TITLE: LAUSD Accessibility and Accommodations Guidelines for Smarter Balanced Assessments

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

NUMBER: REF-043786.1

ISSUER: Oscar Lafarga, Executive Director
Office of Data and Accountability

DATE: January 7, 2019

PURPOSE: This Reference Guide provides guidance for schools regarding the Universal Accessibility Tools, Designated Supports, and Accommodations for Smarter Balanced (SB) and California Alternate Assessment (CAA) tests.

MAJOR CHANGES:
• This reference guide replaces REF-054786.0 and has been updated for the 2018-2019 testing windows.
• Streamline was removed as an accommodation and was added as an embedded designated support (DS). This DS provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.
• Use of Medical Device was added as a non-embedded designated support. Students may have access to an electronic device for medical purposes (e.g., Glucose Monitor). The device may include a cell phone, and should only support the student during testing for medical reasons.
• For Spring 2018, the California Science Test (CAST) for grades 5, 8 and 11-12 will be an operational test. These Accessibility and Accommodations Guidelines will be followed for the CAST. There will be a Field Test for the California Alternate Assessment (CAA) for Science for grades 5, 8, and 11-12.
• The accommodation Text Read Aloud in English for ELA Reading test passages (all grades) has been removed from the non-embedded accommodations. Students must use the embedded Text-to-Speech accommodation.

INSTRUCTIONS: I. BACKGROUND

Assembly Bill 484 (AB 484) was signed into law on October 2, 2013. The provisions of the new law, which took effect on January 1, 2014, established the California Assessment of Student Performance and Progress (CAASPP). The CAASPP system replaces the Standardized Testing and Reporting (STAR) Program.
II. PURPOSE OF GUIDELINES

The LAUSD Accessibility and Accommodations Guidelines for Assessment of Common Core State Standards are designed for use by school-level personnel and decision-making teams:

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

The guidelines outlined below provide information for classroom teachers, special education teachers, school nurses, administrators, and related services personnel to use in selecting and administering accessibility tools and accommodations for those students who need them. There are three different levels of support available on Common Core-aligned state and District tests and assessments. These different levels are outlined in Sections IV, V and VI of this reference guide.

III. DESIGNATED SUPPORTS AND ACCOMMODATIONS IN TOMS

The Test Operations Management System (TOMS) is the overall registration system used by the Smarter Balanced assessments system. TOMS is the system through which users interact and inform the test delivery system. In California, TOMS receives student demographic and program participation data from the California Longitudinal Pupil Achievement Data System (CALPADS) and is also used by District Test Coordinators (DCs) and School Test Coordinators (SCs) to assign designated supports and accommodations.

SCs identified in the Principal’s Portal as the CAASPP Coordinator will be assigned a school TOMS account when the requirements are completed as described in REF-054498. Information regarding the account will be sent to each CAASPP Coordinator’s LAUSD email account.

Prior to the Spring Smarter Balanced Summative testing, specific designated supports and accommodations must be enabled in TOMS by the SC or DC, or other appropriate District staff member as assigned. Designated supports and accommodations are set in the system by content area (English language arts/literacy, mathematics, science). DCs and SCs are responsible for adding/editing designated supports and accommodations through TOMS. All settings must be indicated in TOMS at least four (4) days prior to the student’s scheduled testing session.

During the administration of the Smarter Balanced Interim Assessments, the person administering the Interim Assessments (Test Administrator) can set the
designated supports and accommodations in the Test Administrator interface at the time of the Interim Assessment.

- If a student does not have an IEP and is an English Learner, at-risk learner, or a student with a temporary or recent injury, and the designated support that was used during the Interim Assessments will be used for the Summative Assessment, it must be documented using Attachment A or B from this Reference Guide prior to the beginning of the Smarter Balanced Summative Assessments.

- If a student does have an IEP, and the designated support or accommodation that was used during the Interim Assessments will be used for the Summative Assessment, it must be documented in Section K of the IEP.

