ISAT ACCESSIBILITY FEATURES FOR ELA/LITERACY, MATHEMATICS, & SCIENCE

Idaho Usability, Accessibility, & Accommodations Guidelines

IDAHO STATE DEPARTMENT OF EDUCATION
ASSESSMENT & ACCOUNTABILITY | ISAT COMPREHENSIVE ASSESSMENT SYSTEM

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SCHOOL YEAR 2021-2022

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INTRODUCTION

The Idaho State Department of Education (SDE) is committed to making the Idaho Standards Achievements Tests (ISATs) in English Language Arts (ELA)/Literacy, Mathematics, and Science accessible to all students. The purpose of the *Idaho Usability, Accessibility, and Accommodations Guidelines* (*UAAG*) is to outline and describe the accessibility features available to students when taking one of the interim or summative ISATs.

Idaho UAAG Background Information

Idaho is a member of the Smarter Balanced Assessment Consortium (Smarter Balanced). Therefore, our ISAT ELA/Literacy and Mathematics assessments are Smarter Balanced assessments and subject to all of the guidelines required by Smarter Balanced, including the *Smarter Balanced UAAG*.

Our ISAT Science assessments have been developed by Cambium Assessment, Inc., our testing vendor. While the accessibility features available on the ISAT Science assessments are not governed by those allowed on the Smarter Balanced assessments, the Idaho SDE has used the *Smarter Balanced UAAG* as a model for ISAT Science accessibility features. Having separate guidance documents for the ISAT ELA/Literacy and Mathematics assessments and the ISAT Science assessments has made it difficult for local education agencies (LEAs) to stay current on all of the accessibility features available to students when taking the ISATs across all content areas. The Idaho SDE recognizes the need for a single, comprehensive document that outlines all of the accessibility features available on the ISAT ELA/Literacy, Mathematics, and Science assessments. Since the vast majority of the accessibility features included in the *Smarter Balanced UAAG* are applicable to the ISAT Science assessments, it makes sense to start with the *Smarter Balanced UAAG* to create an *Idaho UAAG*.

Idaho UAAG

The Idaho SDE obtained permission from Smarter Balanced in July 2021 to make changes to the *Smarter Balanced UAAG* to create the *Idaho UAAG*, as long as the accessibility features for the Smarter Balanced assessments, our ISAT ELA/Literacy and Mathematics assessments, remain within those allowable by Smarter Balanced. Very little of the *Smarter Balanced UAAG* has been changed, although some of the content has been reorganized for ease of usage and to reflect our ISAT assessments in all content areas.

Smarter Balanced strives to provide every student with a positive and productive assessment experience, generating results that are a fair and accurate estimate of each student's achievement. Further, Smarter Balanced is building on a framework of accessibility for all students, including English Learners (ELs), students with disabilities, and ELs with disabilities, but not limited to those groups. In the process of developing its next-generation assessments to measure students' knowledge and skills as they progress toward college and career readiness, Smarter Balanced recognized that the validity of

assessment results depends on each and every student having appropriate universal tools, designated supports, and accommodations when needed, based on the constructs being measured by the assessment. Much of this document was developed for the Smarter Balanced members to guide the selection and administration of universal tools, designated supports, and accommodations.

The Smarter Balanced assessment is based on the Common Core State Standards (CCSS). Thus, the universal tools, designated supports, and accommodations that are appropriate for the Smarter Balanced assessment may be different from those that members allowed in the past. For the secure summative assessments, a member can only make available to students the universal tools, designated supports, and accommodations that are included in the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines (UAAG)*. A member may elect not to make available to its students any universal tool, designated support, or accommodation that is otherwise included in the *Guidelines* when the implementation or use of the universal tool, designated support, or accommodation is in conflict with a member's law, regulation, or policy.

The *Idaho UAAG* describes the Smarter Balanced universal tools, designated supports, and accommodations available for the Smarter Balanced assessments at this time (see Appendix A). Additionally, the *Idaho UAAG* describes the universal tools, designated supports, and accommodations available for the Cambium Assessment Inc. science assessments. The specific universal tools, designated supports, and accommodations approved by Smarter Balanced may change in the future if additional tools, supports, or accommodations are identified for the assessments based on member experience and research findings. Smarter Balanced has established a standing committee, including representatives from Governing members, that review suggested additional universal tools, designated supports, and accommodations to determine whether changes are warranted.

Proposed changes to the list of universal tools, designated supports, and accommodations are brought to Governing members for review, input, and vote for approval. Furthermore, members may issue temporary approvals (i.e., one summative assessment administration) for individual unique student accommodations or designated supports. K-12 leads will evaluate formal requests for unique accommodations/designated supports and determine whether or not the request poses a threat to the measurement of the construct. Upon issuing a temporary approval, the member will send documentation of the approval to the Consortium. The Consortium will consider all member-approved temporary accommodations/designated supports as part of the annual Consortium UAAG review process. If the Consortium determines it requires additional time to study the issue before the Consortium can engage in a vote, a member may notify the Consortium that the member intends to issue temporary approvals for the same accommodation/designated support during the next summative assessment administration. Members should include in their notification to the Consortium the intended use of the temporary accommodation/support and the rationale for issuing temporary authorizations for the next summative assessment administration. The Consortium will provide to members a list of the temporary accommodations/designated supports issued by members that are

not Consortium-approved accommodations/designated supports and cannot be authorized for the next summative assessment administration.

The *Idaho UAAG* reflects the Smarter Balanced framework for accessibility for all students; including English Learners (ELs), students with disabilities, Els with disabilities, and other groups of students who may experience issues accessing the ISATs in ELA/Literacy, Mathematics, and/or Science. It describes the universal tools, designated supports, and accommodations available for the ISATs in all content areas (see Appendix A).

Intended Audience and Recommended Use

The *Idaho UAAG* is intended for district- and school-level personnel and decision-making teams, particularly Individualized Education Program (IEP) teams, as they prepare for and implement the ISATs. The *Idaho UAAG* provides information for classroom teachers, English development educators, special education teachers, and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them. The *Idaho UAAG* is also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The accessibility features outlined in the *Idaho UAAG* apply to **all** students. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. This document focuses on universal tools, designated supports, and accommodations for the Smarter Balanced content assessments of English language arts (ELA)/literacy and mathematics (math) and for Cambium Assessment, Inc. (CAI) science assessments. At the same time, it supports important instructional decisions about accessibility and accommodations for students who participate in the ISATs. It recognizes the critical connection between accessibility and accommodations in instruction and accessibility and accommodations during assessment.

Recognizing Access Needs for All Students

All students (including students with disabilities, English learners (ELs), and ELs with disabilities) are to be held to the same expectations for participation and performance on the ISATs. Specifically, all students enrolled in tested grades are required to participate in the ISAT ELA/Literacy (grades 3 – 8 and 10), Mathematics (grades 3 – 8 and 10), and Science (grades 5, 8, and 11) assessments except:

- Students with the most significant cognitive disabilities who meet the participation criteria take the Idaho Alternate Assessment (IDAA) based on the Idaho Extended Content Standards (approximately 1% or fewer of the student population). Qualifying students takes the IDAA in all content areas.

- ELs who are enrolled for the first year in a U.S. school are exempt from taking the ISAT ELA/Literacy assessment. These students instead participate in their required English language proficiency assessment.

Federal laws governing student participation in assessments must meet the requirements of the Every Student Succeeds Act (ESSA) of 2016, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and Section 504 of the Rehabilitation Act of 1973 (reauthorized in 2008).

Recognizing the diverse characteristics and needs of students who participate in the Smarter Balanced assessments, the Smarter Balanced members worked together through the Smarter Balanced Test Administration and Student Access Work Group to develop an Accessibility and Accommodations Framework that guided the Consortium as it worked to reach agreement on the specific tools, supports, and accommodations available for the assessment. The Work Group also considered research-based lessons learned about universal design, accessibility tools, and accommodations (see Appendix B).

The conceptual model that serves as the basis for the *Idaho UAAG* comes from the *Smarter Balanced UAAG* and is shown in Figure 1. This figure portrays several aspects of ISAT accessibility features—universal tools (available for all students), designated supports (available when indicated by an adult or team), and accommodations [available need is documented in an Individualized Education Program (IEP) or 504 Plan]. It also portrays the additive and sequentially-inclusive nature of these three aspects. Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. Designated supports are available to students for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). Accommodations are available only to those students with documented need as outlined on a student's IEP or 504 Plan. Those students also may use designated supports and universal tools.

