CAASPP and ELPAC Accessibility Guide for Online Testing

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<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACI</td>
<td>alternative computer input</td>
</tr>
<tr>
<td>AIR</td>
<td>American Institutes for Research</td>
</tr>
<tr>
<td>ASL</td>
<td>American Sign Language</td>
</tr>
<tr>
<td>BRF</td>
<td>braille-ready format</td>
</tr>
<tr>
<td>CAA</td>
<td>California Alternate Assessment</td>
</tr>
<tr>
<td>CAASPP</td>
<td>California Assessment of Student Performance and Progress</td>
</tr>
<tr>
<td>CALPADS</td>
<td>California Longitudinal Pupil Achievement Data System</td>
</tr>
<tr>
<td>CalTAC</td>
<td>California Technical Assistance Center</td>
</tr>
<tr>
<td>CAST</td>
<td>California Science Test</td>
</tr>
<tr>
<td>CAT</td>
<td>computer adaptive test</td>
</tr>
<tr>
<td>CDE</td>
<td>California Department of Education</td>
</tr>
<tr>
<td>CSA</td>
<td>California Spanish Assessment</td>
</tr>
<tr>
<td>DBT</td>
<td>Duxbury Braille Translator</td>
</tr>
<tr>
<td>DIA</td>
<td>digital interface assistant</td>
</tr>
<tr>
<td>DIP</td>
<td>dual in-line package</td>
</tr>
<tr>
<td>EBAE</td>
<td>English Braille American Edition</td>
</tr>
<tr>
<td>EL</td>
<td>English learner</td>
</tr>
<tr>
<td>ELA</td>
<td>English language arts/literacy</td>
</tr>
<tr>
<td>ELP</td>
<td>English language proficiency</td>
</tr>
<tr>
<td>ELPAC</td>
<td>English Language Proficiency Assessments for California</td>
</tr>
<tr>
<td>HAT</td>
<td>hybrid adaptive test</td>
</tr>
<tr>
<td>IDEA</td>
<td>Individuals with Disabilities Education Act</td>
</tr>
<tr>
<td>IEP</td>
<td>individualized education program</td>
</tr>
<tr>
<td>JAWS</td>
<td>Job Access With Speech®</td>
</tr>
<tr>
<td>LEA</td>
<td>local educational agency</td>
</tr>
<tr>
<td>PRN</td>
<td>printer output file</td>
</tr>
<tr>
<td>PPT</td>
<td>paper-pencil test</td>
</tr>
<tr>
<td>PT</td>
<td>performance task</td>
</tr>
<tr>
<td>RBD</td>
<td>Refreshable Braille Display</td>
</tr>
<tr>
<td>SSID</td>
<td>Statewide Student Identifier</td>
</tr>
<tr>
<td>TDS</td>
<td>test delivery system</td>
</tr>
<tr>
<td>TOMS</td>
<td>Test Operations and Management System</td>
</tr>
<tr>
<td>UAAG</td>
<td>Smarter Balanced Usability, Accessibility, and Accommodations Guidelines</td>
</tr>
<tr>
<td>UEB</td>
<td>Unified English Braille</td>
</tr>
</tbody>
</table>
Chapter 1. Introduction
Manual Content

This manual provides information for local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) coordinators, LEA English Language Proficiency Assessments for California (ELPAC) coordinators, CAASPP test site coordinators, site ELPAC coordinators, test administrators, and test examiners about universal tools, designated supports, accommodations, and test settings used in the following California assessments:

- Smarter Balanced for English Language Arts/Literacy (ELA)
- Smarter Balanced for Mathematics
- California Alternate Assessment (CAA) for ELA
- CAA for Mathematics
- CAA for Science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Summative ELPAC

Information provided includes descriptions of accessibility resources and test settings, configuration information, how to create test sessions, and how to configure and administer tests to students with visual impairment.

What’s New in 2019–20

General/All

- “Medical Supports” is the new name for the "Medical Device" non-embedded designated support for all assessments.
- Universal tools, designated supports, and accommodations are available for the computer-based Summative ELPAC.

Smarter Balanced

- Illustration glossaries for mathematics items are available for selected construct-irrelevant terms. This resource, which is a type of translation glossary, is available as an embedded designated support for online assessments and as a non-embedded designated support for paper-pencil tests.
- Somali and Hmong are now offered as a translation glossary for mathematics items.
- Unified English Braille Technical is available for the mathematics assessment.
CAST
Translated test directions are available in Mixteco.

Summative ELPAC
Online for Kindergarten Through Grade Twelve

- The following accessibility resources can be assigned to the computer-based Summative ELPAC. Universal tools marked with a single asterisk (*) are available for grades three through twelve only. The universal tool marked with two asterisks (**) is not available in kindergarten.

<table>
<thead>
<tr>
<th>Type</th>
<th>Universal Tools</th>
<th>Designated Supports</th>
<th>Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Embedded</td>
<td>• Breaks</td>
<td>• Color contrast</td>
<td>• American Sign Language</td>
</tr>
<tr>
<td></td>
<td>• Digital notepad</td>
<td>• Masking</td>
<td>• Audio transcript</td>
</tr>
<tr>
<td></td>
<td>• Expandable items</td>
<td>• Mouse pointer</td>
<td>• Braille (Embossed and Refreshable)</td>
</tr>
<tr>
<td></td>
<td>• Expandable passages</td>
<td>• Pause or replay audio (Listening)</td>
<td>• Closed-captioning</td>
</tr>
<tr>
<td></td>
<td>• Highlighter</td>
<td>• Pause or replay audio (Speaking)</td>
<td>• Text-to-speech (Listening, Speaking, Writing)</td>
</tr>
<tr>
<td></td>
<td>• Keyboard navigation</td>
<td>• Permissive mode</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Line reader*</td>
<td>• Print size</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mark for review**</td>
<td>• Streamline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Strikethrough*</td>
<td>• Turn off any universal tool(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Writing tools*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Zoom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Computer-based Summative ELPAC accessibility resources (continuation)

<table>
<thead>
<tr>
<th>Type</th>
<th>Universal Tools</th>
<th>Designated Supports</th>
<th>Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-embedded</td>
<td>• Breaks</td>
<td>• American Sign Language or Manually Coded English (test directions)</td>
<td>• Alternate response options</td>
</tr>
<tr>
<td></td>
<td>• Oral clarification of test directions in English</td>
<td>• Amplification</td>
<td>• Manually coded English</td>
</tr>
<tr>
<td></td>
<td>• Scratch paper</td>
<td>• Color contrast</td>
<td>• Scribe</td>
</tr>
<tr>
<td></td>
<td>• Test navigation assistant</td>
<td>• Designated interface assistant</td>
<td>• Speech-to-text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Magnification</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Masking</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Medical supports</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Noise buffers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Print on demand</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read aloud (for items; Writing)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Separate setting</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Simplified test directions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Translated test directions</td>
<td></td>
</tr>
</tbody>
</table>
Paper for Kindergarten Through Grade Two Writing

- The computer-based ELPAC includes paper-pencil assessments in the Writing domain for students in kindergarten through grade two. The following non-embedded accessibility resources can be assigned to students, as needed:

<table>
<thead>
<tr>
<th>Universal Tools</th>
<th>Designated Supports</th>
<th>Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breaks</td>
<td>Amplification</td>
<td>Alternate response options</td>
</tr>
<tr>
<td>Highlighter</td>
<td>American Sign Language or Manually Coded English (test directions)</td>
<td>American Sign Language or Manually Coded English (for presentation of test questions and student responses to questions)</td>
</tr>
<tr>
<td>Mark for review</td>
<td>Color overlay</td>
<td>Braille</td>
</tr>
<tr>
<td>Oral clarification of test directions by the test examiner in English</td>
<td>Magnification</td>
<td>Breaks</td>
</tr>
<tr>
<td>Scratch paper</td>
<td>Masking</td>
<td>Large print</td>
</tr>
<tr>
<td></td>
<td>Medical supports</td>
<td>Scribe</td>
</tr>
<tr>
<td></td>
<td>Noise buffers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read aloud for items</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Separate setting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Simplified test directions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Translated test directions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alternate response options</td>
<td></td>
</tr>
<tr>
<td></td>
<td>American Sign Language or Manually Coded English (test directions)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Color overlay</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Magnification</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Masking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medical supports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Noise buffers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read aloud for items</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Separate setting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Simplified test directions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Translated test directions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>American Sign Language or Manually Coded English (for presentation of test questions and student responses to questions)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Braille</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Breaks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Large print</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scribe</td>
<td></td>
</tr>
</tbody>
</table>
Sections

This manual contains the following sections:

- **Chapter 1, Introduction** (this section), describes this guide.
- **Chapter 2, Accessibility Features for CAASPP and ELPAC Assessments**, provides information about the types of universal tools, designated supports, and accommodations available for CAASPP testing.
- **Chapter 3, Configuring Selected System and Third-Party Accessibility Resources**, describes how to configure tools in the operating system and third-party applications for use with the secure browser. *This chapter will be available in late fall 2019.*
- **Chapter 4, Testing Students with Accessibility Resources**, describes how to verify students were assigned the correct designated supports and accommodations and how to approve students for testing with these resources, including braille. *This chapter will be available in late fall 2019.*
- **Chapter 5, Requirements for Testing Students with Visual Impairment**, describes how to configure embossing software and how to configure and use Job Access With Speech ® for testing. *This chapter will be available in late fall 2019.*
- **Chapter 6, Appendices**, provides information about how LEA CAASPP coordinators can acquire Help Desk support, as well as a change log of recently made updates to the manual.
Document Conventions

Table 1 lists key symbols and typographical conventions used in this manual.