IV. UNIVERSAL ACCESSIBILITY TOOLS

The following universal accessibility tools can be provided to any student and are available either as an embedded tool (contained within the computer testing program) or as a non-embedded tool (student uses a tangible tool such as a Thesaurus or paper dictionary). These tools may require the student to be provided with extended time in order to make use of the tool. These universal accessibility tools are to be provided regardless of whether the student has a disability or a documented need in an IEP or Section 504 Plan. A resource for keyboard commands, buttons/images, and description of their functions are available at this link: [http://www.caaspp.org/rsc/pdfs/KeyboardCommandsForStudents.2015.pdf](http://www.caaspp.org/rsc/pdfs/KeyboardCommandsForStudents.2015.pdf)

Table 1: Universal Accessibility Tools Available to All Students

<table>
<thead>
<tr>
<th>Type of Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breaks</td>
<td>The number of items per session can be flexibly defined based on a student’s need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted. There is no limit on the number of breaks.</td>
</tr>
<tr>
<td>Calculator</td>
<td>Math: For calculator-allowed items only. When the embedded calculator, as presented for all students, is not appropriate for a student, the student may use the calculator offered with assistive technology devices (such as a talking calculator, large-format calculator, or Braille calculator). Science: Four-function calculator for grade 5 and a scientific calculator for grade 8 and high school.</td>
</tr>
<tr>
<td>Calculator Math: calculator-allowed items only, Grades 6-8 and 11 Science: grade 5, 8 and HS</td>
<td></td>
</tr>
<tr>
<td>Feature</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Note taking</td>
<td>Either embedded within the test platform, or the use of scratch paper (blank, lined for ELA; graph for Math), whiteboard, or digital notepad (without Internet access). Following each test session for all tests (except ELA Performance Task), scratch paper must be collected and discarded in accordance with District policy. Whiteboard and digital notepad must be erased.</td>
</tr>
<tr>
<td>Global notes</td>
<td>Available for ELA Performance Tasks in which students complete a full write. 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.</td>
</tr>
<tr>
<td>English dictionary and/or thesaurus</td>
<td>An English dictionary and/or thesaurus can be provided for the full write portion (second part) of an ELA performance task. A thesaurus contains synonyms of terms while a student interacts with text included in the assessment.</td>
</tr>
<tr>
<td>English glossary</td>
<td>For grade-level and context-appropriate definitions of specific construct-irrelevant terms (embedded online only)</td>
</tr>
<tr>
<td>Large print or zoom function</td>
<td>The student can make the text and graphics larger by clicking the Zoom In button, and click the Zoom Out button to return to the default or smaller print size. (See Section VI. for more information about students with visual impairments/blindness)</td>
</tr>
<tr>
<td>Highlighter</td>
<td>Marker or digital highlighting tool</td>
</tr>
<tr>
<td>Line Reader</td>
<td>The student uses an embedded universal tool to assist in reading by raising and lowering the tool for each line of text on the screen</td>
</tr>
<tr>
<td>Mark for review</td>
<td>Allows students to flag items for future review during the assessment.</td>
</tr>
<tr>
<td>Math tools</td>
<td>For allowable items only, e.g., ruler, protractor (embedded online only)</td>
</tr>
<tr>
<td>Spell check</td>
<td>For full write items only; may only be used as an embedded tool (no adult-provided spell checking)</td>
</tr>
<tr>
<td>Strikethrough</td>
<td>Allows students 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.</td>
</tr>
<tr>
<td>Writing tools</td>
<td>For student-generated responses, e.g., bold, italics, bullets, undo/redo</td>
</tr>
</tbody>
</table>
V. DESIGNATED SUPPORTS FOR ELIGIBLE STUDENTS

The following tables (Table 2a and Table 2b) list the designated supports that are only provided to students with a documented need. Four groups of students may be eligible for these designated supports:

- Students With Disabilities (SWD)
- English Learners (ELs)
- at-risk learners, and
- students with a temporary or recent injury.