A universal tool for one content focus may be an accommodation for another content focus (see, for example, calculator). Similarly, a designated support may also be an accommodation, depending on the content target (see, for example, scribe). This approach is consistent with the emphasis that Smarter Balanced has placed on the validity of assessment results coupled with access. Universal tools, designated supports, and accommodations all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the Guidelines.

Also, as shown in Figure 1, for each category of assessment features—universal tools, designated supports, and accommodations—there exists both embedded and non-embedded versions of the tools, supports, or accommodations depending on whether they are provided as digitally delivered components of the test administration system or separate from it.

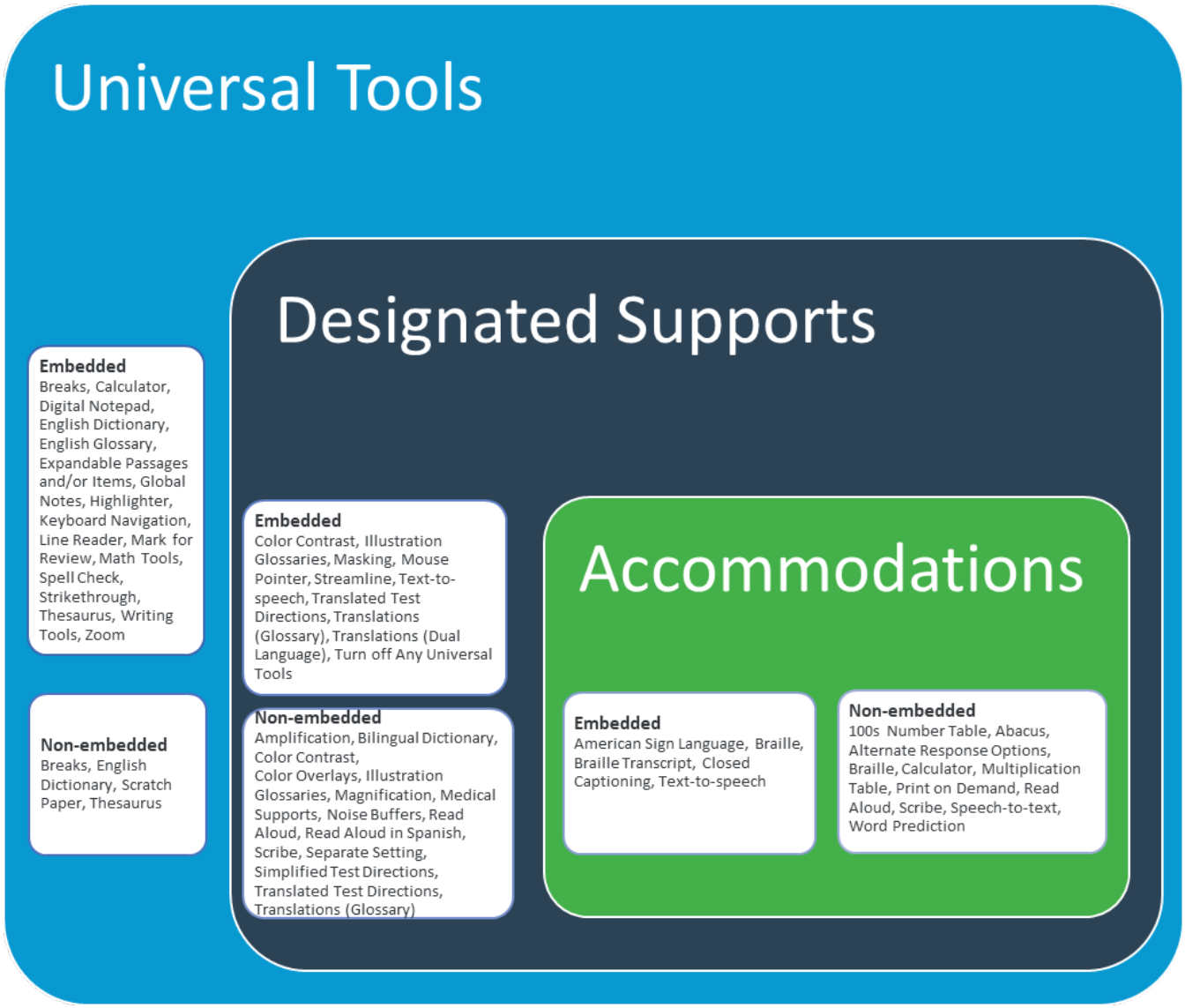

Figure 1: Conceptual Model Underlying the Smarter Balanced UAAG.

The Conceptual Model recognizes that all students should be held to the same expectations for academic instruction aligned with the Idaho Content Standards and have available to them universal accessibility features. It also recognizes that some students may have certain characteristics and access needs that require the use of accommodations for instruction and when they participate in the ISATs.

The *Idaho UAAG* presents the current universal tools, designated supports, and accommodations adopted by Idaho to ensure valid assessment results for all students participating in the ISAT comprehensive assessment system.

Structure of the Document

This document is divided into several parts, as listed below.

- **Introduction**: This section introduces the document and the conceptual model that is the basis for the universal tools, designated supports, and accommodations in the *Idaho UAAG*.
- **Section I**: This section features the universal tools available on interim and summative ISATs.
- **Section II**: This section features the designated supports available on interim and summative ISATs.
- **Section III**: This section features the accommodations available on interim and summative ISATs.
- **Appendix A**: This appendix provides a summary list of allowable universal tools, designated supports, and accommodations.
- **Appendix B**: This appendix describes lessons learned from research on universal design, accessibility tools, and accommodations.
- **Appendix C**: This appendix provides answers to Frequently Asked Questions.
- **Appendix D**: This appendix provides the Smarter Balanced Read Aloud Guidelines (June 30, 2020).
- **Appendix E**: This appendix provides the Smarter Balanced Scribing Protocol (June 30, 2020).
- **Appendix F**: This appendix provides a Revision Log that lists all changes to this document from previous versions of the *Smarter Balanced UAAG* by section, page, description, date, and version.

SECTION I: UNIVERSAL TOOLS

What are Universal Tools?

Universal tools are accessibility features of the assessment that are either provided as digitally delivered components of the test delivery system (TDS) or separate from it. Universal tools are available to **all students** based on student preference and selection. The universal tools described in this section are not modifications. Universal tools all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the Guidelines. Unless otherwise noted or described, universal tools are available for ELA/Literacy, mathematics and science assessments.

Embedded Universal Tools

The digitally delivered assessments include a wide array of embedded universal tools. These are available to all students as part of the TDS.

Table 1 lists the embedded universal tools available to all students for computer-administered assessments. It includes a description of each tool. Although these tools are available to all students, educators may determine that one or more might be distracting for a particular student, and thus might indicate that the tool should be turned off for the administration of the assessment to the student (see Section II – Designated Supports).

Table 1. Embedded Universal Tools Available to All Students

Embedded Universal Tool	Description
Breaks	The number of items 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 items 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.
Calculator (for calculator-allowed math items, grades 6-8 and HS) (for science items, grades 5, 8, and 11) (See Non-embedded Accommodations for students who cannot use the embedded calculator)	An embedded, grade-appropriate, on-screen digital calculator can be accessed for calculator-allowed mathematics items, and all science items when students click on the calculator button. This tool is available only with the specific mathematics items for which the Smarter Balanced Item Specifications indicate 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).

Embedded Universal Tool	Description
Digital notepad	This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
English dictionary (for ELA performance task full writes)	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. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English glossary	Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window. The student can access the embedded glossary by clicking on any of the pre-selected terms. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Expandable passages and/or items	Each passage/stimulus and/or associated item can be expanded so that it takes up a larger portion of the screen.
Global notes (for ELA performance tasks)	Global notes is a notepad that is available for ELA performance tasks in which students complete a full write. A full write is the second part of a performance task. The student clicks on the notepad icon for the notepad to appear. 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 items in the previous segment.
Highlighter	A digital tool for marking desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment.
Keyboard navigation	Navigation throughout text can be accomplished by using a keyboard.
Line reader	The student uses an onscreen universal tool to assist in reading by raising and lowering the tool for each line of text on the screen.
Mark for review	Allows students to flag items for future review during the assessment. Markings are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
Math tools	These digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to math items. They are available only with the specific items for which the Smarter Balanced Item Specifications indicate that one or more of these tools would be appropriate.
Spell check	Writing tool for checking the spelling of words in student-generated responses. Spell check only gives an indication that a word is misspelled; it does not provide the correct spelling. This tool is

Embedded Universal Tool	Description
	available only with the specific items for which the Smarter Balanced Item Specifications indicated that it would be appropriate. 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.
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.
Thesaurus (for ELA performance task full writes)	A thesaurus is available for the full write portion of an ELA/literacy performance task. A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Writing tools	Selected writing tools (i.e., bold, italic, bullets, undo/redo) are available for all student-generated responses. (Also see Spell check.)
Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger by clicking the Zoom In button. The student can click the Zoom Out button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen. To increase the default print size of the entire test, the print size must be set for the student in the test registration tool or set by the test administrator prior to the start of the test. This is the only feature that test administrators can set. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Non-Embedded Universal Tools

Some universal tools may need to be provided outside of the computer test administration system. These tools, shown in Table 2, are to be provided locally for students. They can be made available to any student.

