



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

TITLE: LAUSD Accessibility and Accommodations Guidelines for English Language Proficiency Assessments for California Assessments

NUMBER: REF-084500

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Office of Data and Accountability

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ROUTING
 Local District Administration
 LD Special Education Support Principals
 Assistant Principals
 School Coordinators
 EL Coordinators
 Special Education Teachers
 Related Services Staff
 District/School Nurses
 ELPAC Test Coordinators

PURPOSE: This reference guide provides guidance for schools regarding the universal tools, designated supports, and accommodations (UDAs) for English Language Proficiency Assessments for California (ELPAC) assessments for the 2019-20 school year.

MAJOR CHANGES: In November 2018, the California State Board of Education (SBE) approved transitioning the current paper-based ELPAC to computer-based assessments. The Summative ELPAC will transition for the 2019–20 administration, beginning February 1, 2020, and the Initial ELPAC will transition for the 2020–21 administration, beginning July 1, 2020.

Embedded resources are digitally delivered resources available as part of the technology platform for the computer-based ELPAC tests. Non-embedded resources are available when provided by the district for either computer-based or paper-form ELPAC tests.

INSTRUCTIONS: I. BACKGROUND

State and federal law require that local educational agencies administer a state test of English Language Proficiency (ELP) to eligible students in kindergarten through grade twelve. The California Department of Education (CDE) has transitioned from the CELDT to the ELPAC as the state ELP assessment. The ELPAC is aligned with the 2012 California English Language Development Standards. It is comprised of two separate ELP assessments: one for the initial identification of students as English Learners (ELs), and a second for the summative assessment to measure a student’s progress in learning English and to identify the student’s level of ELP.

In November 2018, the State Board of Education approved the development of a computer-based ELPAC. The transition to a standardized, computer-based delivery of the ELPAC provides greater opportunities to increase the



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range and standardization of accessibility resources that are available to students.

Providing this range of resources helps ensure that students have multiple means of access to the test to demonstrate their language skills and to ensure their performance is a measure of their language skills and not a result of their technology skills or disability status.

II. PURPOSE OF GUIDELINES

The LAUSD Accessibility and Accommodations Guidelines for English Language Proficiency Assessments for California Assessments is designed for use by school-level personnel and decision-making teams:

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

The guidelines outlined below provide information for classroom teachers, special education teachers, school nurses, administrators, and related services personnel to use in selecting and administering accessibility tools and accommodations for those students who need them. Based on *Matrix Four: English Language Proficiency Assessments for California Accessibility Resources*, there are three different levels of support available on the ELPAC 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 ELPAC 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 School Test Coordinators (SCs) to assign designated supports and accommodations.

SCs identified in the *Principal's Portal* as the ELPAC Coordinator will be assigned a school TOMS account when the requirements are completed as described in REF-074501. Information regarding the account will be sent to each ELPAC Coordinator's LAUSD email account.

Prior to the spring ELPAC Summative testing, specific designated supports and accommodations must be enabled in TOMS by the SC or DC, or other appropriate District staff member as assigned. Some designated supports and accommodations are set in the system by domain (Listening, Speaking, Reading, Writing). 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.

VI. UNIVERSAL TOOLS

The following universal accessibility tools can be provided to any student and are available either as an embedded tool (contained within the computer testing program) or as a non-embedded tool (student uses a tangible tool such as a sheet of scratch paper). 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 1a lists the designated supports that are embedded within the digital platform. Table 1b 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 1a: Embedded Universal Tools Available to All Students

Type of Tool	EMBEDDED UNIVERSAL TOOLS
Breaks	Breaks between the domain sections, including testing over more than one day, are permitted. Students may require extra time to complete the assessment if using this resource.
Digital notepad	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.
Expandable items	Each item can be expanded to take up a larger portion of the screen.
Expandable passages	Each passage or stimulus can be expanded to take up a larger portion of the screen
Highlighter	On the computer, the highlighter is a digital tool for marking desired text, item questions, item answers, or parts of these with a color.
Keyboard navigation	Navigation through text can be accomplished by using a keyboard (using the function keys instead of a mouse). 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
Line reader (grades 3-12)	The student uses an onscreen tool for assistance in reading by raising and lowering the tool for each line of text on the screen.



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Type of Tool	EMBEDDED UNIVERSAL TOOLS (Cont.)
Mark for review (grades 2–12)	Allows students to flag items for future review during the assessment.
Scratch paper	See digital notepad
Strikethrough (Grades 3–12)	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.
Writing tools (grades 3–12)	Selected writing tools (i.e., bold, italic, bullets, undo, and redo) are available for all student-generated responses.
Zoom (in or out)	The default font size for all tests is 14 point. The student can make text and graphics larger by selecting the [Zoom In] button. The student can select the [Zoom Out] button to return to the default or a smaller font size.

