Assessments
California Department of Education

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Agenda

• Introduction to Accessibility Resources
• Accessibility Resources Reference Materials
• A Practical Approach to Assigning Accessibility Resources
Learning Goals

Participants will understand:
• Accessibility resource categories available to students
• The broad range of students who might benefit from the use of accessibility resources
• A practical approach to the assignment of accessibility resources
Introduction to Accessibility Resources
Every Student Succeeds Act (1)

“…Provide for the appropriate accommodations, such as interoperability with, and ability to use, assistive technology, for children with disabilities.”
“...Provide for the inclusion of English learners (ELs), who must be assessed in a valid and reliable manner and provided appropriate accommodations.”
“This includes, to the extent practicable, assessments in the language and form most likely to yield accurate data on what ELs know and can do in academic content areas...”
Meeting the Needs of All Students (1)

Accessibility resources are available on all California Assessments which include the:

• Smarter Balanced Summative and Interim Assessments for English language arts/literacy (ELA)

• Smarter Balanced Summative and Interim Assessments for mathematics
Meeting the Needs of All Students (2)

- California Science Test (CAST)

- California Alternate Assessment (CAA) for ELA, mathematics, science

- California Spanish Assessment (CSA)

- Initial and Summative English Language Proficiency Assessments for California (ELPAC)
Purpose of Accessibility

Ensure equal opportunity for all students to demonstrate learning:

• During daily instruction
• On classroom assessments
• On statewide assessments
Embedded and Non-Embedded (1)

California Assessment of Student Performance and Progress (CAASPP) have two ways accessibility resources may be delivered:

• **Embedded** resources are provided within the test delivery system.

• **Non-embedded** resources are provided outside the test delivery system.
Embedded and Non-Embedded (2)

Currently, ELPAC has one way accessibility resources may be delivered:

• **Non-embedded** resources are provided outside the test delivery system.

This will be changing for 2019–20!
Types of Accessibility Resources (1)

California assessments offer multiple types of accessibility resources:

• **Universal tools**
  ▪ available to ALL students on the basis of student preference and selection

• **Designated supports**
  ▪ available to ALL students, with the decision made by an adult who is familiar with the student’s instructional needs
Types of Accessibility Resources (2)

• Accommodations
  ▪ Available to students with a need documented through an individualized education program (IEP) or Section 504 plan
  ▪ Do not change the testing construct
Types of Accessibility Resources (3)

• **Unlisted resources**
  ▪ Available to students with a need documented through an IEP or Section 504 plan
  ▪ Are accessibility resources that are not currently identified for use on CAASPP and ELPAC tests
CAASPP Embedded Universal Tools

- Breaks
- Calculator
- Digital
- Notepad
- English dictionary
- English glossary
- Expandable items
- Expandable passages
- Global notes
- Highlighter
- Keyboard navigation
- Line reader
- Mark for review
- Math tools
- Spell check
- Strikethrough
- Thesaurus
- Writing tools
- Zoom
CAASPP Non-Embedded Universal Tools

- Breaks
- English dictionary
- Scratch paper
- Thesaurus
ELPAC Non-Embedded Universal Tools

- Breaks
- Oral clarification of test directions
- Use of highlighter in the test book for grades two through twelve
- Use of marking (non-highlighter) in the test book for grades three through twelve
- Scratch paper
- Sufficient time to complete the test
Example: CAASPP English Dictionary

• English learner benefit
• Provided for the full write portion of an ELA performance task
• Non-embedded, universal tool
• Video Tutorial: Accessibility Resources
CAASPP Embedded
Designated Supports

- Color contrast
- Masking
- Mouse pointer
- Streamline
- Text-to-speech
- Translated test directions

- Translations (glossary)
- Translations (Spanish stacked)
- Turn off any universal tools
CAASPP Non-Embedded Designated Supports

- Amplification
- Bilingual dictionary
- Color contrast
- Color overlays
- Magnification
- Medical device
- Noise buffers
- Read aloud
- Read aloud in Spanish

- Scribe
- Separate test setting
- Simplified test directions
- Translated test directions
- Translations (glossary)
ELPAC Non-Embedded Designated Supports (1)

- Adjustments to setting, including:
  - Audio amplification equipment
  - Most beneficial time of day
  - Special lighting or acoustics
  - Special or adaptive furniture
  - Testing in a separate room

- Audio or oral presentation of test directions in English, which may be repeated as requested by the student

- Color overlay
ELPAC Non-Embedded Designated Supports (2)