Table 2. Non-Embedded Universal Tools Available to All Students

Non-Embedded Universal Tool	Description
Breaks	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

Non-Embedded Universal Tool	Description
	assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English dictionary (for ELA performance task full writes)	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 universal tool may result in the student needing additional overall time to complete the assessment.
Scratch paper	Students may use blank scratch paper to make notes, write computations, record responses, or create graphic organizers. Only plain paper or lined paper is appropriate for ELA. Graph paper is required beginning in sixth grade and can be used on all math assessments. Plain paper, lined paper and/or graph paper can be used for all science assessments. A whiteboard with a marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper. The assistive technology device needs to be familiar to the student and/or consistent with the child's IEP or 504 Plan. Access to internet must be disabled on assistive technology devices. **CAT**: 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, and/or assistive technology devices 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 erased to maintain test security.
Thesaurus (for ELA performance task full writes)	A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Appendix A provides a summary of universal tools, designated supports, and accommodations (both embedded and non-embedded) available for the ISATs in each content area.

SECTION II: DESIGNATED SUPPORTS

What are Designated Supports?

Designated supports are accessibility features available for use by **any student** for whom the need has been indicated by an educator or team of educators with parent/guardian and student. The designated supports described in this section are not modifications. Designated supports all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with these *Guidelines*. It is recommended that a consistent process be used to determine these supports for individual students. All educators making these decisions should be trained on the process and should be made aware of the range of designated supports available. Smarter Balanced members have identified digitally embedded and non-embedded designated supports for students for whom an adult or team has indicated a need for the support.

Designated supports need to be identified prior to assessment administration. Embedded and non-embedded supports must be entered into TIDE. Any non-embedded designated supports must be arranged for prior to testing and provided during testing by staff at the local level.

Who Makes Decisions About Designated Supports?

Informed adults make decisions about designated supports. Ideally, the decisions are made by all educators familiar with the student's characteristics and needs, as well as those supports that the student has been using during instruction and for other assessments. Student input to the decision, particularly for older students, is also recommended.

The use of an Individual Student Assessment Accessibility Profile (ISAAP), created and provided by Smarter Balanced, is one process that may be used to determine which designated supports should be available for an individual student. Schools may choose to use another decision-making process. **Regardless of the process used, all embedded designated supports must be activated prior to testing by entering information into the test registration tool.**

Embedded Designated Supports

Table 3 lists the embedded designated supports available to all students for whom the need has been indicated. It includes a description of each support along with recommendations for when the support might be needed. Unless otherwise noted or described, designated supports are available for ELA/Literacy, mathematics and science assessments.

Table 3. Embedded Designated Supports

Embedded Designated Support	Description	Recommendations for Use
Color contrast	Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background.	Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the student's needs.
Illustration glossaries (for math items)	Illustration glossaries are a language support. The illustration glossaries are provided for selected construct-irrelevant terms for math. Illustrations for these terms appear on the computer screen when students select them. Students with the illustration glossary setting enabled can view the illustration glossary. Students can also adjust the size of the illustration and move it around the screen.	Illustration glossaries for specific items are available for students who are: • advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities). • deaf or hard of hearing, but who are not proficient in American Sign Language (ASL). The use of this support may result in the student needing additional overall time to complete the assessment.
Masking	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.	Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus.
Mouse pointer (Size and Color)	This embedded support allows the mouse pointer to be set to a larger size and also for the color to be changed. A test administrator sets	Students who are visually impaired and need additional enlargement or a mouse pointer in a different color to more readily find their

Embedded Designated Support	Description	Recommendations for Use
	the size and color of the mouse pointer prior to testing.	mouse pointer on the screen will benefit from the mouse pointer support. Students who have visual perception challenges will also find this beneficial. The size and color are set during registration and cannot be changed during the administration of the assessment. Students should have ample opportunity to practice during daily instruction with the size and color to determine student preference. The mouse pointer can be used with the zoom universal tool. If students are using a magnification program (See Designated Support, magnification), the enlarged mouse pointer is built into magnification programs and mouse pointer may not be needed.
Streamlined Interface Mode	This designated support provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.	This designated support may benefit a small number of students who have specific learning and/or reading disabilities and/or visual impairment in which the text is presented in a more sequential format. Students should have familiarity interacting with items in streamline format.
Text-to-speech (for math and science stimuli and items and ELA items, not for reading passages)[1] (See Embedded Accommodations for ELA reading passages)	Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. Students would need to use this support regularly during

[1] See Embedded Accommodations for guidelines on the use of text-to-speech for ELA reading passages.

Embedded Designated Support	Description	Recommendations for Use
		instruction to meaningfully benefit from it on assessments. Students who use text-to-speech will need headphones unless tested individually in a separate setting.
Translated test directions (for math and science items)	Translation of test directions is a language support available prior to beginning the actual test items. Students can see test directions in another language. As an embedded designated support, translated test directions are automatically a part of the dual language translations designated support.	Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translated directions support. This support should only be used for students who are proficient readers in the other language and not proficient in English.
Translation (Glossary) (for math items)	Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms for math. Translations for these terms appear on the computer screen when students click on them. Students with the language glossary setting enabled can view the translated glossary. Students can also select the audio icon next to the glossary term and listen to the audio recording of the glossary.	Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translation glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment.
Language/Presentation (for math and science items)	Dual language translations are a linguistic support that is available for some students; dual language translations provide the full translation of each English test item and stimulus.	For students whose primary language is not English and who use dual language supports in the classroom, use of the dual language translation may be appropriate. Students participate in the assessment regardless of the language. This support will increase reading load and cognitive load. The use of this support may result in the student needing additional overall time to complete the assessment.

Non-Embedded Designated Supports

Some designated supports may need to be provided outside of the digital-delivery system. These supports, shown in Table 4, are to be provided locally for those students unable to use the designated supports when provided digitally.

Table 4. Non-Embedded Designated Supports

Non-Embedded Designated Support	Description	Recommendations for Use
Amplification	The student adjusts the volume control beyond the computer's built in settings using headphones or other non-embedded devices.	Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource likely requires a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security.
Bilingual dictionary (for ELA performance task full writes)	A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task.	For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.
Color contrast	Test content of online items may be printed with different colors.	Students with attention difficulties may need this support for viewing the test when digitally provided color contrasts do not meet their needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by

Non-Embedded Designated Support	Description	Recommendations for Use
		evidence of those colors that meet the student's needs.
Color overlays	Color transparencies are placed over a paper-based assessment.	Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs.
Illustration Glossaries (for math and science items, paper/pencil assessment)	Illustration glossaries are a language support. The illustration glossaries are provided for selected construct-irrelevant terms for math. Illustrations for these terms appear in a supplement to the paper-pencil test and are identified by item number.	Illustration glossaries for specific items are available for students who are: • advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities). • deaf or hard of hearing, but who are not proficient in American Sign Language (ASL). The use of this support may result in the student needing additional overall time to complete the assessment.
Magnification	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, navigation buttons, and mouse pointer) may be adjusted by the student with an assistive technology device or software. Magnification allows increasing the size and changing of the color contrast, including the size and color of the mouse pointer, to a level not provided for by the zoom universal tool, color contrast designated support, and/or mouse pointer designated support.	Students familiar with viewing enlarged text or graphics, or navigation buttons, with or without changes to color contrast, may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities. The use of this designated support may result in the student needing additional overall time to complete the assessment.
Medical Device	Students may have access to medical supports for medical purposes (e.g., Glucose Monitor). The medical	Educators should follow local policies regarding medical supports and ensure students' health is the highest

Non-Embedded Designated Support	Description	Recommendations for Use
	support may include a cell phone and should only support the student during testing for medical reasons.	priority. Electronic medical support settings must restrict access to other applications or the test administrator must closely monitor the use of the medical support to maintain test security. Use of medical supports may require a separate setting to avoid distractions to other test takers and to ensure test security.
Noise buffers	Ear mufflers, white noise, and/or other equipment used to block external sounds.	Student (not groups of students) wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.
Read aloud (for math and science stimuli and items and ELA items, not for reading passages) (See Non-embedded Accommodations for ELA reading passages)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Guidelines for Read Aloud. All or portions of the content may be read aloud.	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers should be provided to students on an individual basis—not to a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.
Read aloud in Spanish	Spanish text is read aloud to the student by a trained and qualified human reader who follows the	Students receiving the translations (dual language) designated support and who are struggling readers may

Non-Embedded Designated Support	Description	Recommendations for Use
paper-pencil assessment)	the English term and its translated equivalent.	needing additional overall time to complete the assessment.