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="alert.png" alt="Alert" /></td>
<td><strong>Alert:</strong> This symbol accompanies important information regarding a task where failure to adhere to the instructions or information may cause minor errors.</td>
</tr>
<tr>
<td><img src="note.png" alt="Note" /></td>
<td><strong>Note:</strong> This symbol accompanies additional information that may be of interest.</td>
</tr>
<tr>
<td><img src="policy.png" alt="Policy" /></td>
<td><strong>Policy:</strong> This symbol accompanies information that is based on policy set by the California Department of Education.</td>
</tr>
<tr>
<td><img src="tip.png" alt="Tip" /></td>
<td><strong>Tip:</strong> This symbol accompanies suggestions that may be useful.</td>
</tr>
<tr>
<td><img src="warning.png" alt="Warning" /></td>
<td><strong>Warning:</strong> This symbol accompanies important information regarding actions that may cause fatal errors.</td>
</tr>
<tr>
<td><img src="resources.png" alt="Resources" /></td>
<td><strong>Resources:</strong> This symbol accompanies links to supporting documentation and instructions.</td>
</tr>
</tbody>
</table>

Table 1. Key Symbols and Elements
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Chapter 2. Accessibility Features for the CAASPP and Summative ELPAC
## Types of Resources

<table>
<thead>
<tr>
<th>Resources in This Section:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) Test Operations Management System (TOMS) User Guide—linked on the Manuals and Instructions web pages at <a href="http://www.caaspp.org/administration/instructions/">http://www.caaspp.org/administration/instructions/</a> and <a href="https://www.elpac.org/test-administration/instructions/">https://www.elpac.org/test-administration/instructions/</a>.</td>
</tr>
<tr>
<td>• California Department of Education (CDE) Matrix Four—linked on the English Language Proficiency Assessments for California (ELPAC) web page—<a href="https://www.cde.ca.gov/ta/tg/ep/">https://www.cde.ca.gov/ta/tg/ep/</a>.</td>
</tr>
<tr>
<td>• Embedded Universal Tools, Designated Supports, and Accommodations Video Tutorials web page—<a href="http://www.caaspp.org/training/caaspp/uaag.html">http://www.caaspp.org/training/caaspp/uaag.html</a>.</td>
</tr>
</tbody>
</table>

## Available Assessments

### CAASPP

The CAASPP provides required assessments in English language arts/literacy (ELA), mathematics, and science that permit students to demonstrate their mastery of the Common Core State Standards and the California Next Generation Science Standards; an optional assessment, the California Spanish Assessment (CSA), measures a student’s competency in Spanish language arts.

Assessments are made accessible through a variety of universal tools, designated supports, and accommodations. Students whose individualized education program (IEP) teams
designate the use of an alternate assessment take the California Alternate Assessments (CAAs).

To help identify similarities between the assessment resources and classroom practices, Smarter Balanced has developed a Resources and Practices Comparison Crosswalk. The Crosswalk lists the resources that are currently included in the UAAG and assists educators and decision-makers by providing a description of both the resource and its classroom equivalent.

**Summative ELPAC**

The Summative ELPAC is the mandated state test for determining English language proficiency (ELP). It must be given annually to students who have been identified as English learners. California and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten through grade twelve. The ELPAC is aligned with the 2012 California English Language Development Standards.

The 2019–20 administration marks the first year the Summative ELPAC is offered as a computer-based assessment. The Initial ELPAC, which serves as the primary identification of students as English learners, will be computer-based for its 2020–21 administration.

Existing CAASPP accessibility resources contributed to the development of an ELPAC accessibility framework specific for this population. This approach ensures all students have the opportunity to show what they know and what they can do in English. Resources that were appropriate for the construct were considered, as well as new resources that are specific to the needs of the diverse students taking the ELPAC.

**Available Accessibility Resources**

The summative assessments and practice and training tests contain universal tools, designated supports, and accommodations. Embedded resources are those that are part of the online test administration system, whereas non-embedded resources are provided outside of that system.

The accessibility resources in this guide identified as a universal tool, designated support, or accommodation 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.

The following accessibility resources and test settings for CAASPP and ELPAC online testing are described in the next sections. Note that usage and description information is adapted from the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines. Note also that samples provided are screen captures made using the Smarter Balanced practice tests.
Universal Tools

Embedded

Select a resource link to access its description. In the embedded universal tools table, “Y” indicates that the resource is available during for testing and “N” indicates that the resource is not available during testing.

<table>
<thead>
<tr>
<th>Embedded Universal Tool</th>
<th>CAA ELA</th>
<th>CAA Math</th>
<th>CAA Science</th>
<th>ELA</th>
<th>ELPAC (All)</th>
<th>ELPAC (K-2 W)</th>
<th>Mathematics</th>
<th>CSA</th>
<th>CAST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breaks</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Calculator, Mathematics</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Calculator, Science</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Digital Notepad</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>English Dictionary (Writing)</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
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<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>English Glossary</td>
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<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
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</tr>
<tr>
<td>Expandable Items</td>
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<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>Expandable Passages</td>
<td>Y</td>
<td>Y</td>
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<td>Y</td>
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<tr>
<td>Global Notes (Writing)</td>
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<td>Y</td>
<td>N</td>
<td>N</td>
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</tr>
<tr>
<td>Highlighter</td>
<td>Y</td>
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<td>N</td>
<td>Y</td>
<td>Y</td>
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</tr>
<tr>
<td>Keyboard Navigation</td>
<td>Y</td>
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<td>Line Reader</td>
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<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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</tr>
<tr>
<td>Mark for Review</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>Mathematics Tools</td>
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### Designated Supports

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Non-Embedded
Select a resource link to access its description. In the non-embedded designated supports table, “Y” indicates that the resource is available during for testing and “N” indicates that the resource is not available during testing. The asterisk (*) indicates that the read-aloud items designated support is available for the Writing domain in grades three through twelve.

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**Accommodations**

**Embedded**

Select a resource link to access its description. In the embedded accommodations table, “Y” indicates that the resource is available during for testing and “N” indicates that the resource is not available during testing. The single asterisk (*) indicates that the closed-captioning accommodation is available for the listening portion of the CAASPP Smarter Balanced for ELA. The two asterisks (**) indicates that the text-to-speech accommodation is available for all domains except Reading.

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Non-Embedded

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<tr>
<td>Scribe (Writing)</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y*</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Speech-to-Text</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Word Prediction</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
</tr>
</tbody>
</table>
Universal Tools

All students may access features of the assessments that are either provided as digitally delivered components of the test administration system (embedded) or separate from it (non-embedded) based on student preference and selection. For example, Global Notes is an embedded universal tool; scratch paper is a non-embedded universal tool.

Universal tools 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.

Embedded

Embedded universal tools are selected by students during testing. They also may be selected by test examiners who are entering student responses to California Alternate Assessment (CAA) test questions on behalf of students unable to provide responses on their own in the test delivery system.

Breaks (Online Assessments)

Approved Assessment(s):
  ✓ All (online assessments)

Description:
Students select the [Pause] button, indicated in Figure 1, within the test to take a break from testing.

For the Smarter Balanced for English language arts/literacy (ELA) and mathematics, and California Science Test (CAST), the number of questions per session can be flexibly defined based on the student’s need.

- Breaks of more than 20 minutes will prevent the student from returning to questions already attempted by the student.
- There is no limit on the number of breaks that a student might be given.
- The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Figure 1. Breaks—[Pause] button
For the CAAs for ELA, Mathematics, and Science, the test examiner can make the decision to pause and resume the test administration if the student is no longer engaged, is not actively participating, or is showing signs of behavioral or functional concerns related to the test. The test can be paused and resumed as many times as necessary to allow the student to show what the student knows. If the choice is made to pause the test, the student can reenter and complete testing on the same day or at a later time.

For the ELPAC:

- **Listening and Reading domains (but not the Speaking and Writing domains),** breaks of more than 20 minutes will prevent the student from returning to questions already attempted by the student.

- The test examiner can make the decision to pause and resume the test administration if the student is no longer engaged, is not actively participating, or is showing signs of behavioral or functional concerns related to the test. The test can be paused and resumed as many times as necessary to allow the student to show what the student knows. If the choice is made to pause the test, the student can reenter and complete testing on the same day or at a later time.
**Calculator, Mathematics**

Additional Resources:
- Tutorial—[Embedded Universal Tools: Calculator Grades 6–8—English](#)
- Tutorial—[Embedded Universal Tools: Calculator Grades 6–8—Spanish](#)
- Tutorial—[Embedded Universal Tools: Calculator High School—English](#)
- Tutorial—[Embedded Universal Tools: Calculator High School—Spanish](#)
- Web page—[Basic (four-function) calculator](#)
- Web page—[Scientific calculator](#)
- Web page—[Graphing calculator](#)

Approved Assessment(s):
- ✓ Smarter Balanced for Mathematics (grades six through eight and grade eleven)
- ✓ CAA for Mathematics (all grades)

Description:
An embedded on-screen digital calculator can be accessed for calculator-allowed questions when students select the [Calculator] button. This button, indicated in [Figure 2](#), appears when such questions are accessed.

![Figure 2. Basic mathematics calculator and [Calculator] button](#)
Accessibility Features for the CAASPP and Summative ELPAC | Universal Tools

- This resource is available only with the specific questions for which the test’s specifications indicated that it would be appropriate.

- When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use the calculator offered with assistive technology devices, such as a talking calculator or a braille calculator.

- This universal tool is for use on calculator-allowed questions only in grades six through eight and grade eleven.

- Students who require a non-embedded calculator should be assigned to use the [mathematics calculator non-embedded accommodation](#).
**Calculator, Science**

**Additional Resources:**
- Tutorial—[Embedded Universal Tools: Calculator Grades 6–8—English](#) (Calculator demo applies also to CAST grade five)
- Tutorial—[Embedded Universal Tools: Calculator Grades 6–8—Spanish](#) (Calculator demo applies also to CAST grade five)
- Tutorial—[Embedded Universal Tools: Calculator High School—English](#)
- Tutorial—[Embedded Universal Tools: Calculator High School—Spanish](#)
- Web page—[Basic (four-function) calculator](#) (grade five)
- Web page—[Scientific calculator](#) (grade eight and high school)

**Approved Assessment(s):**
- CAST

**Description:**
An embedded on-screen digital calculator can be accessed for calculator-allowed questions when students select the calculator button. This button, like the one indicated in Figure 3, appears when such questions are accessed.