Table 1b: Non-embedded Universal Tools Available to All Students

Type of Tool	NON-EMBEDDED UNIVERSAL TOOLS
Breaks	Breaks between the domain sections, including testing over more than one day, are permitted. Students may require extra time to complete the assessment if using this resource.
Highlighter	Use of a highlighter in the test book for grades two through twelve is permitted. (Initial tests or Summative grade 2 Writing only)
Line reader (grades 3-12)	The student may use a paper line reader.
Mark for review (grades 2–12)	Students may mark in their test books, including noting items for review, using highlighters in grades two through twelve. Grades three through twelve may use other writing utensils in addition to a highlighter. (Initial tests or Summative grade 2 Writing only)
Oral clarification of test directions by the test examiner in English	The test examiner provides clarification of test directions to students in English.
Scratch paper	Scratch paper to make notes or record responses is allowable. Only plain or lined paper is appropriate. Assistive technology devices are permitted for making notes.
Strikethrough (Grades 3–12)	Students may use pencils in their test books to strike through images or options. (Initial tests only)



Type of Tool	NON-EMBEDDED UNIVERSAL TOOLS (Cont.)
Test navigation assistant	<p>New arrivals and students who are unfamiliar with the test delivery device or are technology novices and do not have the necessary computer skills to participate in the computer-based ELPAC may have a trained test examiner assist with the mouse point-and-click and scroll bar, onscreen tool or button navigation (i.e., back, next, submit, start and stop recording, play speaking, and recording), and keyboarding necessary for starting the test session. The test navigation assistant is allowed to assist <i>only</i> with the technology as indicated by the student. The test navigation assistant can be used during one-on-one or group administrations. The use of keyboarding assistance in the test is not permitted.</p> <p>The test navigation assistant must follow approved guidelines.</p>

V. DESIGNATED SUPPORTS FOR ELIGIBLE STUDENTS

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 and are regularly used in the classroom.

Three groups of students may be eligible for these designated supports:

- students with disabilities (SWD)
- students without an IEP or Section 504 Plan with a documented need
- 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 in spring 2018 to align to the new designated supports and accommodations allowed during administration of ELPAC. Until the needed Designated Support or Accommodation is available in Section K, use FAPE page 2 part 4 (FAPE 2 part 4) to document what the student will use.
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



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meetings may need to be held prior to ELPAC administration in spring 2020, if the listed tests and/or supports are not updated.

In preparation for ELPAC test administration, the IEP Case Managers will communicate with the ELPAC testing coordinator and test examiner to ensure that students with disabilities have access to documented designated supports and/or accommodations.

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 ELPAC testing coordinator and stored in a secure location prior to the first day of the testing window.
4. Students with Disabilities who take an Alternate Assessment for ELPAC: Students who are on the alternate curriculum may need to be assessed with an alternate language proficiency assessment. Students taking this alternate assessment are identified by IEP teams using the *Participation Criteria Checklist for Alternate Assessments*. More information is available in the District publication from the Division of Special Education, BUL-048496, "Annual Alternate Assessment of the English Language Proficiency Levels of Students with Disabilities on the Alternate Curriculum," dated April 9, 2018. If a student is taking all or part of an alternate assessment, the student's profile in MyTOMS must be marked in the Test Assignments section. Each domain given with the alternate assessment must be marked in the area "Current Active Test Assignments." See the ELPAC Test Administration Manual for more details.

B. Documentation for Students without IEP or Section 504 Plan

1. Students without an IEP or Section 504 Plan with a documented need may need access to certain designated supports to participate in the ELPAC assessments.
2. These designated supports must be documented via Attachment A. The decision must be signed by both the teacher and a school administrator.
3. A copy of Attachment A must be delivered to the school's ELPAC testing coordinator and stored in a secure location prior to the first day of the testing window.



C. 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 ELPAC. Appropriate designated supports must be documented on Attachment A preferably with a District/school nurse present. The decision must be signed by both the teacher and a school administrator.
2. A copy of Attachment A must be delivered to the school’s ELPAC testing coordinator and stored in a secure location prior to the first day of the testing window.
3. A student with a temporary/recent injury who requires one or more accommodations (e.g., responses dictated to a scribe for selected response items, including multiple choice items) to participate in the ELPAC assessment must have an active Section 504 Plan on file that specifies the needed accommodation(s) 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 accommodation(s) 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 ELPAC testing accommodations to be given during the duration of the injury only.