Appendix A provides a summary of universal tools, designated supports, and accommodations (both embedded and non-embedded) available for the Smarter Balanced and Cambium Assessment, Inc. assessments.

SECTION III: ACCOMMODATIONS

What are Accommodations?

Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. The accommodations described in this section are not modifications. Accommodations all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the *Guidelines*. They allow students to show what they know and can do. Smarter Balanced members have identified digitally embedded and non-embedded accommodations for students for whom there is documentation of the need for the accommodations on an **Individualized Education Program (IEP) or 504 Plan**. One exception to the IEP or 504 requirements is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text or the scribe accommodations (if they have had sufficient experience with the use of these), as noted in this section.

Determination of which accommodations an individual student will have available for the assessment is necessary because these accommodations must be made available before the assessment, either by entering information into the test registration tool, for embedded accommodations, or by ensuring that the materials or setting are available for the assessment for non-embedded accommodations.

The Smarter Balanced Test Administration and Student Access Work Group recognized that accommodations could increase cognitive load or create other challenges for students who do not need them or who have not had experience using them. Because of this possibility, Smarter Balanced members agreed that a student's parent/guardian should know about the availability of specific accommodations through a parent/guardian report. This would ensure that parents/guardians are aware of the conditions under which their child participated in the assessment. Information included in the parent/guardian report should not be the basis for any educational decisions (such as eligibility for an Advanced Placement class) nor for documenting/reporting the use of the accommodation elsewhere (such as on a transcript).

Who Makes Decisions About Accommodations?

IEP teams and educators make decisions about accommodations. These teams (or educators for 504 Plans) provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 Plan.

The IEP team (or educator developing the 504 Plan) is responsible for ensuring that information from the IEP is entered into the test registration tool, so that all embedded accommodations can be activated prior to testing. This can be accomplished by identifying one person from the team to enter information into the test registration tool, or by providing information to the test coordinator who enters into the test registration tool a form that lists all accommodations and designated supports needed by individual students on IEPs or 504 Plans.

Embedded Accommodations

Table 5 lists the embedded accommodations available to those students for whom the accommodations are included on an IEP or 504 Plan. The table includes a description of each accommodation along with recommendations for when the accommodation might be needed and how it can be used. For those accommodations that may be considered controversial, a description of considerations about the use of the accommodation is provided. Unless otherwise noted or described, accommodations are available for ELA/Literacy, mathematics and science assessments.

Table 5. Embedded Accommodations

Embedded Accommodation	Description	Recommendations for Use
American Sign Language (ASL) (for ELA listening items and math items)	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.	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

Embedded Accommodation	Description	Recommendations for Use
		with clear presentation of the audio presentation in a listening test.
Braille	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 non-contracted braille is available; Nemeth and UEB Technical code(s) are available for math.	Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. Due to limitations with refreshable braille technology and math braille codes, refreshable braille is available only for ELA. For math, braille will be presented via embosser; embosser-created braille can be used for ELA also. Alternative text descriptions are embedded in the assessment for all graphics. The type of braille presented to the student (contracted or non-contracted) is set in the test registration tool. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
Braille transcript (for math items, and ELA listening passages)	A braille transcript of the closed captioning created for the listening passages. The braille transcripts are available in the following codes: ELA • EBAE uncontracted • EBAE contracted • UEB uncontracted • UEB contracted	Students may have difficulty hearing the listening portion of the passage and also do not have enough functional vision to read the closed captioning provided for the passage. These students who are visually impaired or blind and deaf or hard of hearing AND who use braille may have access to Braille Transcripts. These students must be registered in the test registration tool for both braille and closed captioning. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
Closed captioning (for ELA listening items)	Printed text that appears on the computer screen as audio materials are presented.	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 support

Embedded Accommodation	Description	Recommendations for Use
		notes via speech-to-text, and to view what they produce while composing via speech-to-text.
Text-to-speech (available for ELA reading passages, all grades)	Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. Members can refer to the Guidelines for Choosing TTS or Read Aloud in Grades 3-5 when deciding if this accommodation is appropriate for a student.	This accommodation is appropriate for a very small number of students. Text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 Plan. Students who use text-to-speech will need headphones unless tested individually in a separate setting.

Non-Embedded Accommodations

Table 6 lists the non-embedded accommodations available for the Smarter Balanced assessments for those students for whom the accommodations are documented on an IEP or 504 Plan. The table includes a description of each accommodation, along with recommendations for when the accommodation might be needed and how it can be used. For those accommodations that may be considered controversial, a description of considerations about the use of the accommodation is provided.

Table 6. Non-Embedded Accommodations

Non-Embedded Accommodation	Description	Recommendations for Use
100s number table (for math items)	A paper-based table listing numbers from 1 – 100 available from Smarter Balanced for reference. Download the 100s Number Table by Smarter Balanced.	Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 Plan.
Abacus (for math and science items)	This tool may be used in place of scratch paper for students who typically use an abacus.	Some students, including students with visual impairments or with documented processing impairments, who typically use an abacus may use an abacus in place of using scratch paper.
Alternate response options	Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky	Students with some physical disabilities (including both fine motor and gross motor skills) may need to

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APPENDIX A: SUMMARY OF UNIVERAL TOOLS, DESIGNATES SUPPORTS, AND ACCOMMODATIONS

Table 7: Embedded Universal Tools, Designated Supports, and Accommodations

Universal Tools	Designated Supports	Accommodations
Breaks Calculator[2] Digital Notepad English Dictionary[3] English Glossary Expandable Passages and/or Items Global Notes[4] Highlighter Keyboard Navigation Line Reader Mark for Review Math Tools[5] Spell Check Strikethrough Thesaurus[6] Writing Tools[7] Zoom	Color Contrast Illustration Glossaries[8] Masking Mouse Pointer Streamline Text-to-Speech[9] Translated Test Directions[10] Translations (Glossary)[11] Translations (Dual Language)[12]	American Sign Language[13] Braille Braille Transcript Closed Captioning[14] Speech-to-text Text-to-Speech[15]

[2] For calculator-allowed math items only in grades 6–8 and HS, and for science items in grades 5, 8, and 11

[3] For ELA performance task full writes

[4] For ELA performance tasks

[5] Includes embedded ruler, embedded protractor

[6] For ELA performance task full writes

[7] Includes bold, italic, underline, indent, cut, paste, spell check, bullets, undo/redo

[8] For math items

[9] For math and science stimuli and items and ELA items (not for reading passages)

[10] For math items

[11] For math items

[12] For math items

[13] For ELA listening Items and math items

[14] For ELA listening items

[15] For ELA reading passages, all grades

Table 8: Non-Embedded Universal Tools, Designated Supports, and Accommodations

Universal Tools	Designated Supports	Accommodations
Breaks	Amplification	100s Number Table
English Dictionary[16]	Bilingual Dictionary[18]	Abacus
Scratch Paper	Color Contrast	Alternate Response Options[24]
Thesaurus[17]	Color Overlays	Braille[25]
	Illustration Glossaries[19]	Calculator[26]
	Magnification	Multiplication Table
	Medical Supports	Print on Demand
	Noise Buffers	Read Aloud[27]
	Read Aloud[20]	Scribe[28]
	Read Aloud in Spanish[21]	Speech-to-Text
	Scribe[22]	Word Prediction
	Separate Setting	
	Simplified Test Directions	
	Translated Test Directions	
	Translations (Glossary)[23]	

[16] For ELA performance task full writes

[17] For ELA performance task full writes

[18] For ELA performance task full writes

[19] For math items, paper-pencil assessment

[20] For math and science stimuli and items and ELA items (not for reading passages)

[21] For math, all grades

[22] For all items except ELA performance task full writes

[23] For math items on the paper-pencil assessment

[24] Includes adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, Filter Keys, adapted mouse, touch screen, head wand, and switches.