![Figure 3. Scientific calculator and [Calculator] button](image)

---

**Customization Copyright © 2019 by the California Department of Education**
• When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use the calculator offered with assistive technology devices, such as a talking calculator or a braille calculator.

• This universal tool is for use by students in grade five with a basic (four-function) calculator; and grades eight, ten, eleven, and twelve with a scientific calculator.

• Students who require a non-embedded calculator should be assigned to use the science calculator non-embedded designated support.

**Digital Notepad**

**Additional Resources:**
- Tutorial—[Embedded Universal Tools: Digital Notepad—English](#)
- Tutorial—[Embedded Universal Tools: Digital Notepad—Spanish](#)

**Approved Assessment(s):**
- ✓ All (online assessments)

**Description:**
This resource is used for making notes about a question. A student accesses the digital notepad by right-clicking on the test question or using the context menu (which is indicated in Figure 4) and then selecting *Notepad* from the shortcut menu.
The digital notepad is question-specific and is available through the end of the test segment.

For the CAASPP, notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes.

For the ELPAC, notes are saved after a break of more than 20 minutes on the page to which the student is returning, if there are multiple items on the page.

**English Dictionary (Writing)**

Additional Resources:
- Tutorial—Embedded Universal Tools: English Dictionary—English
- Tutorial—Embedded Universal Tools: English Dictionary—Spanish

Approved Assessment(s):
- Smarter Balanced for ELA

Description:
An English dictionary is available for the full write portion of an ELA performance task. (A full write is the second part of a performance task.)

- A student accesses the English dictionary by selecting the [Dictionary] icon during specific test segments. This button is indicated in [Figure 5].

![Figure 5. English dictionary](image-url)
Students must first type a word into the field next to the Merriam-Webster® logo and then select the [Dictionary] button, also indicated, to garner a result.

The use of this universal tool may result in the student needing additional overall time to complete the assessment.

**English Glossary**

**Additional Resources:**
- Tutorial—[Embedded Universal Tools: English Glossary—English](#)
- Tutorial—[Embedded Universal Tools: English Glossary—Spanish](#)

**Approved Assessment(s):**
- ✔ Smarter Balanced for ELA
- ✔ Smarter Balanced for Mathematics
- ✔ CAST

**Description:**
Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window. An example is shown in Figure 6.

- The student can access the embedded glossary by selecting any of the preselected terms.
- This universal tool is for use in all ELA domains except Reading.
- The use of this universal tool may result in the student needing additional overall time to complete the assessment.

![Figure 6. English glossary](#)
Expandable Items

```
Additional Resources:
- Tutorial—Embedded Universal Tools: Expandable Items—English
- Tutorial—Embedded Universal Tools: Expandable Items—Spanish
```

Approved Assessment(s):
✓ All (online assessments)

Description:
Each stimulus in the left pane and question(s) in the right pane can be expanded so that it takes up a larger portion of the screen when the student selects one of the two horizontal arrows between the passage and the question(s). The arrows are indicated in Figure 7.

![Figure 7. Expandable items](image)

- The right arrow expands the passage or stimulus; the left arrow contracts the expanded passage or stimulus and expands the question(s). However, if the test administrator or test examiner has turned off the Expandable Passages universal tool, the student would see the left arrow—to expand the pane with the test item—only.
- The default setting for this universal tool is Off and must be turned on by the test administrator or test examiner on the Approvals and Student Test Settings screen for the student (select the [See/Edit Details] eye [ ] icon for a student before approving the test and then use the Expandable Items toggle to On).
- It is indicated in Figure 8.

**Figure 8. Test settings in the Test Administrator Interface**

- Students should be advised that this universal tool is available.
- For the CAAs for ELA and mathematics and the Summative ELPAC, the default setting is for all items to be expandable.
Expandable Passages

Additional Resources:
- Tutorial—Embedded Universal Tools: Expandable Passages—English
- Tutorial—Embedded Universal Tools: Expandable Passages—Spanish

Approved Assessment(s):
✓ All (online assessments)

Description:
Each passage or stimulus can be expanded so that it takes up a larger portion of the screen when the student selects one of the two arrows in the passage pane. The arrows are indicated in Figure 9.

![Figure 9. Expandable passages](image)

- Select the [Expand] arrows icon to expand the passage.
- This universal tool expands the passage only.
Global Notes (Writing)

Additional Resources:
- Tutorial—[Embedded Universal Tools: Global Notes—English]
- Tutorial—[Embedded Universal Tools: Global Notes—Spanish]

Approved Assessment(s):
- ✓ Smarter Balanced for ELA (performance tasks)

Description:
Global notes is a notepad that is available for ELA performance tasks in which students complete a full write (the second part of a performance task). The student selects the [Notes] icon, indicated in Figure 10, for the notepad to appear.

![Figure 10. Global notes](image)

During the ELA performance tasks, the notes are retained from segment to segment so that the student may go back to the notes even though the student is not able to go back to specific questions in the previous segment.
**Highlighter**

**Additional Resources:**
- Tutorial—Embedded Universal Tools: Highlighter—English
- Tutorial—Embedded Universal Tools: Highlighter—Spanish

**Approved Assessment(s):**

✓ All (online assessments)

**Description:**
Highlighter is a digital resource for marking desired text, questions, answers, or parts of these with one of four colors. Highlighted text remains available throughout each test segment. To use this tool, a student selects text and then selects *Highlight Selection* from the context menu (indicated in Figure 11).

![Figure 11. Highlighter](image-url)
Keyboard Navigation

Additional Resources:
- Tutorial—Embedded Universal Tools: Keyboard Navigation—English
- Tutorial—Embedded Universal Tools: Keyboard Navigation—Spanish
- Web document—Keyboard Commands for Students

Approved Assessment(s):
✓ All (online assessments)

Description:
Navigation throughout text can be accomplished by using a keyboard.

Line Reader

Additional Resources:
- Tutorial—Embedded Universal Tools: Line Reader—English
- Tutorial—Embedded Universal Tools: Line Reader—Spanish

Approved Assessment(s):
✓ All (online assessments)

Description:
A student moves an on-screen horizontal line that surrounds each line of text with shading after selecting the [Line Reader] line icon (indicated in Figure 12). To move the line reader, the student selects (clicks) anywhere on the next line to be shaded or uses the arrow keys on the keyboard.

Figure 12. Line Reader
This universal tool applies to both questions and passages.

Selecting an answer option with the line reader universal tool also will cause an option such as a radio button or check box to be selected.

- If the student selects the “Option B” radio button in a vertical list of answer options, selecting (clicking) Option B’s text will both shade the line of text in the line reader and select that answer option as the student’s response to the test question (Figure 13). Students must select a line of text away from a radio button answer option—in a passage or the test question, for example—to unselect the selected line as the focus of the line reader universal tool. However, that answer option is still selected as the student’s response unless or until the student selects a different option.

![Figure 13. Line Reader with a radio button](image)

- If the student selects the “Option E” check box in a vertical list of answer options, selecting (clicking) Option E’s text will both shade the line of text in the line reader and select that answer option as one of the student’s responses to the test question (Figure 14). Students must select a line of text away from a check box answer option—in a passage or the test question, for example—to unselect the selected line as the focus of the line reader universal tool. However, that answer option is still selected as one of the student’s responses unless or until the student selects the check box to unselect it.

![Figure 14. Line Reader with a check box](image)
Mark for Review

Additional Resources:
- Tutorial—Embedded Universal Tools: Mark for Review—English
- Tutorial—Embedded Universal Tools: Mark for Review—Spanish

Approved Assessment(s):
✓ All (online assessments)

Description:
Mark for review allows a student to flag completed test questions—that is, those to which the student already has responded—for future review during the assessment by right-clicking the question and then selecting Mark for Review from the shortcut menu or by selecting Mark for Review from the context menu (indicated in Figure 15).

- Markings are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
- Marked questions can be unmarked using the same context menu.

Figure 15. Mark for review
Figure 16 shows three questions that have been marked for review at the end of a segment. A student may select a question to return to it.
**Mathematics Tools**

**Approved Assessment(s):**
- ✓ Smarter Balanced for Mathematics
- ✓ CAA for Mathematics
- ✓ CAST

**Description:**
These digital resources (i.e., graphing tools, embedded ruler, embedded protractor) are used for measurements related to mathematics or science questions. They are available only with the specific questions for which the test item specifications indicate that one or more of these resources would be appropriate. The mathematics tool shown in Figure 17 allows students to place points on a graph and connect a line between the points.

![Figure 17. Sample mathematics tool](image-url)
Science Charts

Additional Resources:
- Tutorial—Embedded Universal Tools: Science Charts—English
- Tutorial—Embedded Universal Tools: Science Charts—Spanish

Approved Assessment(s):
- CAST

Description:
Students taking the grades eight and high school CAST assessments may refer to a periodic table of elements as a universal tool in grades eight, ten, eleven, and twelve. Students taking the grade eight and high school CAST assessments may refer to a reference sheet of formulas. The science chart in Figure 18 is the reference sheet that appears after the [Formulas] button has been selected.

Figure 18. Science charts (formulas reference sheet)
Science Tools

Approved Assessment(s):
✓ CAST

Description:
Students taking a CAST assessment may use a special embedded resource, if applicable, such as interactive laboratory equipment, videos, a stopwatch tool, or any combination of these to respond to a specific question.

Spanish Glossary

Additional Resources:
- Tutorial—Embedded Universal Tools: English Glossary—English
- Tutorial—Embedded Universal Tools: English Glossary—Spanish

Approved Assessment(s):
✓ CSA

Description:
Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in Spanish on the screen via a pop-up window. An example is shown in Figure 19.