- Manually Coded English or American Sign Language (ASL) to present test directions for administration (does not apply to test questions)
- Covered overlay, masking
- Magnification
- Noise buffers
CAASPP Example: Read Aloud (1)

• Non-embedded designated support
• Directions translated into each of the languages currently supported
CAASPP Example: Read Aloud (2)

• Can be read to the student by a bilingual adult
• For mathematics and ELA items, not reading passages
CAASPP Example: Read Aloud in Spanish

• Non-embedded designated support for mathematics
• Spanish text read aloud to the student by a trained and qualified human reader
• Can be used for all or portions of the content
CAASPP Example: Text-to-Speech (1)

• Embedded designated support
• Text read aloud to the student via embedded text-to-speech technology
CAASPP Example: Text-to-Speech (2)

- Speed and volume of the voice controlled by the student
- For mathematics and ELA items, not for reading passages
CAASPP Example:
Translated Test Directions (1)

• Non-embedded designated support
• Directions translated into each of the languages currently supported
• Can be read to the student by a bilingual adult
CAASPP Example: Translated Test Directions (2)

- Arabic
- Cantonese
- Dakota
- Filipino
- French
- Haitian Creole
- Hmong
- Japanese
- Korean
CAASPP Example:
Translated Test Directions (3)

- Lakota
- Mandarin
- Punjabi
- Russian
- Somali
- Spanish
- Ukrainian
- Vietnamese
- Yup'ik
CAASPP Example: Translation (Stacked) (1)

• Embedded designated support
• Available in Spanish
• Most beneficial to ELs who are accustomed to using language supports in both Spanish and English
CAASPP Example: Translation (Stacked) (2)

• For math and science
• Video Tutorial: Accessibility Resources
CAASPP Example: Translation Glossaries (1)

• Embedded designated support
• Provided for selected construct-irrelevant terms for mathematics and science
• Translations appear on computer screen when selected by the student
CAASPP Example: Translation Glossaries (2)

• Can be set as either the language of translation or the language of translation and English

• Video Tutorial: Accessibility Resources
Translation Glossaries for CAASPP Mathematics

- Arabic
- Cantonese
- Ilokano
- Korean
- Mandarin
- Punjabi

- Russian
- Spanish
- Tagalog
- Ukrainian
- Vietnamese
Translation Glossaries for CAASPP Science

- Arabic
- Cantonese
- Korean
- Mandarin
- Punjabi
- Russian
- Spanish
- Tagalog
- Vietnamese
CAASPP Designated Support Reference Materials (1)

- Simplified Test Directions Guidelines
- Instructions for Using Embedded Glossaries
- Scribing Protocol
- Accessibility Resource Guidelines
CAASPP Designated Support Reference Materials (2)

• Read Aloud Guidelines
• Read Aloud Guidelines in Spanish

• Accessibility Resource Guidelines
CAASPP Embedded Accommodations

- American Sign Language
- Braille
- Braille transcript
- Closed captioning
- Text-to-speech
CAASPP Non-Embedded Accommodations

- 100s number table
- Abacus
- Alternate response options
- Braille
- Calculator

- Multiplication table
- Print on demand
- Read aloud
- Scribe
- Speech-to-text
- Word prediction
ELPAC Non-Embedded Accommodations (1)

- Braille test materials
- Dictation by the student of responses, including all spelling and language conventions, to a scribe (Writing)
- Large print versions
- Pause or replay the audio (Listening)
ELPAC Non-Embedded Accommodations (2)

- Pause or replay the audio during the administration of test questions (Speaking)
- Presentation of, and responses to, questions using Manually Coded English or ASL (Listening, Speaking, Writing)
- Responses dictated to a scribe for selected response items, including multiple choice items (Listening, Reading, Writing)
ELPAC Non-Embedded Accommodations (3)

- Supervised breaks
- Test questions enlarged through electronic means
- Testing at home or in the hospital
- Transfer of student responses marked in the test booklet to the answer book by a scribe (Listening, Reading, Writing)

- Use of an assistive device (Listening, Speaking, Writing)
- Use of written scripts by the test examiner for students for whom streamed audio is not accessible (Listening)
- Use of word processing software with the spell and grammar check tools turned off (Writing)
Embedded vs. Non-Embedded

• Table Activity
  ▪ Sort the resources into either the embedded or non-embedded category.
## Practices to Resources Crosswalk