[25] For math and ELA paper-pencil assessment

[26] For calculator-allowed items only, grades 6–8 and HS

[27] For ELA reading passages, all grades

[28] For ELA performance task full writes

APPENDIX B: RESEARCH-BASED LESSONS LEARNED ABOUT UNIVERSAL DESIGN, ACCESSIBILITY TOOLS, AND ACCOMMODATIONS

More than half of all Consortium members participated in research spurred by the opportunity that members had to develop alternate assessments based on modified achievement standards (AA-MAS). The research conducted since 2007 provides numerous findings that are relevant to the next-generation assessments. Lessons learned from this research that are relevant to the Smarter Balanced assessment system are highlighted here.[29]

Who might benefit from accessibility features identified by AA-MAS research?

Several studies explored the characteristics of students who might benefit from an AA-MAS and the accessibility features incorporated in the assessment. These studies consistently found:

- Students with and without Individualized Education Programs (IEPs) and 504 Plans would likely benefit from assessments with increased accessibility features.
- Students identified for the AA-MAS or who were among the lowest performing students in a member state/territory tended to be males, ethnic or racial minorities, English learners, or from low socioeconomic backgrounds.
- Students identified for the AA-MAS tended to have difficulty with:
    - Print materials
    - High vocabulary load materials
    - Directions
    - Multi-step problem solving
- Students identified for the AA-MAS tended to have:
    - Distractibility
    - Limited meta-cognitive skills
    - Poor organizational skills
    - Poor self-monitoring skills
    - Slower work pace
    - Limited working memory capacity

[29] The research used to develop this summary was highlighted in the document *Lessons Learned in Federally Funded Projects That Can Improve the Instruction and Assessment of Low Performing Students with Disabilities,* edited by M. Thurlow, S. Lazarus, and S. Bechard (2012), available at https://nceo.umn.edu/docs/OnlinePubs/LessonsLearned.pdf, and presentations by the authors of three of the chapters in the *Lessons Learned* report, Sue Bechard, Vince Dean, Sheryl Lazarus, and Shelly Loving-Ryder, along with representatives from the two general assessment consortia (PARCC – Tamara Reavis; Smarter Balanced – Magda Chia).

What changes can be made to test items and tests that do not change the construct being assessed?

Many studies examined the effects of changes to test items or the tests themselves. Among those changes that did not violate the construct were:

- Enhanced directions
- Increased size of text and visuals
- Increased white space
- Simplified formats, including simplified visuals
- Underlining

Among those changes that might not violate the construct, depending on how the construct was specifically defined, were:

- Adding visuals
- Bolding text
- Simplifying language in item stems
- Changing distractors by editing the attractive distractor or changing the order of distractors
- Chunking text by embedding questions within a passage
- Reordering items
- Providing thought questions or hint boxes
- Scaffolding for vocabulary, definition, context, inference, or complex questions

Other findings highlighted the need for individualized decisions about some accessibility features. For example:

- Read-aloud features are differentially effective for and preferred by students.
- Some features increase engagement and motivation in students.
- Too many features can be confusing to students.

Researchers found that students needed to have the opportunity to practice new item types and new accessibility features. In addition, their research emphasized the benefits of cognitive labs and item tryouts with students.

What can test developers to do build on the lessons learned from AA-MAS research and implementation?

Many studies and AA-MAS implementation efforts pointed to considerations for test developers. For example:

- Require item-writer training that focuses on universal design and accessibility principles.
- Develop items from scratch rather than attempting to modify existing items to increase universal design and accessibility characteristics.

APPENDIX C: SMARTER BALANCED UAAG FREQUENTLY ASKED QUESTIONS

Smarter Balanced members identified frequently asked questions (FAQs) and developed applicable responses to support the information provided in the Smarter Balanced Assessment Consortium *Usability, Accessibility, and Accommodations Guidelines*. These questions and responses, as well as the information in the *Guidelines* document apply to the Smarter Balanced interim and summative assessments.

Members may use these FAQs to assist districts and schools to understand the universal tools, designated supports, and accommodations available for the Smarter Balanced assessments. Schools may use them with decision-making teams (including parents) as decisions are made and implemented with respect to the use of the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*.

Additional information to aid in the implementation of the *Guidelines* is available in the *Individual Student Assessment Accessibility Profile (ISAAP) Module*, the *Test Administration Manual*, and the *Implementation Guide*. These documents may be found on the Smarter Balanced website.

The FAQs are organized into four sections. First are general questions. Second is a set of questions about specific universal tools and designated supports. Questions that pertain specifically to English learners (ELs) comprise the third set of FAQs, and questions that pertain specifically to students with disabilities comprise the fourth set of FAQs.

Overview of FAQs

1. *What are the differences among the three categories of universal tools, designated supports, and accommodations?*
2. *Which students should use each category of universal tools, designated supports, and accommodations?*
3. *What is the difference between embedded and non-embedded approaches? How might educators decide what is most appropriate?*
4. *Who determines how non-embedded accommodations (such as read aloud) are provided?*
5. *Are any students eligible to use text-to-speech or read aloud for ELA reading passages on the Smarter Balanced assessments?*
6. *Why are some accommodations that were allowed on previous assessments not listed in the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines?*
7. *Under which conditions may a member elect not to make available to its students an accommodation that is allowed by Smarter Balanced?*
8. *Can members allow additional universal tools, designated supports, or accommodations to individual students on a case-by-case basis?*
9. *What is to be done for special cases of "sudden" physical disability?*
10. *Who reviewed the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines?*
11. *Where can a person go to get more information about making decisions on the use of designated supports and accommodations?*

36. *Is an embedded ASL accommodation available on ELA items that are not part of the listening portion of the test?*
37. *Will sign languages other than ASL (including signing in other languages) be available?*
38. *Can interpreters be used for students who are deaf or hard of hearing who do not use ASL?*
39. *What options do districts have for administering Smarter Balanced assessments to students who are blind?*
40. *Why is the non-embedded abacus an accommodation for the non-calculator items? Doesn't an abacus serve the same function as a calculator?*
41. *Can students without documented disabilities who have had a sudden injury use any of the Smarter Balanced accommodations?*
42. *How will the test administrator know prior to testing that the print on demand accommodation may be needed?*
43. *For the print on demand accommodation, how are student responses recorded—by a scribe or some other method?*
44. *How do member officials monitor training and qualifications for the non-embedded read aloud accommodation?*
45. *For students taking the paper-pencil test, can read aloud be provided in small groups?*
46. *If students are using their own devices that incorporate word prediction, will this impact their score?*
47. *How are assistive technology (AT) devices certified for use for the Smarter Balanced assessments?*
48. *What kind of medical supports may be used by students? What monitoring is needed?*
49. *For text-to-speech designated support and text-to-speech accommodation, can the student have their responses read back to them?*

General FAQs

1. What are the differences among the three categories of universal tools, designated supports, and accommodations?

Universal tools are access features that are available to all students based on student preference and selection. Designated supports for the Smarter Balanced assessments are those features that are available for use by any student (including English learners, students with disabilities, and English learners with disabilities) for whom the need has been indicated by an educator or team of educators (with parent/guardian and student input as appropriate). Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments by generating valid assessment results for students who need them and allowing these students the opportunity to show what they know and can do. The *Usability, Accessibility, and Accommodations Guidelines* identify accommodations for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 Plan.

Universal Tools, designated supports, and accommodations may be either embedded in the test administration system or provided locally (non-embedded).

2. Which students should use each category of universal tools, designated supports, and accommodations?

Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. Designated supports are available only to students for whom an adult or team (consistent with member-designated practices) has indicated the need for these supports (as well as those students for whom the need is documented).

Accommodations are available only to those students with documentation of the need through either an Individualized Education Program (IEP) or a 504 Plan. Students who have accommodations on their IEPs or 504 Plans also may use designated supports and universal tools.

Table 9: What Tools are Available for My Students:

Accessibility Feature	All Students	English Learners (Els)	Students with Disabilities	ELs with Disabilities
Universal Tools	Yes	Yes	Yes	Yes
Designated Supports	Yes[30]	Yes[31]	Yes	Yes
Accommodations	No	No	Yes	Yes

3. What is the difference between embedded and non-embedded approaches? How might educators decide what is most appropriate?

Embedded versions of the universal tools, designated supports, and accommodations are provided digitally through the test delivery system while non-embedded versions are provided at the local level through means other than the test delivery system. The choice between embedded and non-embedded universal tools and designated supports should be based on the individual student's needs. The decision should reflect the student's prior use of, and experience with, both embedded and non-embedded universal tools, designated supports, and accommodations. It is important to note that although print on demand is a non-embedded accommodation, permission for students to request printing must first be set in the test registration tool.