- The student can access the embedded glossary by selecting any of the preselected terms.
- The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Figure 19. Spanish glossary
Spell Check

Additional Resources:
- Tutorial—Embedded Universal Tools: Spell Check—English
- Tutorial—Embedded Universal Tools: Spell Check—Spanish

Approved Assessment(s):
- Smarter Balanced for ELA

Description:
Spell check is a writing tool for checking the spelling of words in student-generated responses. The [Spell Check] button on the Writing toolbar is indicated in Figure 20.

- Spell check only gives an indication that a word is misspelled; it does not provide the correct spelling.
- For ELA, spell check is bundled with other embedded writing tools for all performance task full writes (planning, drafting, revising, and editing). (A full write is the second part of a performance task.)
- This resource is available only with the specific questions for which the test item specifications indicated that it would be appropriate.
Strikethrough

Additional Resources:
- Tutorial—Embedded Universal Tools: Strikethrough—English
- Tutorial—Embedded Universal Tools: Strikethrough—Spanish

Approved Assessment(s):
✓ All (online assessments)

Description:
Strikethrough 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. Select strikethrough by right-clicking the option and then selecting Strikethrough from the shortcut menu in the context menu (Figure 21). Options can be unstricken by selecting Undo Strikethrough.

Figure 21. Strikethrough
**Thesaurus**

**Additional Resources:**
- Tutorial—[Embedded Universal Tools: Thesaurus—English](#)
- Tutorial—[Embedded Universal Tools: Thesaurus—Spanish](#)

**Approved Assessment(s):**
- ✓ Smarter Balanced for ELA (performance task)

**Description:**
A thesaurus contains synonyms of terms while a student interacts with text included in the assessment.

- This universal tool is for use on ELA full-write performance tasks. (A full-write is the second part of a performance task.)
- A student accesses the thesaurus by selecting the [Dictionary] icon during specific test segments. This button is indicated in [Figure 22](#).

![Figure 22. English dictionary](#)
• Students must first type a word into the field next to the Merriam-Webster® logo and then select the [Thesaurus] button, also indicated, to garner a result.
• The use of this universal tool may result in the student needing additional overall time to complete the assessment.

**Writing Tools**

**Approved Assessment(s):**
- Smarter Balanced for ELA
- Smarter Balanced for Mathematics
- CAA for ELA
- CAST
- Summative ELPAC

**Description:**
Selected writing tools are available for all student-generated responses. (Also refer to spell check.) Writing tools are as follows:

- Bold
- Italic
- Underline
- Remove Format
- Numbered
- Bullet
- Outdent
- Indent
- Numbered
- Bullet
- Cut
- Copy
- Paste
- Undo
- Redo
- Spell check
- Language (English)
- Insert special character

Writing tools on the Writing toolbar are shown in Figure 23.

![Figure 23. Writing tools](image)
Zoom

Additional Resources:
- Tutorial—Embedded Universal Tools: Zoom—English
- Tutorial—Embedded Universal Tools: Zoom—Spanish

Approved Assessment(s):
✓ All (online assessments)

Description:
Zoom is a resource for making text or other graphics in a window or frame appear larger on the screen. The buttons controlling zoom are indicated in Figure 24.

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 smaller print size. Zoom levels are shown in Table 2.

Table 2. Zoom Levels

<table>
<thead>
<tr>
<th>Level #</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 0</td>
<td>No zoom, 14-point text</td>
</tr>
<tr>
<td>Level 1</td>
<td>1.50× zoom</td>
</tr>
<tr>
<td>Level 2</td>
<td>1.75× zoom</td>
</tr>
<tr>
<td>Level 3</td>
<td>2.00× zoom</td>
</tr>
<tr>
<td>Level 4</td>
<td>2.50× zoom</td>
</tr>
</tbody>
</table>
• When using the zoom feature, the student changes the size of text and graphics on the current screen only, including the size of the navigation buttons. To increase the default print size so that it persists during the entire test (from 1.5× to 3× default size), the print (font) size must be set for the student as a test setting in the Test Operations Management System or set by the test administrator or test examiner prior to the start of the test. This is the only feature that test administrators and test examiners can set.

• The use of this resource may result in the student needing additional overall time to complete the assessment.

• To set the zoom to a size larger than 3× default, refer to the Streamline embedded designated support.

Non-Embedded

Non-embedded universal tools are provided by the test administrator or test examiner to students at the time of testing.

**Breaks (Paper-pencil Tests)**

**Approved Assessment(s):**

- Smarter Balanced for ELA (paper-pencil test)
- Smarter Balanced for Mathematics (paper-pencil test)

**Description:**

Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands.

The use of this resource may result in the student needing additional overall time to complete the assessment.

**English Dictionary (Writing)**

**Approved Assessment(s):**

- Smarter Balanced for ELA

**Description:**

An English dictionary can be provided for the full write portion of an ELA performance task. (A full write is the second part of a performance task.)

The use of this resource may result in the student needing additional overall time to complete the assessment.
**Highlighter**

**Approved Assessment(s):**
- ✓ Summative ELPAC (Writing domain for kindergarten through grade two)

**Description:**
Highlighter is a resource for marking desired text, questions, answers, or parts of these with a colored pen. Students are permitted to use a highlighter in the Test Book.

**Mark for Review (Grade Two)**

**Approved Assessment(s):**
- ✓ Summative ELPAC (Writing domain for grade two)

**Description:**
Students may mark in their Test Books, including noting items for review.

**Oral Clarification of Test Directions in English**

**Approved Assessment(s):**
- ✓ Summative ELPAC (online assessments)
- ✓ Summative ELPAC (Writing domain for kindergarten through grade two)

**Description:**
The test examiner clarifies test directions to students in English.

**Scratch Paper**

**Approved Assessment(s):**
- ✓ All

**Description:**
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 mathematics 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. The assistive technology device needs to be consistent with the student’s IEP or Section 504 plan.

• Access to the internet must be disabled on assistive technology devices.

**Computer Adaptive Test (CAT) and CAST:**

• All scratch paper must be collected and securely destroyed at the end of each CAT assessment session to maintain test security.

• All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session.

**Performance Tasks:**

• For mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper, whiteboards, assistive technology devices, or any combination of these may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session.

• Once the student completes the performance task, the scratch paper must be collected and securely destroyed, whiteboards should be erased, and notes on assistive technology devices should be erased to maintain test security.

**Test Navigation Assistant**

**Approved Assessment(s):**

✓ Summative ELPAC (online assessments)

**Description:**

New arrivals, 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 help with mouse point-and-click and scroll bar assistance, onscreen tool or button navigation (i.e., back, next, submit, start and stop recording, play speaking, and recording), and keyboarding assistance necessary for starting the test session.

• The test examiner is allowed to assist only with the technology as indicated by the student.

• Test navigation assistant can be used during one-on-one or group administrations.

• The use of keyboarding assistance in the test is not permitted.

Test navigation assistant must follow approved guidelines.
Thesaurus

Approved Assessment(s):

✓ Smarter Balanced for ELA (performance task)

Description:
A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

This resource is for use on ELA full-write performance tasks. (A full write is the second part of a performance task.)
Designated Supports

Access features of the assessments are available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). They are either provided as digitally delivered components of the test administration system (embedded) or separate from it (non-embedded). For example, stacked translations in Spanish for mathematics is an embedded designated support; a scribe for English language arts/literacy (ELA) nonwriting questions and mathematics questions is a non-embedded designated support.

Designated supports 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.

Designated supports are set in the Test Operations Management System (TOMS) by a local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) or English Language Proficiency Assessments for California (ELPAC) coordinator or CAASPP or ELPAC test site coordinator.

Embedded

Color Contrast

Additional Resources:
- Tutorial—Embedded Designated Supports: Color Contrast—English
- Tutorial—Embedded Designated Supports: Color Contrast—Spanish

Approved Assessment(s):
- All (online assessments)

Description:
The adjustment of screen background or font color is based on student needs or preferences and set in TOMS for the student. Color contrast may include reversing the colors for the entire interface or choosing the color of font and background. Choices are as follows:

- reverse contrast
- black on rose
- medium gray on light gray
- yellow on blue
The sample in Figure 25 shows reverse contrast.

![Figure 25. Color contrast (reverse contrast)](image)

**Use:**

Students with attention difficulties may need this resource for viewing test content.

- It also may be needed by some students with visual impairment or other print disabilities (including learning disabilities).
- Choice of colors should be informed by evidence that color selections meet the student’s needs.
Masking

Additional Resources:
- Tutorial—Embedded Designated Supports: Masking—English
- Tutorial—Embedded Designated Supports: Masking—Spanish

Approved Assessment(s):
- All (online assessments)

Description:
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 question by masking. In Figure 26, the [Masking] button is indicated, and an arrow indicates the masked portion of the answer options.

Use:
Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment.
- This resource also may be needed by students with print disabilities (including learning disabilities) or visual impairment.
- Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus.

Figure 26. Masking
Mouse Pointer (Size and Color)

Additional Resources:
- Tutorial—Embedded Designated Supports: Mouse Pointer—English
- Tutorial—Embedded Designated Supports: Mouse Pointer—Spanish

Approved Assessment(s):
✓ All (online assessments)

Description:
Mouse pointer is a test setting for students who are visually impaired and need the mouse pointer to be larger or a different color to more readily find their mouse pointer on the screen. An enlarged mouse pointer is shown in Figure 27.

Figure 27. Mouse Pointer

While the mouse pointer resource can be used with the zoom universal tool, the enlarged mouse pointer is built into the magnification universal tool.

What follows are the options for the mouse pointer designated support:

- Large, Black Mouse Pointer
- Extra Large, Black Mouse Pointer
- Large, Green Mouse Pointer
- Extra Large, Green Mouse Pointer
- Large, Red Mouse Pointer
- Extra Large, Red Mouse Pointer
- Large, White Mouse Pointer
- Extra Large, White Mouse Pointer
- Large, Yellow Mouse Pointer
- Extra Large, Yellow Mouse Pointer
Pause or Replay Audio (Listening Domain)

Approved Assessment(s):
✔ Summative ELPAC (online assessments)

Description:
Students who may need the audio to slow down or stop momentarily may have the stimulus of the audio presentation in the Listening domain be paused or replayed during the administration of the test questions.

