# ACCESSIBILITY RESOURCES PLANNING TOOL

**Key:**

* **U—Universal Tool:** Available to *all* students
* **DS—Designated Support:** Available to *all* students for whom a need has been determined
* **A—Accommodation:** Available to students with an active individualized education program (IEP) or Section 504 plan and who have a documented need

Unless otherwise noted, the accessibility resource type applies to California Assessment of Student Performance and Progress (CAASPP) English language arts/literacy (ELA) and mathematics assessments; the California Science Test (CAST); and the Summative English Language Proficiency Assessments for California (ELPAC) in grade levels three through twelve. Table cells include the accessibility resource, resource type, and common instructional practice.

**Note:** Various accessibility resources may benefit students in more than one category of need. For the purposes of this planning resource, each accessibility resource is listed only once.

For additional descriptions of each resource, please refer to the California Assessment Accessibility Resources Matrix, which is linked on the CDE CA Assessment Accessibility Resources Matrix web page at <https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp>.

| **ENGAGEMENT**Resources to address barriers related to:* Recruiting Interest
* Sustaining Effort & Persistence
* Self Regulation
 | **REPRESENTATION**Resources to address barriers related to:* Perception
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| **Breaks (U)—**Students pace themselves while completing work. Students may take a break outside to refocus. | **English dictionary (U) for ELA (full-write performance tasks [PTs])—**Students use an electronic or paper English dictionary to look up word meanings. | **Keyboard navigation (U)—**Students use keystrokes or key commands in place of, or in addition to, using a mouse to navigate the computer. |
| **Noise buffers (DS)—**Students regularly wear equipment to reduce environmental noise during regular instruction and on assessments. | **Bilingual dictionary (DS) for ELA (full-write PTs)—**Students use electronic or paper bilingual or dual language dictionaries to look up word meanings during instruction. | **Mouse pointer (size and color) (DS)—**Students change the size and color of their mouse to more readily find their mouse pointer on the screen during regular instruction and classwork. |

Planning Resource table *(continuation one)*

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| **Separate setting (DS)—**Students who are easily distracted are provided with alternate seating within the classroom to improve focus. Students can work in the classroom during off periods when the classroom has only a few students. | **English glossary (U) for ELA, Mathematics, CAST—**Students use embedded definitions in textbooks and glossaries in the rear of textbooks to clarify word meanings. | **Mark for review (U)—**Students use test-taking strategies by circling, staring, or placing a check mark by an item about which the student is unsure, so they can proceed to the next item. Students also may use paper sticky flags to notate areas for review or rereading or circle steps within a mathematics problem to revisit a location or note where to ask questions. |
| **Strikethrough (U)—**Students cross out the answers to multiple-choice items that are obviously wrong. Students can cross out incorrect words in sentences.  | **Illustration glossaries (DS) for mathematics—**Students use picture glossaries to determine the meaning of content-specific words. | **Highlighter (U)—**Students are provided with digital or physical tools for marking desired text with a color. Students use highlighters to distinguish useful or meaningful text when completing an assignment; or to denote main ideas, supporting details, and a conclusion. |

Planning Resource table *(continuation two)*

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| **Expandable items and passages (U)—**Teachers create a document for students to work from in which a passage, stimulus, or items take up a large portion of the paper. | **Translation (glossaries) (DS) for mathematics and CAST—**Students use a translation glossary to facilitate transferring knowledge or skills from their primary language. Students use bilingual glossaries to find the meanings of content-specific words (e.g., mathematics, science, history). | **Word prediction (A) for ELA, mathematics, and CAST—**Students begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules as part of instructional activities and to complete classwork. |

Planning Resource table *(continuation three)*

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| **Masking (DS)—**During instruction, students use a masking device that covers up sections of text, test questions, or a combination of these to maintain visual attention and decrease distractions. Teachers block off text on classroom boards or visual media devices to focus students on topics during instruction. Teachers create a clean document for students to work on that is not too “busy” or crowded with distracting information. | **Stacked translations (DS) for mathematics and CAST—**Students use bilingual glossaries in the rear of textbooks to find the meaning of unknown words. Students use bilingual translations during instruction. | **Scratch paper (U)—**Students create notes or work out computations. Students may create two-column notes to record main ideas and make connections with previous knowledge, or to ask questions. |

Planning Resource table *(continuation four)*

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| **Turn off any universal tools (DS**)**—**Students might not need or prefer to use some accessibility resources during instruction or find some resources distracting, in which case the use of these resources can be minimized or eliminated. | **Text to speech (DS) for ELA items, mathematics, CAST, and ELPAC (all domains except Reading); (A) for ELA reading passages—**Listening skills are taught using read-aloud material, and then students are checked for understanding. Students listen to audio versions of a text or a book.  | **Digital notepad (U)—**Students create notes or work out computations. Students may create two-column notes to record main ideas and make connections with previous knowledge, or to ask questions. |
| Intentionally left blank | **Read aloud (DS) for ELA items, mathematics, and CAST; (DS) for ELPAC (Writing domain); (A) for ELA passages—**Listening skills are taught using read-aloud material, and then students are checked for understanding. Students listen to audio versions of a text or a book.  | **Global notes (U) for ELA (full-write PTs)—**Students create notes or work out computations. Students may create two-column notes to record main ideas and make connections with previous knowledge, or to ask questions. |