4. Who determines how non-embedded accommodations (such as read aloud) are provided?

IEP teams and educators make decisions about non-embedded accommodations. These teams (or educators for 504 Plans) provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 Plan. Members are responsible for ensuring that districts and schools follow Smarter Balanced guidance on the implementation of these accommodations.

5. Are any students eligible to use text-to-speech or read aloud for ELA reading passages on the Smarter Balanced assessments?

[30] Only for instances that an adult (or team) has deemed the supports appropriate for a specific student's testing needs.

[31] Only for instances that an adult (or team) has deemed the supports appropriate for a specific student's testing needs.

In addition, it is recommended that decision makers refer to professional development materials provided by Smarter Balanced or state offices on the *Individual Student Assessment Accessibility Profile (ISAAP)* or member-developed process, as well as other member-developed materials consistent with the Smarter Balanced Implementation Guide.

Additional information on the decision-making process, and ways to promote a thoughtful process rather than an automatic reliance on a checklist or menu, is available through materials developed by groups of members.[32]

12. What security measures need to be taken before, during, and after the assessment for students who use universal tools, designated supports, and/or accommodations?

Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity of a test and validity of test results. Ensuring that only authorized personnel have access to the test and that test materials are kept confidential is critical in technology-based assessments. In addition, it is important to guarantee that (a) students are seated in such a manner that they cannot see each other's terminals, (b) students are not able to access any unauthorized programs or the internet while they are taking the assessment, and (c) students are not able to access any externally saved data or computer shortcuts while taking the test. Prior to testing, the IEP team should check on compatibility of assistive technology devices and make appropriate adjustments if necessary. When a non-embedded designated support or accommodation is used that involves a human having access to items (e.g., reader, scribe), procedures must be in place to ensure that the individual understands and has agreed to security and confidentiality requirements. Test administrators need to (a) keep testing materials in a secure place to prevent unauthorized access, and (b) keep all test content confidential and refrain from sharing information or revealing test content.

Printed test items/stimuli, including embossed braille printouts, must be collected and inventoried at the end of each test session and securely shredded immediately. DO NOT keep printed test items/stimuli for future test sessions.

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[32] These materials were developed by collaboratives of members to address decision making for students with disabilities, ELs, and ELs with disabilities:

- *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities* (3rd ed.). Washington, DC: Assessing Special Education Students State Collaborative on Assessment and Student Standards, Council of Chief State School Officers.

- *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners*. Washington, DC: Assessing English Language Learners State Collaborative on Assessment and Student Standards, Council of Chief State School Officers.

- *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners with Disabilities*. Washington, DC: Assessing Special Education Students and English Language Learners State Collaboratives on Assessment and Student Standards, Council of Chief State School Officers.

FAQs Pertaining to Students with Disabilities

35. What accommodations are available for students with disabilities (including ELs with disabilities)?

Students with disabilities (including those who are ELs) can use embedded accommodations (e.g., American Sign Language, braille) and non-embedded accommodations (e.g., abacus, alternate response options, speech-to-text, word prediction) that have been documented on an IEP or 504 Plan. These students also may use universal tools and designated supports. A full list of accommodations can be found in the Guidelines document, Table 5 and Table 6.

36. Is an embedded ASL accommodation available on ELA items that are not part of the listening portion of the test?

The embedded ASL accommodation is not currently available on any ELA items that are not part of the listening claim. For the listening portion of the test, a student who is deaf or hard of hearing who has a documented need in an IEP or 504 Plan may use the embedded ASL.

37. Will sign languages other than ASL (including signing in other languages) be available?

Currently, only ASL is available.

38. Can interpreters be used for students who are deaf or hard of hearing who do not use ASL?

Smarter Balanced has consulted with external experts who have unanimously advised against this practice. Research indicates severe challenges with standardization and quality.

39. What options do districts have for administering Smarter Balanced assessments to students who are blind?

Students who are blind and who prefer to use braille should have access to either screen reader support with refreshable braille (only for ELA) or screen reader support with on-site embosser-created braille (for ELA or math). Students who are blind may also take a paper-pencil form of the assessment in braille. Various braille codes are offered for both online and paper-pencil braille.

For those students who are blind and prefer to use text-to-speech, access to text-to-speech should be provided for the math test and for ELA items only (text-to-speech is not available on ELA reading passages without a specific documented need in the student's IEP or 504 Plan).

Non-embedded read aloud accommodation in all grades is available for students who have an indicated need on ELA reading passages in their IEP or 504 Plan. Students should participate in the decision about the accommodation they prefer to use and should be allowed to change during the assessment if they ask to do so. Students can have access to both braille and text-to-speech that are embedded in the Smarter Balanced assessment system.

40. Why is the non-embedded abacus an accommodation for the non-calculator items? Doesn't an abacus serve the same function as a calculator?

An abacus is similar to the sighted student using paper and pencil to write a problem and do calculations. The student using the abacus must have an understanding of number sense and must know how to do calculations with an abacus.

41. Can students without documented disabilities who have had a sudden injury use any of the Smarter Balanced accommodations?

Students without documented disabilities who have experienced a physical injury that impairs their ability to use a computer may use some accommodations, provided they have had sufficient experience with them. Both speech-to-text and scribe are accommodations that are available to students who have experienced a physical injury such as a broken hand or arm, or students who have become blind through an injury and have not had sufficient time to learn braille. Prior to testing a student with a sudden physical injury, regardless of whether a 504 Plan is started, test administrators should contact their district test coordinator or other authorized individuals to ensure the test registration system accurately describes the student's status and any accommodations that the student requires.

42. How will the test administrator know prior to testing that the print on demand accommodation may be needed?

The test administrator will know this information prior to testing because accommodations need to be documented beforehand and print on demand is an accommodation. Any accommodations—including both embedded and non-embedded accommodations—need to be entered into the test registration tool. The print on demand accommodation applies to either passages/stimuli or items, or both.

43. For the print on demand accommodation, how are student responses recorded—by a scribe or some other method?

The method of recording student responses depends on documentation in the IEP or 504 Plan (e.g., after first recording responses on the paper version, the student could enter responses into the computer or the scribe could enter responses into the computer). All individuals acting as a scribe must have read, agreed to, and signed a test security agreement.

44. How do member officials monitor training and qualifications for the non-embedded read aloud accommodation?

Members will need to develop processes and procedures to monitor training and the qualifications of individuals who provide the read aloud accommodation when text-to-speech is not appropriate for a student. Member officials can use the Smarter Balanced ELA Audio Guidelines and Mathematics Audio Guidelines available online to obtain additional information about recommended processes to follow. Members can also use the *Smarter Balanced Read Aloud Guidelines* (see Appendix D).

45. For students taking the paper-pencil test, can read aloud be provided in small groups?

For a paper-pencil test, read aloud can be administered to a small group of students as long as the students are taking the same test (e.g., grade, content area) and students have experience testing

under this condition. The number of students in the small group should allow a student to ask the reader to slow down or to repeat text without the request distracting others. For online assessments, readers should be provided to students on an individual basis.

46. If students are using their own devices that incorporate word prediction, will this impact their score?

Word prediction is an allowable non-embedded accommodation. The students' score will not be affected under these circumstances. Students using these devices must still use their knowledge and skills to review and edit their answers.

47. How are assistive technology (AT) devices certified for use for the Smarter Balanced assessments?

Assistive technology device manufacturers may use the Smarter Balanced practice test through a secure browser as a method of determining whether a device works with the assessment. In addition, schools and districts can use the practice test through a secure browser to evaluate devices to ensure their functions are consistent with those allowed in the UAAG.

48. What kind of medical supports may be used by students? What monitoring is needed?

Medical supports would encompass any supports that have been prescribed or recommended by a medical professional who supports the student's health. The student's health and well-being are the highest priority. Medical supports may require the use of an app on a cell phone or tablet. These supports are not exhaustive but may include: glucose monitors, durable medical equipment, hearing aids, FM systems, service animals, etc. The use of medical supports may require a separate setting or additional monitoring by the test administrator to ensure the student is not accessing the internet for any other purpose.

49. For text-to-speech designated support and text-to-speech accommodation, can the student have their responses read back to them?

Text-to-speech is available as a designated support to all students for whom an adult or team has indicated it is needed for math items and for ELA items (but not ELA reading passages). Text-to-speech for ELA reading passages is available for students in all grades only if the student has an IEP or 504 Plan. Both policies allow text to be read to the student, including student responses. For text-to-speech (designated support or accommodation) and text-to-speech student responses to be available for a student, they must be entered into the test registration tool.