Pause or Replay Audio (Speaking Domain)

Approved Assessment(s):
✔ Summative ELPAC (online assessments)

Description:
Students who may need the audio to slow down or stop momentarily may have the stimulus of the audio presentation in the Speaking domain paused or replayed during the administration of the test questions in the Summarize an Academic Presentation task.

Permissive Mode (Setting)

Approved Assessment(s):
✔ All (online assessments)

Description:
Permissive mode is a test setting that should be enabled for students who require access to approved accessibility software, devices, or both in order to interact with the test (e.g., screen readers, magnifiers, speech-to-text, braille screen readers, refreshable braille displays, etc.). When permissive mode is disabled, the only application that can be open on the computer is the secure browser.
**Print Size (Setting)**

**Approved Assessment(s):**

- All (online assessments)

**Description:**

Print size is a test setting that sets the default font size the student should have when starting an online test. This setting applies to text questions and stimuli only and not the buttons in the global menu bar.

- The selected font size becomes the default for all questions in that student's test.
- The default font size for all tests is 14 point.
- The default font for ELA tests is Times New Roman.
- The default font for mathematics tests is Verdana.

**Stacked Translations (Spanish)**

**Additional Resources:**

- Tutorial—[Embedded Designated Supports: Spanish Stacked Translations and Translated Test Directions—English](#)
- Tutorial—[Embedded Designated Supports: Spanish Stacked Translations and Translated Test Directions—Spanish](#)

**Approved Assessment(s):**

- Smarter Balanced for Mathematics
- California Science Test (CAST)

**Description:**

Stacked translations are a language resource for some students. They provide the full translation of each test question in Spanish above the original question in English as well as all on-screen directions in Spanish.
A practice test question using the stacked translation designated support is shown in Figure 28.

![Figure 28. Stacked translations, mathematics](image)

**Use:**
This resource is for students whose primary language is not English, who use dual language supports in the classroom, or both. For these students, use of the stacked (dual language) translation may be appropriate.

- Students participate in the assessment regardless of the language.
- This resource will increase reading load and cognitive load.
- This resource should be used only for students who are proficient readers in Spanish and not proficient in English.
- Because this resource will likely be confusing and may impede the performance of students who have not used it previously, students to whom stacked translations have been assigned should use it in a practice or training test to ensure its appropriateness.
- Stacked translations in Spanish are available in conjunction with the embedded translated test directions in Spanish.
- The use of this designated support may result in the student needing additional overall time to complete the assessment.
Accessibility Features for the CAASPP and Summative ELPAC | Designated Supports

Streamline

Additional Resources:
- Tutorial—Embedded Designated Supports: Streamline—English
- Tutorial—Embedded Designated Supports: Streamline—Spanish
- Subsection in this manual—Using Streamline Mode

Approved Assessment(s):
✓ All (online assessments)

Description:
This designated support provides a streamlined interface of the test in an alternate, simplified format in which the questions are displayed below the stimuli vertically; it is designed to interact with Job Access With Speech (JAWS®) navigation.

This designated support includes zoom levels greater than 3× in the student interface. The sample in Figure 29 shows a full-screen zoom that includes navigation buttons and a question passage.

Use:
This designated support may benefit a small number of students who have specific learning disabilities, reading disabilities, or both, in which the text is presented in a more sequential format.
Text-to-Speech

Additional Resources:
- Web document—Guidelines for Choosing Text-to-Speech or Read Aloud in Grades 3–5

(Refer also to the embedded text-to-speech accommodation for ELA reading passages.)

Approved Assessment(s):
- Smarter Balanced for ELA (items only)
- Smarter Balanced for Mathematics (stimuli and items)
- CAST (stimuli and items)
- California Spanish Assessment (CSA) (items)

Description:
Text for mathematics, science, and CSA stimuli and items as well as ELA items is read aloud to the student via embedded text-to-speech technology that uses a simulated, not a human, voice. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.

Use:
Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. To use this designated support, a student must select either Speak Question or Speak Question and Options from the context menu (indicated in Figure 30).

Figure 30. Text-to-speech
Accessibility Features for the CAASPP and Summative ELPAC | Designated Supports

• This resource also may be needed by:
  – students with reading-related disabilities,
  – struggling readers, or
  – students who are blind and do not yet have adequate braille skills.

• This resource will likely be confusing and may impede the performance of students who do not regularly have the resource during instruction.

• Simulated voices may not provide the same emphasis and other qualities of a natural, human voice when reading.

• Students who use text-to-speech will need headphones unless tested individually in a separate setting.

• The technical coordinator at the LEA or test site should ensure that the network bandwidth at the test site is sufficient to support the number of students who will be using this resource concurrently during testing.

Limitations:
On specific CSA multiple-choice questions, the student may be asked about a portion of the text that may need to be revised. For these questions, students will be presented with four answer choices, each with different versions of the written text. Each answer choice will be followed by a repetition of the answer choice in context of the original excerpt. The answer choices in context are preceded by introductory statements such as, “La oración con cambio, lee” or “La definición lee.” In some instances, students may want to navigate word-by-word or character-by-character to discern any grammatical or punctuation errors, in addition to addressing any words that may not be pronounced clearly by an assistive technology. Additional information about this portion of the test is included in the test directions.

Translated Test Directions (Spanish)

Additional Resources:
• Tutorial—Embedded Designated Supports: Spanish Stacked Translations and Translated Test Directions—English
• Tutorial—Embedded Designated Supports: Spanish Stacked Translations and Translated Test Directions—Spanish
Approved Assessment(s):
✓ Smarter Balanced for Mathematics
✓ CAST

Description:
Translation of test directions is a language resource available prior to beginning the actual test questions.

- Embedded test directions in Spanish are available in conjunction with the stacked translations in Spanish.
- On-screen directions are in Spanish.
- As an embedded designated support, translated test directions are automatically a part of the stacked translation designated support. Translated buttons are indicated in Figure 31.

![Figure 31. Translated test directions](image)

Use:
- Students who have limited English language skills can use the translated directions resource.
- This resource should be used only for students who are proficient readers in Spanish and not proficient in English.
- Because this resource will likely be confusing and may impede the performance of students who have not used it previously, students to whom stacked translations have been assigned should use it in a practice or training test to ensure its appropriateness.
- The use of this designated support may result in the student needing additional overall time to complete the assessment.
Translation Glossaries

Additional Resources:
- Tutorial—Embedded Designated Supports: Translation Glossary—English
- Tutorial—Embedded Designated Supports: Translation Glossary—Spanish
- Web document—Instructions for Using Embedded English and Translation Glossaries

Approved Assessment(s):
✓ Smarter Balanced for Mathematics
✓ CAST

Description:
Translated glossaries are a language resource.

- The translated glossaries are provided for selected construct-irrelevant terms for mathematics.
- Translations for these terms appear on the computer screen when students select them.
- This designated support can be set as either an illustration glossary, the language of translation, or the language of translation and English.
- Students can also select the audio icon next to the glossary term—indicated in Figure 32—and listen to the audio recording of the glossary for language glossaries only.
- In addition to the illustration glossary, current languages of translations for mathematics are as follows:
  - Arabic
  - Burmese
  - Cantonese
  - Hmong
  - Ilokano
  - Korean
  - Mandarin
  - Punjabi
  - Russian
  - Somali
  - Spanish
  - Tagalog
  - Ukrainian
  - Vietnamese
- Current languages of translations for science are as follows:
  - Arabic
  - Cantonese
  - Hmong
  - Korean
  - Mandarin
  - Punjabi
  - Russian
  - Spanish
  - Tagalog
  - Vietnamese
Use:
Students who have limited English language skills (whether or not designated as English learners [ELs] or ELs with disabilities) can use the translation glossary for specific questions. The use of this designated support may result in the student needing additional overall time to complete the assessment.
Turn Off Any Universal Tools

Approved Assessment(s):

✓ All (online assessments)

Description:
Any universal tools that might be distracting or that students do not need to use or are unable to use may be disabled by the test administrator or test examiner in the Test Administrator Interface before a test is approved. Highlighter is an example of a universal tool that can be toggled off and is indicated in Figure 33.

![General Testing Resources](image)

Figure 33. Turn off any universal tools

Use:
Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools. Knowing which specific resource may be distracting is important for determining which universal tool(s) to turn off.
Non-Embedded

100s Number Table, Science

Additional Resources:
- Web document—100s Number Table

Approved Assessment(s):
- California Alternate Assessment (CAA) for Science
- CAST

Description:
The 100s number table is a paper-based table listing numbers from 1–100 available for reference.

Use:
Students with visual processing or spatial perception needs may find this designated support beneficial.

American Sign Language (ASL) or Manually Coded English

Approved Assessment(s):
- Summative ELPAC (Writing domain for kindergarten through grade two)

Description:
Students who are deaf or hard of hearing and who typically use Manually Coded English can have the test directions signed to them.

Use:
Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation to receive the test directions.

- The use of this accommodation may result in the student needing additional overall time to complete the assessment.
- For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the test directions.
Amplification

Approved Assessment(s):
✓ All

Description:
Students may adjust the volume control beyond the testing device’s built-in settings using headphones or another non-embedded device.

Use:
A student with a hearing impairment may use headphones, assistive technology, noise buffers, or white noise machines to increase the volume provided in the test delivery system.

- Use of this resource may require a separate setting.
- If the amplification device has additional features that may compromise test security (such as internet access), the functionality should be disabled before testing.

Bilingual Dictionary

Approved Assessment(s):
✓ Smarter Balanced for ELA (performance task full writes)

Description:
A bilingual or dual language word-to-word dictionary is a language resource.

