

- Allowing the student to use an augmentative communication device (e.g., [Audiovox](#), switch)
- Allowing nonverbal students to respond with gestures, movements, or vocalization in place of speech
- Accepting eye gaze as a way of indicating a response (<http://www.caaspp.org/rsc/pdfs/CAASPP.eye-gaze-guidance.pdf>)
- Accepting a change in muscle tone or a change in facial expression as an observed behavior
- Allowing students to direct another person (an aide or a test examiner) in performing physical tasks
- Allowing the use of the student's calculator (except for grade three), 100s number 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

***Examples of physical supports***

- Structuring the test environment to eliminate distractions for students who are particularly distractible
- Positioning and stabilizing the student to allow for the most controlled movement possible as well as for student comfort and access to the test platform



### Part 5. Unlisted Resources

Unlisted resources are not universal tools, designated supports, or accommodations. Unlisted resources shall be made available if specified in the eligible student's IEP or Section 504 plan and **only on approval by the California Department of Education (CDE)**.

The CDE and/or the Smarter Balanced Assessment Consortium has pre-identified, on the following page, non-embedded unlisted resources for English language arts, mathematics, science, and primary language assessments that change the construct being tested. The LEA may use the CAASPP Unlisted Resources Request form, available in TOMS (<http://www.caaspp.org>), to request the use of unlisted resources required by a student's IEP or Section 504 plan. Such a request must be made a minimum of ten business days before the student's first day of testing. The CDE will reply to the request within four business days.

Approval of an unlisted resource that has not been pre-identified will be granted by the CDE on the basis of the IEP team's and/or Section 504 plan's designation and if the unlisted resource does not compromise the test's security. The CDE shall make a determination of whether the requested unlisted resource changes the construct being measured.

IEP teams should be made aware of the following regulation, although teams should not allow the impact of an LEA's accountability to outweigh the needs of the student in making decisions related to accessibility resources: "If the CDE determines the unlisted resource changes the construct being measured, the unlisted resource will not be approved but may still be used by the pupil and the pupil will receive an individual score report. The pupil will not be counted as participating in statewide testing, which will impact the accountability participation rate indicator for the LEA." (5 CCR Section 853.8)



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

ATTACHMENT A24

Matrix One: CAASPP Accessibility  
Resources for 2019–20

The following table lists pre-identified non-embedded unlisted resources (X) that change the construct being measured;  
“NA” represents a resource that is not applicable:

Non-Embedded Resource	English Language Arts (ELA) Reading	ELA Writing	ELA Listening	Mathematics	Science (CAST)	Primary Language Assessment in Spanish (CSA)
100s number table	NA	NA	NA	X (grade 3)	NA	NA
Bilingual dictionary	X	NA	NA	X	X	NA
Calculator (used on non-allowed items)	NA	NA	NA	X (grades 6–8 and grade 11)	NA	NA
Calculator	NA	NA	NA	X (grades 3–5)	NA	NA
English dictionary	X	NA	X	X	X	X
Math tools (i.e., non- embedded ruler, non- embedded protractor)	NA	NA	NA	X	NA	NA
Multiplication table	NA	NA	NA	X (grade 3)	NA	NA
Signed Exact English	X	X	X	X	X	NA
Thesaurus	X	NA	X	X	X	NA
Translations (not provided by Smarter Balanced)	X	X	X	X	X	NA
Translated word lists	X	X	X	X	X	NA

California Department of Education

Revised August 2019.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

ATTACHMENT B

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 CAASPP 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:
ELPAC Date:	ELPAC Overall Score:	ELPAC Listening:	ELPAC Speaking:	ELPAC Reading:	ELPAC Writing:

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

Check off Designated Support/s	Designated Support	Description	Recommendations for Use
EM	<b>Stacked Translations and Translated Test Directions</b> (for math & science items-Spanish only)	Stacked translations provide the full translation of each test item above the original item in English.	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.
NEM	<b>Translated test directions</b> (for math items – other languages)	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.
EM	<b>Text-to-Speech</b> (for math & science stimuli & items and ELA & CSA 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.
EM (math and science) NEM (math)	<b>Translations</b> (glossaries) (for math & science 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.
NEM	<b>Bilingual Dictionary</b> (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.
EM	<b>Illustration Glossaries</b> (math items)	Illustration glossaries are a language support. The illustrated 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 illustration glossary for specific items.