<table>
<thead>
<tr>
<th>Universal Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breaks</strong></td>
</tr>
<tr>
<td>The number of items per session can be flexibly defined based on the student’s need.</td>
</tr>
<tr>
<td><strong>Breaks</strong></td>
</tr>
<tr>
<td>Students pace themselves while completing work. Students may move about the classroom or take a short break outside to refocus.</td>
</tr>
</tbody>
</table>

| **Calculator (for calculator-allowed items only, grades 6-8 and 11)** |
| An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator button. |
| **Handheld calculators, computer-based calculators, adapted calculators, or calculators on assistive technology devices** |
| Calculators can be used to do basic calculation in multi-step mathematics processes that are not being assessed. |

| **Digital notepad** |
| This tool is used for making notes about an item. |
| **AVID Style Notes, brainstorming ideas, writing down connections, scratch** |
| Strategies allow students to create notes or work on computations. Students |

**Smarter Balanced Resources and Practices Comparison Crosswalk**

**Comparison Crosswalk**
Accessibility Resources

Reference Materials
Accessibility Resources

Reference Materials (1)

• CAASPP Matrix One
  Matrix One

• ELPAC Matrix Four
  Matrix Four
Accessibility Resources
Reference Materials (2)

• CDE Student Accessibility Resources web page
  https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp

• Smarter Balanced Usability, Accessibility, and Accommodations Guidelines
Accessibility Resources
Reference Materials (3)

• CAASPP website
  CAASPP Portal

• ELPAC website
  ELPAC.org

• Archived Accessibility and Accommodations webcast
  Accessibility Webcast
Accessibility Resources

Reference Materials (4)

• Summative Assessment videos and archived webcasts

Videos and webcasts
Designated Support
Reference Materials (1)

• *Simplified Test Directions Guidelines*
• *Instructions for Using Embedded Glossaries*
• *Scribing Protocol*
• These materials can be found at
  [https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp](https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp)
Designated Support Reference Materials (2)

- Read Aloud Guidelines
- Read Aloud Guidelines in Spanish
- These materials can be found at https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp
A Practical Approach to Assigning Accessibility Resources
Individual Student Assessment Accessibility Profile (ISAAP) (1)

Effective Use of Accessibility Resources

- Accessibility resources can help students demonstrate their learning during daily instruction and on assessments if used consistently, effectively, and appropriately.
  - Universal tools are available to all students based on student preference and selection.
  - Designated supports are available to all students when determined as reasonable by an educator or team of educators with parental/guardian and student input, as appropriate or specified in the student’s individualized education program (IEP) or Section 504 plan.
  - Accommodations are available only to students in an IEP or Section 504 plan.

The Individual Student Assessment Accessibility Profile (ISAAP) Process

1. Select key staff members and define their specific roles.
2. Provide training and information to staff, students, and parents.
3. Identify students who may benefit from designated supports, accommodations, or both.
4. Select the appropriate designated supports and accommodations for each student identified.
5. Enter or upload designated supports and accommodations into the IEP or Section 504 plan.
6. Perform a pre-administration check of assigned accessibility resources.
7. Check for delivery of the assigned designated supports and accommodations at the time of the test.

Students benefit most when they are given multiple opportunities to explore and use accessibility resources during daily instruction, on classroom assessments, and on practice sessions for online assessments.

Effective Use of Accessibility Resources flyer
Accessibility Resources Flyer
These are the seven steps of the ISAAP process:

1. Select key staff members and define roles.
2. Provide training and information.
3. Identify students.
4. Select appropriate resources.
5. Enter designated supports or accommodations.
6. Perform a pre-administration check.
7. Verify receipt and use of resources.
Roles and responsibilities are established:

- Lead staff member
- Implementation team
- LEA-wide process
- Communication plan
- System sustained
Successful Accessibility Resource Selection

Successful use of accessibility resources requires that the educational team make decisions regarding supports to use on a student-by-student basis.
Identification of Student Needs

Student Learning Characteristics
Accessibility Needs
Accessibility Resources

Accurate Measure of What the Student Knows and Can Do
ISAAP Categories of Need (1)

These are the ISAAP categories of need:

- Executive control—attention, cognition control, and processing
- Persistent calculation disability
- Reading-related disabilities, print disabilities, struggling readers
ISAAP Categories of Need (2)

- Need for access in language(s) of translation
- Significant motor difficulties and recent injury
- Vision impairment/blindness
- Hard of hearing/deafness
Activity

Case Study

• Using your table’s case study description and the accessibility graphics, list the resources that may be appropriate for each assessment.
Thank you for joining us today!
Questions?

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