- A bilingual or dual language word-to-word dictionary can be provided for the full write portion of an ELA performance task.
- A full write is the second part of a performance task.
- This designated support is for use with ELA full-write performance tasks only.

Use:
For students whose primary language is not English and who use dual language supports in the classroom, use of a standard published bilingual or dual language word-to-word dictionary may be appropriate.

- Students participate in the assessment regardless of the language.
- The use of this designated support may result in the student needing additional overall time to complete the assessment.
**Calculator, Science**

**Approved Assessment(s):**
- CAST

**Description:**
A non-embedded calculator may be used by students needing a special calculator, such as a braille calculator or a talking calculator, which is currently unavailable within the assessment platform. This designated support is for use by students in grade five with a four-function calculator; and grades eight, ten, eleven, and twelve with a scientific calculator.

**Use:**
Students with visual impairment who are unable to use the embedded calculator for calculator-allowed questions will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator questions.

**Color Contrast**

**Approved Assessment(s):**
- All (online assessments)

**Description:**
Test content of online questions may be printed with different colors using a color printer. This non-embedded designated support must be used in conjunction with print-on-demand.

**Use:**
Students with attention difficulties may need this resource for viewing the test when digitally provided color contrasts do not meet their needs.

- Some students with visual impairment or other print disabilities (including learning disabilities) also may need this resource.
- Choice of colors should be informed by evidence of those colors that meet the student’s needs.
**Color Overlay**

**Approved Assessment(s):**
- All

**Description:**
Color transparencies are placed over a paper-based assessment, such as one that has been printed on demand.

**Use:**
Students with attention difficulties may need this resource to view test content.
- This resource also may be needed by some students with visual impairment or other print disabilities (including learning disabilities).
- Choice of color should be informed by evidence of those colors that meet the student’s needs.

**Designated Interface Assistant (DIA)**

**Approved Assessment(s):**
- Summative ELPAC (online assessments)

**Description:**
This designated support is available to students who are technology novices and have limited keyboarding skills that prevent them from responding.

**Use:**
The DIA is available to help the student interact with, or type, their hand-written responses into the test delivery system. The DIA support should be used only during one-on-one administration.
**Magnification**

**Approved Assessment(s):**
- All

**Description:**
The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device. Magnification increases the size and color contrast of the student’s on-screen presentation to levels not provided by the zoom universal tool, color contrast designated support, mouse pointer designated support, or any combination of these.

**Use:**
Students used to viewing enlarged text or graphics, or navigation buttons may need magnification to comfortably view content.
- This resource also may meet the needs of students with visual impairment and other print disabilities.
- Because magnification increases the size and color contrast of the student’s on-screen presentation, students may not need also to use the zoom universal tool, color contrast designated support, mouse pointer designated support, or any combination of these.
- The use of this designated support may result in the student needing additional overall time to complete the assessment.

**Masking**

**Approved Assessment(s):**
- Summative ELPAC (online assessments)
- Summative ELPAC (Writing domain for kindergarten through grade two)

**Description:**
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 question by masking.

**Use:**
Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This resource also may be needed by students with print disabilities (including learning disabilities) or visual impairment.
Medical Supports

Approved Assessment(s):

✓ All

Description:
Students may have access to an electronic device for medical purposes (e.g., Glucose Monitor). The device may include a cell phone, and should only support the student during testing for medical reasons.

Use:
Follow local policies regarding medical devices and ensure students' health is the highest priority.

• Device settings must restrict access to other applications, or the test administrator or test examiner must closely monitor the use of the device to maintain test security.

• Use of electronic devices may require a separate setting to avoid distractions to other test takers and to ensure test security.

Multiplication Table, Science

Additional Resources:

• Web document—Multiplication Table

Approved Assessment(s):

✓ CAST
✓ CAA for Science

Description:
A paper-based single-digit (1–9) multiplication table is a resource.

Use:
The multiplication table is for students with a documented and persistent calculation disability (i.e., dyscalculia).
Noise Buffers

Approved Assessment(s):

✓ All

Description:
Noise buffers are equipment such as ear mufflers, white noise machines, or other devices used to block external sounds.

Use:
Student (not groups of students) wears equipment to reduce environmental noises.

• Students may have these testing variations if regularly used in the classroom.
• Students who use noise buffers will need headphones unless tested individually in a separate setting.

Print-on-Demand

Approved Assessment(s):

✓ Summative ELPAC (online assessments)

The ability to print on demand is available only if the LEA ELPAC coordinator has received permission by contacting the California Technical Assistance Center.

Description:
Paper copies of passages, stimuli, questions, or any combination of these are printed for students.

Use:
Some students with disabilities may need paper copies of passages, stimuli, questions, or any combination of these.

• A very small percentage of students should need this accommodation.
• The use of this accommodation may result in the student needing additional time to complete the assessment.
• It is not necessary to request the print-on-demand accommodation when assigning the braille accommodation.
Read-Aloud in Spanish

Additional Resources:
- Web document—Read Aloud Guidelines in Spanish
- Web document—Guidelines for Choosing Text-to-Speech or Read Aloud in Grades 3–5

Approved Assessment(s):
- ✓ Smarter Balanced for Mathematics
- ✓ CAST

Description:
Spanish text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided by Smarter Balanced. All or portions of the content as presented in the Spanish stacked translation may be read aloud.

Use:
Spanish-speaking students receiving the Translations (stacked) designated support and who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud.

- This resource also may be needed by students with reading-related disabilities.
- If not used regularly during instruction, this resource is likely to be confusing and may impede the performance on assessments.
- A student should have the option of asking a reader to slow down or repeat text.
- The use of this designated support may result in the student needing additional overall time to complete the assessment, the use of a separate setting, or both.
Read-Aloud Items

**Additional Resources:**
- Web document—Read Aloud Guidelines
- Web document—Guidelines for Choosing Text-to-Speech or Read Aloud in Grades 3–5

(Refer also to the non-embedded read-aloud accommodation for ELA reading passages.)

**Approved Assessment(s):**

✓ All

**Description:**
Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines such as those provided by Smarter Balanced. All or portions of the content may be read aloud.

Qualifications for test readers are as follows:

- The test reader should be an adult who is familiar with the student and who is typically responsible for providing this support during educational instruction and assessments.
- Test readers must be trained on the administration of the assessment in accordance with member policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- For the CAASPP, test readers must be trained in accordance with Smarter Balanced and member administration and security policies and procedures as articulated in Consortium and member test administration manuals, guidelines, and related documentation.

**Use:**
Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud.

- This resource also may be needed by students with reading-related disabilities or by students who are blind and do not yet have adequate braille skills.
- For mathematics, this resource applies to stimuli and questions.

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Accessibility Features for the CAASPP and Summative ELPAC | Designated Supports

- If not used regularly during instruction, this resource is likely to be confusing and may impede the performance on assessments.
- Readers should be provided to students on an individual basis, not to a group of students.
- A student should have the option of asking a reader to slow down or repeat text.
- The use of this designated support may result in the student needing additional overall time to complete the assessment, the use of a separate setting, or both.

Science Charts

Additional Resources:

- Web document—CAST Periodic Table of the Elements, Grade Eight and High School
- Web document—CAST Formulas Reference Sheet, Grade Eight
- Web document—CAST Formulas Reference Sheet, High School

Approved Assessment(s):

✓ CAST

Description:

Students taking the grade eight and high school CAST assessments may refer to a state-approved, paper-based, periodic table of elements as a designated support in grades eight, ten, eleven, and twelve. Students taking the grade eight and high school CAST assessments may refer to a state-approved reference sheet. These resources are available for download as PDFs. Students may alternatively use a different periodic table that they have been using in class and is listed in an IEP or Section 504 plan after a request for this use as an unlisted resource has been approved.
Scribe Items

Additional Resources:
- Web document—Scribing Protocol

(Refer also to the non-embedded scribe accommodation for writing.)

Approved Assessment(s):
- Smarter Balanced for ELA (except for full-write performance task)
- Smarter Balanced for Mathematics
- CAA for ELA
- CAA for Mathematics
- CAA for Science
- CAST
- CSA

Description:
Students dictate their responses to a human who records verbatim what they dictate.

- The scribe must be trained and qualified, and must follow the administration guidelines provided by Smarter Balanced.
- This designated support is for use with mathematics, science, and reading and listening (i.e., nonwriting) ELA questions only; it does not apply to the ELA full-write performance task.

Use:
Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students’ responses verbatim. The use of this resource may result in the student needing additional overall time to complete the assessment.
Separate Setting

Approved Assessment(s):

✓ All

Description:
Test location is altered so that the student is tested in a setting different from that made available for most students.

Use:
Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment.

- The separate setting may be in a different room that allows them to work individually or among a smaller group or to use a device requiring voicing (e.g., a WhisperPhone) or use amplification.
- The separate setting may include a calming device or support as recommended by educators or specialists.
- The separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners; in a study carrel; near the teacher’s desk; or in the front of a classroom).
- Students also may need specific adjustment to their testing environment to remove obstacles to a comfortable test experience.
- Some students may benefit from being in an environment that allows for movement, such as being able to walk around.
- Some students also may benefit from testing at a particular time of day.
- Students using the amplification non-embedded designated support may need a separate setting to avoid disturbing other students who are testing.
- Other adjustments to the testing environment include special lighting, acoustics, and adaptive furniture.
- In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home.
Simplified Test Directions

Additional Resources:
- Web document—Guidelines for Simplified Test Directions

Approved Assessment(s):
- Smarter Balanced for ELA
- Smarter Balanced for Mathematics
- CAST
- CSA
- Summative ELPAC (online assessments)
- Summative ELPAC (Writing domain for kindergarten through grade two)

Description:
The test administrator or test examiner simplifies or paraphrases the test directions found in the test administration manual or Directions for Administration (DFA) according to the Guidelines for Simplified Test Directions.