APPENDIX D: SMARTER BALANCED UAAG REVISION LOG

Updates to the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* are captured in this Revision Log. Updates are based on requests from members that do not impact policy. Any changes impacting policy require discussion and vote by Governing members. Updates captured in the Revision Log are separated into two categories:

- **Clarification**: Updates of this type add details to existing information included in the Guidelines.
- **Increased Flexibility**: Updates of this type reflect explicatory information included in the Guidelines that result in augmented access to Smarter Balanced assessments.

Revisions are captured in tracking tables according to category. In cases where both **Clarification** and **Increased Flexibility** edits are made, changes to the Guidelines will be captured in Table 11: **Increased Flexibility**.

Table 10: Clarification

Section	Page	Clarification: Description of Changes	Date	Version
Table 3	9	Consistently used the term "ELA reading passages" instead of "ELA passages" to clarify availability of text-to-speech as an embedded designated support.	03/12/14	1.2
Table 4	12	Consistently used the term "ELA reading passages" instead of "ELA passages" to clarify availability of read aloud as a non-embedded designated support.	03/12/14	1.2
Table 5	17	Consistently used the term "ELA reading passages" instead of "ELA passages" to clarify availability of text-to-speech as an embedded accommodation.	03/12/14	1.2
Table 6	19	Consistently used the term "ELA reading passages" instead of "ELA passages" to clarify availability of read aloud as a non-embedded accommodation.	03/12/14	1.2
Table 3	10	Added verbiage clarifying the audio component of translated glossaries.	08/01/14	2.1
Table 3	10	Added clarifying language for the translated test directions embedded designated support, "As an embedded designated support, translated test directions are automatically a part of the stacked translation designated support."	11/5/14	2.2

Section	Page	Clarification: Description of Changes	Date	Version
Appendix C	32	Added question 16 to FAQs, which reflects information about a state vote addressing accessibility resources discussed and not included.	11/5/14	2.2
Global	No page	References to Consortium "states" were changed to "members."	6/1/15	3.1
Global	No page	References to TIDE were changed to ART.	6/1/15	3.1
Figure 1	No page	Updated graphic to reflect new resources.	6/1/15	3.1
Introduction	5	Updated to include all appendices (A–E) and descriptions.	6/1/15	3.1
Table 1 Table 6 Appendix A	6 19 23	Inserted grade levels for which calculators are permitted.	6/1/15	3.1
Table 4	15	Updated the description of non-embedded Translations (Glossaries) to reflect that it is a resource available only for paper-pencil tests.	6/1/15	3.1
Appendix C	36	Added question 43 to FAQs to clarify small-group administration of the Read Aloud.	6/1/15	3.1
Appendix D	39	Example added to guidance regarding misspellings in the Read Aloud Protocol.	6/1/15	3.1
Table 4	14	Updated description of Separate Setting to include, "or to use a device requiring voicing (e.g., a Whisper Phone)."	8/15/15	3.2
Appendix C	32	Added FAQ 17 to describe the process for updating the UAAG.	8/15/15	3.2
Introduction	9	Elementary and Secondary Education Act (ESEA) (reauthorized as the No Child Left Behind Act of 2001 – NCLB) replaced with: Every Student Succeeds Act (ESSA) of 2016 and/or ESSA	7/1/16	4.1
Introduction FAQ 2	3	To maintain consistency throughout the document, the description of DS updated to: Designated	7/1/16	4.1

Section	Page	Clarification: Description of Changes	Date	Version
	27	supports are available to students for whom the need has been indicated by an educator (or team of educators with parent/guardian and student).		
Section Introductory Text	6 9 16	Added verbiage to introductory text to clarify impact of using accessibility resources: "The following [Universal Tools/Designated Supports/Accommodations] are not modifications. Universal tools all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the *Guidelines*."	7/1/16	4.1
Table 4 Table 6	13 20	Read Aloud policy clarified and updated for consistency through document to indicate use of separate setting may be needed.	7/1/16	4.1
Table 5	18	Incorrect reference to "Read Aloud" corrected to Text-to-speech.	7/1/16	4.1
Table 6	21	To maintain consistency in the document, a footnote referencing appendix A was added.	7/1/16	4.1
FAQ 1	26	Formatting updated to increase readability.	7/1/16	4.1
FAQ 10	29	Verbiage updated to more clearly reflect current process for soliciting feedback.	7/1/16	4.1
FAQ 11	29	Updated link to the Practice test	7/1/16	4.1
FAQ 12	30	Update verbiage to align with new policy on scratch paper, which includes use of white boards and assistive technology devices	7/1/16	4.1
FAQ 29	35	Updated the link to the translations accommodation framework	7/1/16	4.1
Global	No page	English language learner updated to English learner	6/30/17	4.2
Global	No page	Formatting updates to increase readability. Editorial changes to increase consistency within and across documentation and to include updated information and references.	6/30/17	4.2

Section	Page	Clarification: Description of Changes	Date	Version
Table 4	14	Added verbiage to Magnification, "Magnification allows increasing the size **and changing of the color contrast, including the size and color of the mouse pointer,** to a level not provided for by the zoom universal tool, **color contrast designated support, and/or mouse pointer designated support.**"	6/30/17	4.2
Table 3, Table 4	11, 14	To Read aloud and Text-to-speech, added clarifying verbiage, "for math **stimuli and** items."	6/30/17	4.2
Table 4	15	To Separate Setting, added verbiage, "use Amplification" and "It may also include a calming device or support as recommended by educators and/or specialists."	6/30/17	4.2
Table 4	15	For Scribe, added clarifying verbiage, "(for all items except ELA performance task full write. (See Accommodations for ELA performance task full write)"	6/30/17	4.2
Table 5	18	Included updated verbiage on technology, "Due to limitations with refreshable braille technology and math" and "Alternative text descriptions are embedded in the assessment for all graphics."	6/30/17	4.2
Table 6	20	Inserted grade levels to the 100s Number Table	6/30/17	4.2
Table 6	20	For Scribe, added clarifying verbiage, "(for ELA performance task full write.) (See Designated Supports for all items except ELA performance task full write)"	6/30/17	4.2
Global	No page	Carried out minor editorial changes to the text of the document to remove spelling or grammatical errors and to increase consistency in terminology and capitalization.	6/28/18	6.1
FAQ 27	41	Added FAQ, Why are resources to support English language proficiency needs classified as universal tools and designated supports?	6/28/18	6.1
Read Aloud Protocol	49-53	Removed "numbers greater than 99, however, should be read as individual numbers" and updated the examples that follow for this removal	6/28/18	6.1

Section	Page	Clarification: Description of Changes	Date	Version
Read Aloud Protocol	50-52	Added examples for square roots, functions, comparing lines, shapes and angles, trigonometry, and images/graphics, diagrams. Removed example for graphic organizer.	6/28/18	6.1
Read Aloud Protocol	60	Updated reference links	6/28/18	6.1
Scribing Protocol	61	From the section guiding scribing for selected responses, removed "Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written."	6/28/18	6.1
Global	No page	Carried out minor editorial changes to the text of the document to remove spelling or grammatical errors and to increase consistency in terminology and capitalization	6/27/19	7.1
Table 4	15	Changed "Medical Device" to "Medical Supports" and updated the verbiage to reflect the change	6/27/19	7.1
Table 5	20	Updated verbiage for Braille, "Contracted and non-contacted Braille is available; Nemeth and UEB technical code(s) are available for math."	6/27/19	7.1
Appendix A	28	Changed "Medical Device" to Medical Supports"	6/27/19	7.1
FAQ 11	39	Removed reference links	6/27/19	7.1
FAQ 32	44	Added Burmese, Hmong, and Somali	6/27/19	7.1
FAQ 34	46	Added Burmese, Hmong, and Somali; removed Tagalog and Ilokano	6/27/19	7.1
Appendix C	48	Added FAQ, What kind of medical supports may be used by students? What monitoring is needed?	6/27/19	7.1
Scribing Protocol	No page	Updated reference links	6/27/19	7.1