Tables 2a and 2b list the designated supports that are available for the ELPAC and may require the assistance of a teacher or staff person who has signed a test security affidavit.

Table 2a: Embedded Designated Supports for Students with Documented Need

Type of Tool	EMBEDDED DESIGNATED SUPPORTS
Color contrast	Students may adjust the screen background or font color on the electronic device based on their needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background.
Masking	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.
Mouse pointer	This embedded support allows the mouse pointer to be set to a larger size and for the color to be changed. A test examiner sets the size and color of the mouse pointer prior to testing.



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Type of Tool	EMBEDDED DESIGNATED SUPPORTS (Cont.)
Pause or replay audio-Listening domain	Students who may need the audio to slow down or stop momentarily may have the audio presentation in the Listening domain paused or replayed during the administration of the test questions.
Pause or replay audio-Speaking domain	Students who may need the audio to slow down or stop momentarily may have the audio presentation in the Speaking domain paused or replayed during the administration of the test questions in the Summarize an Academic Presentation task.
Streamline	This designated support provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.
Turn off any universal tool(s)**	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.

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

Table 2b: Non-embedded Designated Supports for Students with Documented Need

Type of Tool	NON-EMBEDDED DESIGNATED SUPPORTS
Amplification	Students adjust the volume control beyond the computer’s built-in settings using headphones or other non-embedded devices.
American Sign Language (ASL) or Manually Coded English	Students who are deaf or hard of hearing and who typically use ASL or Manually Coded English can have the test directions signed to them.
Color contrast	Reversing the colors for the entire interface or choosing the color of font and background.
Color overlay	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). Choices of color should be informed by evidence of those colors that meet the student’s needs.



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Type of Tool	NON-EMBEDDED DESIGNATED SUPPORTS (Cont.)
Designated interface assistant	This designated support is available to students who are technology novices and have limited keyboarding skills that prevent them from responding. The designated interface assistant is available to help the student interact with, or type, their handwritten responses on the test platform. The designated interface assistant should be used only during one-on-one administration.
Magnification	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	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	Students may have access to medical supports for medical purposes (e.g., glucose monitor). The medical support may include a cell phone; however, medical supports are no longer limited to devices and should support the student during testing for only medical reasons. Either the device settings must restrict access to other applications or the test examiner must closely monitor the use of the device to maintain test security.
Noise buffers	Noise buffers are ear mufflers, white noise, and/or other equipment used to block external sounds.
Pause or replay audio-Listening domain	Students who may need the audio to slow down or stop momentarily may have the audio presentation in the Listening domain paused or replayed during the administration of the test questions.
Pause or replay audio-Speaking domain	Students who may need the audio to slow down or stop momentarily may have the audio presentation in the Speaking domain paused or replayed during the administration of the test questions in the Summarize an Academic Presentation task.
Print on demand	Paper copies of passages/stimuli and/or items are printed for students. To establish this setting, contact the Student Testing Branch.
Read aloud for items (Writing domain)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines.



Type of Tool	NON-EMBEDDED DESIGNATED SUPPORTS (Cont.)
Separate setting	Test location is altered so the student is tested in a setting different from that made available for most students. Separate setting also may include: most beneficial time, special lighting or acoustics, and adaptive furniture.
Simplified test directions	The test examiner simplifies or paraphrases the test directions found in the test administration manual.
Translated test directions	Translation of test directions is a language support available before the student begins the actual test items. The student is presented with test directions in another language. 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.

VI. ACCOMMODATIONS FOR ELIGIBLE STUDENTS WITH DISABILITIES

- A. Accommodations are only provided to students with eligible disabilities who have either an IEP or a Section 504 Plan.
- B. 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.
- C. 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.
- 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.
 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.



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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. At this time, there is no option for students to take ELPAC state assessments with modifications or for students to take an assessment that has been specially modified.
1. If a previous IEP or Section 504 Plan lists a modification that is not included in this list of accommodations, it is not allowable on the ELPAC.
 2. The IEP team/Section 504 team may not recommend modifications when none are allowable.

In the event that a support that has been determined by an IEP team to be necessary is not listed in this reference guide, please contact the Student Testing 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 ELPAC.