Use:
Students who need additional support understanding the test directions may benefit from this resource. This designated support may require testing in a separate setting to avoid distracting other test takers.
### Translated Test Directions

**Additional Resources:**
- CAASPP Smarter Balanced Translated Test Directions web page—[http://www.caaspp.org/ta-resources/directions.html](http://www.caaspp.org/ta-resources/directions.html)
- CAST Translated Test Directions web page—[http://www.caaspp.org/ta-resources/cast-directions.html](http://www.caaspp.org/ta-resources/cast-directions.html)
- ELPAC Student Accessibility Resources web page—[http://elpac.org/test-administration/accessibility-resources/](http://elpac.org/test-administration/accessibility-resources/)

**Approved Assessment(s):**
- Smarter Balanced for ELA
- Smarter Balanced for Mathematics
- CAST
- Summative ELPAC (online assessments)
- Summative ELPAC (Writing domain for kindergarten through grade two)

**Description:**
A student uses a PDF of directions translated in each of the languages currently supported.

- A bilingual adult can read to a student.
- Translated test directions PDFs are available in the following languages for ELA:
  - Arabic (Saudi and Egypt)
  - Burmese
  - Cantonese (Traditional and Simplified)
  - Dakota
  - Filipino (Tagalog and Ilokano)
  - French
  - Haitian Creole
  - Hmong
  - Japanese
  - Korean
  - Lakota
  - Mandarin (Traditional and Simplified)
  - Punjabi (Indian [East] and Pakistani [West])
  - Russian
  - Somali
  - Spanish (ELA only)
  - Ukrainian
  - Vietnamese (North and South)
  - Yup'ik
• Translated test directions PDFs are available in the following languages for mathematics:
  – Arabic (Saudi and Egypt)
  – Burmese
  – Cantonese (Traditional and Simplified)
  – Dakota
  – Filipino
  – French
  – Haitian Creole
  – Hmong
  – Japanese
  – Korean
  – Lakota
  – Mandarin (Traditional and Simplified)
  – Punjabi (Pakistani and Indian)
  – Russian
  – Somali
  – Ukrainian
  – Vietnamese (North and South)
  – Yup'ik

• Translated test directions PDFs are available in the following languages for the CAST:
  – Arabic
  – Armenian
  – Cantonese
  – Farsi
  – Hindi
  – Hmong
  – Japanese
  – Khmer
  – Korean
  – Mandarin
  – Punjabi
  – Russian
  – Tagalog
  – Telugu
  – Urdu
  – Vietnamese

• Translated test directions PDFs are available in the following languages for the Summative ELPAC:
  – Chinese (Traditional)
  – Spanish
  – Vietnamese

Use:
Students who have limited English language skills (whether or not designated as ELs or ELs with disabilities) can use the translated test directions.

• In addition, a biliterate adult trained in the test administration manual or DFA can read the test directions to the student.

• The use of this designated support may result in the student needing additional overall time to complete the assessment.
Accommodations

Accommodations are changes in procedures or materials that increase equitable access during California Assessment of Student Performance and Progress (CAASPP) or English Language Proficiency Assessments for California (ELPAC) administration. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for assignment to students with documented individualized education programs (IEPs) or Section 504 plans. Accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessments. They are either provided as embedded components of the test administration system or are non-embedded. For example, braille is an embedded accommodation; the use of alternate response options is a non-embedded accommodation.

Accommodations 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.

Accommodations are assigned in the Test Operations Management System (TOMS) by a local educational agency (LEA) CAASPP or ELPAC coordinator or CAASPP or ELPAC test site coordinator.

Note: To ensure a student remains eligible to receive accommodations, unlisted resources, or both, the California Longitudinal Pupil Achievement Data System (CALPADS) education program code field must be set for “special education” (value 144) and provide a primary disability category or “504 Plan” (value 101).
Embedded

**American Sign Language (ASL)**

**Additional Resources:**
- Tutorial—Embedded Accommodations: American Sign Language—English
- Tutorial—Embedded Accommodations: American Sign Language—Spanish

**Approved Assessment(s):**
- ✓ Smarter Balanced for English Language Arts/Literacy (ELA) (Listening)
- ✓ Smarter Balanced for Mathematics
- ✓ California Science Test (CAST)
- ✓ Summative ELPAC (online assessments; Listening, Speaking, and Writing domains)

**Description:**
Test content is translated into ASL video.

- 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 by selecting *American Sign Language* from the context menu, as displayed in Figure 34.

![Figure 34. American Sign Language](image)

**Figure 34. American Sign Language**
Use:
Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment.

- The use of this accommodation may result in the student needing additional overall time to complete the assessment.
- For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.
- For the ELPAC Speaking domain, if a student using an embedded ASL accommodation responds using ASL, an ASL interpreter would need to appropriately scribe the response and record the student response score into the test delivery system.

Audio Transcript (Includes Braille Transcript)

Additional Resources:
- Tutorial—Embedded Accommodations: Audio Transcript—English
- Tutorial—Embedded Accommodations: Audio Transcript—Spanish

Approved Assessment(s):
- Smarter Balanced for ELA (Listening)
- CAST (This resource is approved for use; however, there are currently no audio questions for the CAST.)
- California Spanish Assessment (CSA) (Listening)
- Summative ELPAC (online assessments)

Description:
Content that is accessed through listening during the course of the assessment with the option of closed-captioning is made available in braille or on-screen as a single text presentation (rather than one line at a time as provided by closed-captioning). The [Transcript] icon the student selects to request a transcript is indicated in Figure 35; while the sample transcript is the on-screen, audio transcript that appears in a pop-up box, this accommodation also is available in refreshable braille.
Figure 35. Audio Transcript

Use:
Some students who are deaf or hard of hearing, visually impaired, or both may have difficulty with portions of the assessment acquired by listening, and the closed-captioning does not provide adequate support to assist the student’s testing.

- Students who require the closed-captions to be presented in braille also must have the braille embedded accommodation set.

- When the closed-captions are presented in braille, they are available in the following braille codes:
  - English Braille American Edition (EBAE) uncontracted
  - EBAE contracted
  - Unified English Braille (UEB) uncontracted
  - UEB contracted

- Students who require the closed-captioned material to be presented as a transcript will see the test in the closed-captioning in a single text presentation on screen.
Braille

**Additional Resources:**
- [Resource pending] Subsection in this manual—Overview of Testing Students Requiring Braille

**Approved Assessment(s):**
- ✓ Smarter Balanced for ELA
- ✓ Smarter Balanced for Mathematics
- ✓ CAST
- ✓ CSA (This resource is available in Spanish.)
- ✓ Summative ELPAC (online assessments)

**Description:**
Students with visual impairment may use 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).
- Contracted and noncontracted braille is available; Nemeth code is available for mathematics.

**Use:**
Students with visual impairment may read text via braille.

- Tactile overlays and graphics also may be used to assist the student in accessing content through touch.
- Refreshable braille is available only for ELA, CAST, CSA, and ELPAC because Nemeth Code is not available via refreshable braille.
- For mathematics, CAST, and CSA, braille will be presented via embosser; embosser-created braille can be used for ELA and the ELPAC also.
- It is not necessary to request the print-on-demand accommodation when assigning the braille accommodation.
- Alternative text descriptions are embedded in the assessment for all graphics.
- The use of this accommodation may result in the student needing additional overall time to complete the assessment.
Limitations:

Note that when braille has been selected as the test mode, the following resource limitations are in effect:

- ASL videos are not available.
- Text-to-speech is not available.
- Color contrast is forced into black on white.
- Embossing options are displayed.
- *Mute System Volume* options are displayed (ELA).
- The student testing interface is forced into streamlined mode.
- Masking is disabled.
- Highlighting is disabled.
- Strikethrough is disabled.
- Expandable passage and item options are disabled.
Closed-Captioning

Additional Resources:
- Tutorial—Embedded Accommodations: Closed Captioning—English
- Tutorial—Embedded Accommodations: Closed Captioning—Spanish

Approved Assessment(s):
✓ Smarter Balanced for ELA (Listening)
✓ CAST (This resource is approved for use; however, there are currently no audio questions for the CAST.)
✓ CSA (Listening) (This resource is available in Spanish.)
✓ Summative ELPAC (online assessments)

Description:
Closed-captioning is printed text that appears on the computer screen as audio materials are presented. This accommodation starts when the student accesses the audio in the test question and does not disappear until the audio passage has reached the end of its play. Closed-captioning does not require additional manual intervention by the student. This feature is shown in Figure 36.

Use:
Students who are deaf or hard of hearing and who typically access information presented via audio by reading words that appear in synchrony with the audio presentation may need this resource to access audio content.
For many students who are deaf or hard of hearing, viewing words (sometimes in combination with reading lips and ASL) is how they access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.

**Text-to-Speech Reading Passages**

### Additional Resources:
- Web document—[Guidelines for Choosing Text-to-Speech or Read Aloud in Grades 3–5](#)

### Approved Assessment(s):
- ✓ Smarter Balanced for ELA
- ✓ CSA
- ✓ Summative ELPAC (online assessments; Listening, Speaking, and Writing domains)

### Description:
Text is read aloud to the student via embedded text-to-speech technology. After selecting the **Speak Passage** option, which is indicated in Figure 37, the student is able to control the speed as well as raise or lower the volume of the voice via a volume control.

![Figure 37. Text-to-speech—passages](#)

### Use:
This accommodation is appropriate for a very small number of students with a documented need in an IEP or Section 504 plan. Students who use text-to-speech will need headphones unless tested individually in a separate setting.
Non-Embedded

100s Number Table (Mathematics, Grades Four and Above)

Additional Resources:
- Web document—100s Number Table

Approved Assessment(s):
- Smarter Balanced for Mathematics
- California Alternate Assessment (CAA) for Mathematics

Description:
The 100s number table is a paper-based table listing numbers from 1–100 available for reference. This accommodation is for use by students in grades four through eight and grade eleven.