EM = Embedded, NEM = Non-embedded

**Use Attachment C if student needs other supports.**

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

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

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



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

ATTACHMENT C

### 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 C. 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.**

<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

##### 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

##### Print Size:

- ☐ 1.5 X
- ☐ 1.75 X
- ☐ 2.5 X
- ☐ 3 X

##### Text to Speech

- ☐ ELA Items
- ☐ Math (stimuli and Items)
- ☐ Science (stimuli and items)

##### Translation Glossaries (Math Items):

- ☐ English
- ☐ Arabic
- ☐ Cantonese
- ☐ Spanish
- ☐ Korean
- ☐ Mandarin
- ☐ Punjabi
- ☐ Russian
- ☐ Filipino
- ☐ Ukrainian
- ☐ Vietnamese
- ☐ Burmese
- ☐ Hmong
- ☐ Somali
- ☐ Illustration Glossary
- ☐ Arabic & English
- ☐ Cantonese & English
- ☐ Spanish & English
- ☐ Korean & English
- ☐ Mandarin & English
- ☐ Punjabi & English
- ☐ Russian & English
- ☐ Filipino & English
- ☐ Ukrainian & English
- ☐ Vietnamese & English
- ☐ Burmese & English
- ☐ Hmong & English
- ☐ Somali & English

##### ☐ Masking

##### ☐ Streamline

##### ☐ Permissive Mode (use with assistive software & devices)

#### EMBEDDED DESIGNATED SUPPORTS (continued):

##### Translation Glossaries (Science Items):

- ☐ English
- ☐ Spanish
- ☐ Vietnamese
- ☐ Mandarin
- ☐ Cantonese
- ☐ Tagalog
- ☐ Arabic
- ☐ Korean
- ☐ Punjabi
- ☐ Russian
- ☐ Hmong
- ☐ None
- ☐ Spanish & English
- ☐ Vietnamese & English
- ☐ Mandarin & English
- ☐ Cantonese & English
- ☐ Tagalog & English
- ☐ Arabic & English
- ☐ Korean & English
- ☐ Punjabi & English
- ☐ Russian & English
- ☐ Hmong & English

##### Stacked Translation & Translated Test Directions

- ☐ Math – Spanish only
- ☐ Science – Spanish only

##### ☐ Turn Off Universal Tools

#### NON-EMBEDDED DESIGNATED SUPPORTS:

- ☐ 100s Number Table (Science)
- ☐ Amplification
- ☐ Bi-lingual Dictionary (ELA full write only)
- ☐ Calculator (Science)
- ☐ Color Contrast
- ☐ Color Overlay
- ☐ Magnification
- ☐ Medical Supports
- ☐ Multiplication Table (Science)
- ☐ Noise Buffers
- ☐ Read-Aloud in Spanish (Math & Science)
- ☐ Read-Aloud Items (ELA & CSA)
- ☐ Science Charts (Science – State approved)
- ☐ Scribe Items (ELA non-Writing; Math, 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: \_\_\_\_\_





LOS ANGELES UNIFIED SCHOOL DISTRICT  
REFERENCE GUIDE

ATTACHMENT D

**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 D, preferably with a district/school nurse present. The decision must be signed by both the teacher and a school administrator. A copy of Attachment D 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 accommodation(s) 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) or the California Next Generation Science Standards (CA NGSS)</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 measurable 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, and all responses above are marked "YES", the student is eligible to participate in the California Alternate Assessments.**



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

### ATTACHMENT F

Considerations <u>Not</u> to Use in Reviewing Evidence	
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 or CA NGSS; 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: \_\_\_\_\_