Planning Resource table *(continuation five)*

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| Intentionally left blank | **Read aloud in Spanish (DS) for mathematics and CAST—**Listening skills are taught using read-aloud material in Spanish and then students are checked for understanding. Students listen to a Spanish audio version of a text or a book. | **Speech to text (A)—**Students use an audio recording device or scribe as an alternative to writing when a processing or physical challenge is present. A trained adult then transcribes the student’s response word-for-word on the student’s test or assignment. |
| Intentionally left blank | **Simplified test directions (DS)—**Teachers routinely rephrase or simplify the directions for students during instruction. | **Scribe (DS) for ELA (except full-write PTs), mathematics, and CAST; (A)** **for ELA full-write PTs** **and ELPAC—**Students use a scribe as an alternative to writing when a processing or physical challenge is present. A trained adult then transcribes the student’s response word-for-word on the student’s test or assignment. |

Planning Resource table *(continuation six)*

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| Intentionally left blank | **Oral clarification of directions (in English) (U)** **for ELPAC—**Teachers clarify directions for students in English as needed. | **Alternate response options (A)—**Students dictate responses to a teacher or assistant who records them. Students use communication boards, picture representations, or other individual expressive communication devices.  |
| Intentionally left blank | **Translated test directions (DS) for mathematics and CAST—**Written translated test directions or translated instructions on assignments are provided on the page, board, or a classroom visual media device. Students are provided both English and native-language directions to build skill and understanding in classroom directions.  | **Spell check (U)—**Students proofread other students’ work using a dictionary or an automated spell check device. |

Planning Resource table *(continuation seven)*

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| Intentionally left blank | **Line reader (U)—**Students use a computer application or manipulative (e.g., a ruler or sheet of paper) to track instructional texts line-by-line as they progress through reading. | **Thesaurus (U) for ELA (full-write PTs)—**Students use a thesaurus to enrich their writing vocabulary and hone their knowledge of nuances in the English language. |
| Intentionally left blank | **Streamline (DS)—**Students regularly have access to documents in which the text is presented in sequential format with items displayed below the text. | **Writing tools (U) for ELA, mathematics, CAST, and ELPAC—**Students use writing tools in desktop publishing software (e.g., Microsoft Word) when typing up a story or article during instruction. |
| Intentionally left blank | **Print on demand (DS) for ELPAC—**Paper copies of passages, questions, or a combination of these are used instead of textbooks so that students can write and highlight text. | **Calculator (U)** **for mathematics (on calculator-allowed items) and CAST (grades six and up)—**Calculators are used to do basic calculation in multistep mathematics processes that are not being assessed.  |

Planning Resource table *(continuation eight)*

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| Intentionally left blank | **Zoom (U)—**Students receive large-print versions of textbooks or other text to enable access to curriculum. Students have access to enlarged mathematics problems to make sure all steps are completed. Students use two-finger zoom on their tablet or touch-screen device. | **Math tools (U) for mathematics and CAST—**Students use rulers, protractors, number lines, and manipulatives.  |
| Intentionally left blank | **Magnification (DS)—**Students receive large-print versions of textbooks to enable access to curriculum. Students use two-finger zoom on their tablet or touch-screen device. | **Abacus (A)—**Students use items to count during instruction. Students use an abacus to add, subtract, multiply, and divide during instruction. |

Planning Resource table *(continuation nine)*

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| Intentionally left blank | **Color contrast (DS)—**Students have instructional materials that have different font or background paper color. Students use a built-in accessibility feature to reverse contrast of the computer screen and text. | Intentionally left blank |
| Intentionally left blank | **Color overlays (DS)—**Color transparencies are placed over a paper-based assessment. | Intentionally left blank |
| Intentionally left blank | **100s Number Table (DS) for CAST; (A) for mathematics (grades four and up)—**Students use a 100s number table during instruction and on assessments. | Intentionally left blank |
| Intentionally left blank | **Multiplication table (DS) for CAST; (A) for mathematics (grades four and up)—**Students use a multiplication table during regular instruction and assessments. | Intentionally left blank |

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| Intentionally left blank | **Amplification (DS)—**Students use amplification assistive technology in the classroom to increase the volume provided in the instructional content. | Intentionally left blank |
| Intentionally left blank | **American Sign Language (ASL) (A)—**An ASL interpreter or ASL-certified instructor signs during instruction. | Intentionally left blank |
| Intentionally left blank | **Braille (A)—**Instructional materials and assignments are completed in braille. | Intentionally left blank |
| Intentionally left blank | **Braille transcript (A) for ELA (listening passages)—**Instructional materials and assignments are completed in braille. | Intentionally left blank |

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| Intentionally left blank | **Closed captioning (A) for ELA (listening items) and ELPAC—**In-class videos and films are used that contain closed captioning. Closed captioning is used in foreign-language classes. | Intentionally left blank |
| Intentionally left blank | **Science charts (state-approved) (U) for CAST (grades eight and up)—**Students use a formulas reference sheet during science instruction. | Intentionally left blank |