Use:
Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or Section 504 plan.

Abacus

Approved Assessment(s):
- Smarter Balanced for Mathematics
- CAA for Mathematics
- CAA for Science
- CAST

Description:
This resource may be used in place of scratch paper for students who typically use an abacus.

Use:
Some students with visual impairment or with documented processing impairments who typically use an abacus may use an abacus in place of using scratch paper.
Additional Instructional Supports and Resources for Alternate Assessments

**Additional Resources:**

**Approved Assessment(s):**
- ✓ CAA for ELA
- ✓ CAA for Mathematics
- ✓ CAA for Science

**Description:**
Eligible pupils shall have any instructional supports, accommodations, or both, including the language of instruction, used in the student’s daily instruction in accordance with the student’s IEP.

**Use:**
Administration of the CAAs to eligible pupils shall be one-on-one (test examiner to student). Depending upon the student’s disability or needs, the CAAs may or may not include the student’s independent use of the testing interface.

**Alternate Response Options**

**Approved Assessment(s):**
- ✓ All

**Description:**
Devices that can be used as an alternate response option include but are not limited to adapted keyboards, large keyboards, Sticky Keys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.

**Use:**
Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment
delivery platform. An alternate response option that requires a third-party software to run also requires the permissive mode test setting.

**American Sign Language or Manually Coded English**

**Approved Assessment(s):**
- Summative ELPAC (Writing domain for kindergarten through grade two)

**Description:**
Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment.

**Use:**
Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment.

- The use of this accommodation may result in the student needing additional overall time to complete the assessment.
- For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.
- A student using a non-embedded ASL accommodation responds using ASL, an ASL interpreter would need to be appropriately scribe the response.

**Braille**

**Approved Assessment(s):**
- Summative ELPAC (Writing domain for kindergarten through grade two)

**Description:**
Students with visual impairment may use a raised-dot code that individuals read with the fingertips. Uncontracted braille test forms are available to students in kindergarten through grade two.

**Use:**
Students with visual impairment may read text via braille.

- Tactile overlays and graphics also may be used to assist the student in accessing content through touch.
- Alternative text descriptions are embedded in the assessment for all graphics.
• The use of this accommodation may result in the student needing additional overall time to complete the assessment.

**Breaks**

**Approved Assessment(s):**

- Summative ELPAC (online assessments)
- Summative ELPAC (Writing domain for kindergarten through grade two)

**Description:**

Breaks may be given at predetermined intervals or after completion of the domain-level assessment. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands.

The ELPAC test examiner may need to introduce special administrative considerations to support students needing this resource. The use of this resource may result in the student needing additional overall time to complete the assessment.

**Calculator, Mathematics (Grades Six and Above)**

**Approved Assessment(s):**

- Smarter Balanced for Mathematics (grades six through eight and grade eleven)

**Description:**

A non-embedded calculator may be used by students needing a special calculator, such as a braille calculator or a talking calculator, which is currently unavailable within the assessment platform. This accommodation is for use on calculator-allowed questions only in grades six through eight and grade eleven.

**Use:**

Students with visual impairment who are unable to use the embedded calculator for calculator-allowed questions will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator questions.
Accessibility Features for the CAASPP and Summative ELPAC | Accommodations

**Large Print**

**Approved Assessment(s):**
- Summative ELPAC (Writing domain for kindergarten through grade two)

**Description:**
Large-print test forms are available to students in kindergarten through grade two.

**Use:**
Students with visual impairment can use printed large-print Test Books, Answer Books, and examiner manuals.

**Manually Coded English**

**Approved Assessment(s):**
- Summative ELPAC (Online)

**Description:**
Some students who are deaf or hard of hearing and who typically use Manually Coded English may need this accommodation when accessing text-based content in the assessment.

**Use:**
Some students who are deaf or hard of hearing and who typically use Manually Coded English may need this accommodation when accessing text-based content in the assessment.

- The use of this accommodation may result in the student needing additional overall time to complete the assessment.
- For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.
- A student using a non-embedded Manually Coded English accommodation responds using Manually Coded English, an interpreter would need to be appropriately scribe the response.
**Multiplication Table, Mathematics (Grades Four and Above)**

**Additional Resources:**
- Web document—[Multiplication Table](#)

**Approved Assessment(s):**
- ✓ Smarter Balanced for Mathematics
- ✓ CAA for Mathematics

**Description:**
A paper-based single-digit (1–9) multiplication table is an accommodation for use by students in grades four through eight and grade eleven.

**Use:**
This accommodation is for students with a documented and persistent calculation disability (i.e., dyscalculia).

**Print-on-Demand**

**Approved Assessment(s):**
- ✓ Smarter Balanced for ELA
- ✓ Smarter Balanced for Mathematics
- ✓ CAA for ELA
- ✓ CAA for Mathematics
- ✓ CAA for Science
- ✓ CAST
- ✓ CSA

*The ability to print on demand is available only if the LEA CAASPP coordinator has received permission by contacting the California Technical Assistance Center.*

**Description:**
Paper copies of passages, stimuli, questions, or any combination of these are printed for students.
Use:
Some students with disabilities may need paper copies of passages, stimuli, questions, or any combination of these.

- A very small percentage of students should need this accommodation.
- The use of this accommodation may result in the student needing additional time to complete the assessment.
- It is not necessary to request the print-on-demand accommodation when assigning the braille accommodation.

Read-Aloud Reading Passages

Additional Resources:
- Web document—Read Aloud Guidelines
- Web document—Guidelines for Choosing Text-to-Speech or Read Aloud in Grades 3–5

(Refer also to the non-embedded read-aloud designated support for ELA, mathematics, science, and ELPAC questions.)

Approved Assessment(s):
✓ Smarter Balanced for ELA
✓ CAA for ELA
✓ CSA

Description:
Text is read aloud to the student by a human reader or by a trained and qualified human reader who follows the administration guidelines provided in the Read Aloud Guidelines.

- All or portions of the content may be read aloud.
- Refer to the guidelines for choosing the read-aloud accommodation when deciding if this accommodation is appropriate for a student.

Use:
This accommodation is appropriate for a very small number of students.

- A student should have the option of asking a reader to slow down or repeat text.
- The use of this accommodation may result in the student needing additional time to complete the assessment, the use of a separate setting, or both.
Scribe (Writing)

Additional Resources:
- Web document—Scribing Protocol

(Refer also to the non-embedded scribe designated support for mathematics, science, and nonwriting ELA and CSA.)

Approved Assessment(s):
- Smarter Balanced for ELA (performance task full write)
- CAA for ELA
- Summative ELPAC (online assessments)
- Summative ELPAC (Writing domain for kindergarten through grade two)

Description:
Students dictate their responses to a human who records, verbatim, what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the Scribing Protocol.

Use:
Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students’ responses verbatim.

- The use of this accommodation may result in the student needing overall additional time to complete the assessment.
- For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills.
- It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.
Speech-to-Text

Approved Assessment(s):
✓ Smarter Balanced for ELA
✓ Smarter Balanced for Mathematics
✓ CAST
✓ Summative ELPAC (online assessments)

Description:
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 as there is currently no embedded speech-to-text functionality within the test delivery system.

Use:
Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software, and should have had many opportunities to use it prior to testing.

Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.

For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.
Word Prediction

Approved Assessment(s):
- Smarter Balanced for ELA
- Smarter Balanced for Mathematics
- CAA for ELA
- CAA for Mathematics
- CAA for Science
- CAST

Description:
Students use non-embedded software that will offer an option for the next word based on word frequency and syntax rules. Students who use word prediction in conjunction with speech output will need headphones unless they are testing individually in a separate setting. Students may need additional time to test.

Use:
The following students may use word prediction:
- Students with documented motor or orthopedic impairments that impair their ability to provide written or typed responses without the use of assistive technology
- Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language

Students will need to be familiar with the software, and should have had many opportunities to use it prior to testing.

Using word prediction software does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use word prediction also be able to develop planning notes with or without text-to-speech.

The student’s word prediction solution used must adhere to the following guidelines:
- The software must predict a single word only.
- Phonetic spelling and speech output may be used.
- Functionality that provides phrase prediction, predict ahead, or next word must be disabled prior to testing.
- Expanded dictionaries must be disabled.
• Students may use their own assistive technology devices. Note the following about student-provided assistive technology devices:
  – Use of this resource may require permissive mode to be enabled.
  – If the device has additional features that may compromise test security (such as internet access), the functionality should be disabled before testing.
  – All assessment content must be removed after testing to protect the security and integrity of the assessments.
Chapter 3. Configuring Selected System and Third-Party Accessibility Resources
This chapter is forthcoming.
Chapter 4. Testing Students with Accessibility Resources
This chapter is forthcoming.
Chapter 5. Requirements for Testing Students with Visual Impairment
This chapter is forthcoming.
User Support

Local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) or English Language Proficiency Assessments for California (ELPAC) coordinators should first contact the LEA technology coordinator or system administrator prior to contacting the California Technical Assistance Center (CalTAC).

Technology coordinators and CAASPP or ELPAC test site coordinators should contact their LEA CAASPP or ELPAC coordinators for assistance.

CalTAC for LEA CAASPP or ELPAC Coordinators

LEA CAASPP or ELPAC coordinators should provide as much detail as possible about the issue(s) encountered.

CalTAC
Hours: 7 a.m. to 5 p.m., Monday–Friday
Toll-Free Phone Support: 800-955-2954
Email Support: caltac@ets.org


*Always* include the following information:

- Test administrator or test examiner name and information technology or network contact person and contact information
- Statewide Student Identifier(s) of affected students
- Session ID for the affected student test session
- Operating system and secure browser version information
- Any error messages and codes that appeared, if applicable
- Information about your network configuration:
  - Secure browser installation (to individual devices or network)
  - Wired or wireless internet network setup

**Warning:** *Never* provide any other student information, as doing so may violate Family Educational Rights and Privacy Act policies.
## Change Log

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