Table 3a: Embedded Accommodations for Eligible Students with Disabilities

Type of Tool	EMBEDDED ACCOMMODATIONS
ASL or Manually Coded English	Test content is translated into an 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. For Initial ELPAC and grades K-2 Summative ELPAC: ASL or Manually Coded English may be used for the presentation of and students' responses to the test questions
Audio transcript (includes braille transcript)	Some students who are deaf or hard of hearing (DHH) may have difficulty hearing the listening portion of the passage and do not have enough functional vision to read the closed captioning provided for the passage. These students who are visually impaired or blind and DHH and 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.



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Type of Tool	EMBEDDED ACCOMMODATIONS (Cont.)
Braille	This is 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 noncontracted braille is available. This resource is both embossed and refreshable.
Closed captioning	Printed text that appears on the computer screen as audio materials are presented.
Text-to-speech (Listening, Speaking, Writing)	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. Must specify one of the following: Items Only, Stimuli Only, or Stimuli and Items.

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

Type of Tool	NON- EMBEDDED ACCOMMODATIONS
Alternate response options	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. For Initial ELPAC and grades K-2 Summative ELPAC: Student responses must be transcribed in the Answer Book by the test examiner or scribe.
ASL or Manually Coded English	Test content is translated into an 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. For Initial ELPAC and grades K-2 Summative ELPAC: ASL or Manually Coded English may be used for the presentation of and students' responses to the test questions
Audio transcript (includes braille transcript)	Some students who are deaf or hard of hearing (DHH) may have difficulty hearing the listening portion of the passage and do not have enough functional vision to read the closed captioning provided for the passage. These students who are visually impaired or blind and DHH and 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.



Type of Tool	NON- EMBEDDED ACCOMMODATIONS (Cont.)
Braille	Computer: This is 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 noncontracted braille is available. This resource is both embossed and refreshable. Paper: This accommodation is for students with visual impairments and whose IEP or Section 504 plan require the use of paper versions. If students cannot access the needed assistive technology for refreshable braille presentation and embossers to print test content on demand for the administration of the computer-based ELPAC, paper-pencil tests are available.
Breaks	Extended breaks in the middle of a domain-level test administration are allowed as an accommodation for students with disabilities who have a documented need.
Large-print special form	Large-print special forms are available for the ELPAC. LEAs will need to request approval to qualify for these printed materials.
Scribe	A trained scribe may transcribe the students' responses in the Answer Book or testing interface. The scribe must follow the scribe protocol.
Speech-to-text	Voice recognition allows students to use their voice as an input device 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.

VII. SPECIAL CONSIDERATIONS FOR STUDENTS WITH LOW INCIDENCE DISABILITIES

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 ELPAC Test Coordinator so that they can be provided to the student during testing.

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 ELPAC 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



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students with disabilities with an IEP or Section 504 Plan, the Student Testing Branch may require additional information from the school.

RELATED RESOURCES:

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

BUL-4692.6, *Section 504 of the Rehabilitation Act of 1973*, dated October 27, 2017.

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

California Department of Education (CDE) website is <http://www.cde.ca.gov>. English Language Proficiency Assessments for California (ELPAC) website is <https://www.cde.ca.gov/ta/tg/ep/index.asp>. This webpage includes the link to ELPAC Matrix Four document for download.

ASSISTANCE:

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



Attachment A

**ELPAC Assessment Recommendation Form
Students Using DESIGNATED SUPPORTS**

Students without an IEP or Section 504 Plan with a documented need, or with temporary or recent injuries, may need access to certain designated supports to participate in the ELPAC assessments. These designated supports must be documented via Attachment A. The decision must be signed by both the teacher and a school administrator. A copy of Attachment A must be delivered to the school's ELPAC 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: (include description of injury as appropriate for students with temporary or recent injuries)

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 XL, black
- Large, green XL, green
- Large, red XL, red
- Large, white XL, white
- Large, yellow XL, yellow

Print Size:

- 1.5 X 2.5 X
- 1.75 X 3 X

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

NON-EMBEDDED DESIGNATED SUPPORTS:

- Amplification
- Color Contrast
- Color Overlay
- Designated Interface Assistant (DIA)
- Magnification
- Masking
- Medical Supports
- Noise Buffers
- Pause or Replay Audio – Listening domain
- Pause or Replay Audio – Speaking domain
- Print on Demand (contact Student Testing Branch)
- Read-Aloud Items (Writing Domain)
- Separate Setting, Special Lighting & Acoustics
- Simplified Test Directions
- Translated Test Directions (ELPAC PDFs only)

Teacher Signature: _____

Date: _____

School Administrator: _____

Date: _____

Date Entered In TOMS: _____ Name: _____

Title: _____