Table 11: Increased Flexibility

Section	Page	Increased Flexibility: Description of Changes	Date	Version
Table 2	8	Scratch paper, the non-embedded universal tool, description has additional details regarding the performance task testing sessions: "For mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper 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 to maintain test security."	03/12/14	1.2
Table 4	14	Added information regarding the availability of translated test directions in PDF format. New accessibility resource also added to Figure 1 and Appendix A.	08/01/14	2.1
Table 4	14	To separate setting, added that, "A specific adult, trained in a manner consistent with the TAM, can act as test proctor (test administrator) when student requires it."	08/01/14	2.1
Table 4	13	Added information regarding the availability of noise buffers. New accessibility resource also added to Figure 1 and Appendix A.	08/01/14	2.1
Appendix C	26	Added the FAQs section.	08/01/14	2.1
Table 4	13	Moved noise buffers from non-embedded accommodations to non-embedded designated support. Same change was made to graphic and Appendix A table.	11/5/14	2.2
Table 5	18	Added descriptive information on the Streamline accommodation. Streamline was also added to graphic and Appendix A table.	11/5/14	2.2
Table 6	20	Throughout document, updated the policy on Read Aloud non-embedded Accommodation, per member vote on 3/6/15	3/9/15	2.3

Section	Page	Increased Flexibility: Description of Changes	Date	Version
Appendix D	38	Added Read Aloud protocol reflecting change in policy as per member vote on 3/6/15	3/9/15	2.3
Intro, Appendix C	1 28	Added descriptive information regarding temporary approvals for individual unique student accommodations or designated supports. Language to address this language included in FAQ 6.	6/1/15	3.1
Table 4	13	Added information regarding the availability of Read Aloud in Spanish. New accessibility resource also added to Figure 1 and Appendix A.	6/1/15	3.1
Table 4	14	Updated the information on Translated Test Directions to include ELA	6/1/15	3.1
Table 6, Appendix C	20 35	Removed the conditional school year 2014-2015 for the Read Aloud non-embedded accommodation on ELA passages. Language consistent with this change included in FAQ 37.	6/1/15	3.1
Appendix C	34	Added languages to reflect all languages offered for Translated Test Directions to FAQ 30.	6/1/15	3.1
Table 2	9	To Scratch Paper, added verbiage, “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.” … “Access to internet must be disabled on assistive technology devices.” … “All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session.” … “whiteboards should be erased, and notes on assistive technology devices erased to maintain test security.”	7/1/16	4.1
Table 4	14	Added information regarding the availability of Designated Support, Simplified Test Directions. New accessibility resource also added to Figure 1 and Appendix A.	7/1/16	4.1
Table 6	19	Added information regarding the availability of Accommodation, 100s Number Table. New accessibility resource also added to Figure 1 and Appendix A.	7/1/16	4.1

Section	Page	Increased Flexibility: Description of Changes	Date	Version
Table 1	7	Added information regarding the availability of the embedded Universal Tool, Line reader. New accessibility resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 1	7	Updated information to acknowledge the availability of the embedded Universal Tool, Thesaurus. Resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 3	11	Added information regarding the availability of the embedded Designated Support, Mouse pointer. New accessibility resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 4	13	Added information regarding the availability of the non-embedded Designated Support, Amplification. New accessibility resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 5	19	Added information regarding the availability of the embedded Accommodation, Braille Transcript. New accessibility resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 6	20	Added information to acknowledge the availability of the non- embedded (paper-pencil) Accommodation, Braille. Resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 6	23	Added information regarding the availability of the non-embedded Accommodation, Word Prediction. New accessibility resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 2	8	Added to the description for the non-embedded universal tool, scratch paper, “including the use of digital graph paper” and “familiar to the student and/or” and removed “and acceptable to the member.”	6/28/18	6.1
Table 3	11	Streamline added as an embedded designated support.	6/28/18	6.1

Section	Page	Increased Flexibility: Description of Changes	Date	Version
Table 4	14	Added policy for non-embedded designated support, medical device. New accessibility resource also added to Figure 1 and Appendix A.	6/28/18	6.1
Table 5	20	Added the UEB codes that will be available for embedded braille in the 18-19 school year.	6/28/18	6.1
Table 5	20	Removed the embedded accommodation, streamline. As described above, streamline was added as an embedded designated support.	6/28/18	6.1
Table 6	21	Added "**including students with** visual impairments **or with documented processing impairments**" to the recommendations for use for the abacus policy.	6/28/18	6.1
Table 3	11	Added information regarding the availability of embedded Designated Support, Illustration Glossaries. New accessibility resource also added to Figure 1 and Appendix A.	6/27/19	7.1
Table 4	15	Added information regarding the availability of non-embedded Designated Support, Illustration Glossaries. New accessibility resource also added to Figure 1 and Appendix A.	6/27/19	7.1
Global	No page	References to "ART" were changed to "test registration tool."	6/30/20	8.1
Global	No page	Carried out minor editorial changes to the text of the document to remove spelling or grammatical errors and to increase consistency in terminology and capitalization.	6/30/20	8.1
Table 1	9	For Calculator, changed grade levels from "6-8 and 11" to "6-8 and HS." Change also applied in Table 6 and Appendix A.	6/30/20	8.1
Table 1	10	Added "and/or items" to Expandable passages resource name.	6/30/20	8.1
Table 1	10	Added to the description for the non-embedded universal tool, Expandable passages and/or items, "**passage/stimulus and/or associated item**"	6/30/20	8.1

Section	Page	Increased Flexibility: Description of Changes	Date	Version
Table 2	11	For Scratch paper, updated verbiage "Scratch paper to make notes, write computations, or record responses may be available" to "Students may use blank scratch paper to make notes, write computations, record responses, or create graphic organizers."	6/30/20	8.1
Table 3	15	For Text-to-speech, updated verbiage "This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction" to "Students would need to use this support regularly during instruction to meaningfully benefit from it on assessments."	6/30/20	8.1
Table 6	25	Removed grade levels from 100s number table.	6/30/20	8.1
Table 6	26	For Calculator, updated verbiage "A non-embedded, **stand-alone** calculator for students needing a **specialized** calculator…" to the resource description.	6/30/20	8.1
Table 6	26	For Calculator, removed "with visual impairments" from the recommendations for use and updated verbiage "Test administrators should ensure that the calculator is available only for designated calculator items and that calculator functions are consistent with those of the embedded calculator for each grade level. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed."	6/30/20	8.1
Table 6	26	Removed grade levels from Multiplication table. Updated resource description verbiage from "A paper-based multiplication table will be available from Smarter Balanced for reference" to "A paper-based multiplication table **containing numbers 1 – 12** will be available from Smarter Balanced for reference."	6/30/20	8.1
FAQ 16	43	Removed "Multiplication table for mathematics items in grade 3" and added "Graphic organizers that are not created by the student (see Scratch paper policy).	6/30/20	8.1

Section	Page	Increased Flexibility: Description of Changes	Date	Version
Global	No page	Carried out minor editorial changes to the text of the document to remove spelling or grammatical errors and to increase consistency in terminology and capitalization.	4/15/21	9.1
Table 1	No page	For English glossary, removed “accommodation” and updated description verbiage “The use of this universal tool may result in the student needing additional overall time to complete the assessment.”	4/15/21	9.1
Table 3	No page	For Translated test directions (for math items), removed “stacked” and updated description verbiage “As an embedded designated support, translated test directions are automatically a part of the dual language translations designated support.”	4/15/21	9.1
Table 3	No page	For Translated test directions (for math items), removed “have limited English language skills” and updated recommendations for use verbiage “Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translated directions support.”	4/15/21	9.1
Table 3	No page	For Translations (glossaries) (for math items), removed “have limited English language skills (whether or not designated as ELs or ELs with disabilities)” and updated recommendations for use verbiage “Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translation glossary for specific items.”	4/15/21	9.1
Table 3	No page	Changed “Translations (stacked)” to “Translations (dual language). Change also applied to Figure 1.	4/15/21	9.1
Table 3	No page	For Translations (dual language), updated description verbiage “Dual language translations are a linguistic support that is available for some students; dual language translations provide the full translation of each English test item and stimulus.”	4/15/21	9.1
Table 3	No page	For Translations (dual language), removed “stacked” from the recommendations for use and updated	4/15/21	9.1

Section	Page	Increased Flexibility: Description of Changes	Date	Version
		verbiage “For students whose primary language is not English and who use dual language supports in the classroom, use of the dual language translation may be appropriate.”		
Table 4	No page	For Read aloud in Spanish (for mathematics, all grades), removed “stacked” and updated recommendations for use verbiage “Students receiving the translations (dual language) designated support and who are struggling readers…”	4/15/21	9.1
Appendix C	No page	For FAQ 30, updated verbiage for answer.	4/15/21	9.1
Appendix C	No page	Added FAQ #49, For text-to-speech designated support and text-to-speech accommodation, can the student have their responses read back to them?	4/15/21	9.1