In order to provide a student with a designated support allowed in these guidelines, the District requires that the decision be documented in one of the following ways:

A. Documentation for Students with Disabilities
   1. Documenting on the IEP: The current drop-down menus within the Welligent IEP form for Section K, “Participation in State and District-wide Assessments” (IEP Page 7), were revised to align to the latest CAASPP Smarter Balanced, CAST and CAA assessments in English-language arts and mathematics.
   2. Preparing for Spring 2019 Testing: IEP Case Managers are responsible for reviewing all recommended testing supports on their students’ IEPs prior to the end of January each school year. IEP team meetings may need to be held prior to Smarter Balanced, CAST and CAA administration in Spring 2019 if the listed tests and/or supports are not updated. For example, if the student is in Grade 3 and will be participating in either the CAASPP or the CAA for the first time, the IEP Case Manager must ensure that the correct test is selected on the IEP Section K before the testing window opens, or March 1, 2019.

   For students taking CAASPP/Smarter Balanced tests, the school-site testing coordinator, with the assistance of IEP case managers, will locate the corresponding designated support or accommodation in the TOMS system to ensure that students with disabilities have access to the supports they need for testing.

   a) If the student previously received a modification or a type of accommodation on CST that is no longer authorized for CAASPP testing, the school-site testing coordinator may contact the Student Testing Branch for more information.
3. **Documenting on the Section 504 Plan:** Recommended designated supports and/or accommodations must be documented on Form 8 of the LAUSD Section 504 Plan. For more information on the LAUSD Section 504 Policy, see BUL-4692.6, “Section 504 of the Rehabilitation Act of 1973,” dated October 27, 2017. After the Section 504 Plan meeting, a copy of Form 8 must be delivered to the school’s testing coordinator and stored in a secure location prior to the first day of the testing window.

4. **Students with Disabilities on the Alternate Curriculum:** Students with significant cognitive disabilities who are to be assessed with the California Alternate Assessments (CAA) are not to be assessed with the CAASPP/Smarter Balanced state or District’s Common Core assessments. These students are identified for the alternate curriculum on the IEP, FAPE Part 1. Supports documented in the Accommodations Section on FAPE Part 1 relevant to assessment should be referenced.

Because the CAAs are administered to students one-on-one by a test examiner and because they may also be administered in the “language of instruction,” the following resources noted in the Test Settings are not provided for the CAAs and will be grayed out on the Student Profile for students having CAA selected in the Test Mode portion:
- Braille
- Closed captioning
- Text-to-speech
- American Sign Language (test examiner is allowed to sign to the student as the language of instruction)
- Translation glossaries
- Spanish stacked translations and test directions

The “language of instruction” may include instructional or physical supports needed for communication and instruction. Some test practices (e.g., hand-over-hand), are inappropriate and not allowed. See Section VI., Table 3b (page 16) for a list of instructional and physical supports.

**B. Documentation for English Learners**

Designated supports are available to all English Learners for whom the need has been indicated. The decisions are made by educators familiar with the student’s characteristics and needs, as well as supports that the student has been using during instruction and for other assessments. Non-embedded designated supports are to be provided locally for those students unable to use the designated supports when provided digitally. These designated supports must be documented prior to the first day of the testing window and signed by the recommending teacher, and the school site administrator (See Attachment
A). A copy of this form must be forwarded to the school’s testing coordinator to be entered into the Test Operations Management System (TOMS). In addition, this document must be stored in a secure location at the school site for the next five years. These supports are outlined in Table 2a/2b of this guide.

**Note:** English Learners with disabilities must have an IEP or Section 504 Plan that lists the designated supports and/or accommodations needed; a Student Support and Progress Team (SSPT) decision is not allowed for documenting the need.

C. **Documentation for At-Risk Learners**
   1. At-risk learners may need access to certain designated supports to participate in the Smarter Balanced assessments and District Common Core assessments.
   2. These designated supports must be documented via Attachment B. The decision must be signed by both the teacher and a school administrator.
   3. A copy of Attachment B must be delivered to the school’s testing coordinator and stored in a secure location prior to the first day of the testing window.

D. **Documentation for Students with Temporary or Recent Injuries**
   1. Students with temporary/recent injuries (such as a broken hand or arm, eye injuries) may need access to certain designated supports to participate in the Smarter Balanced assessments and District Common Core assessments.
   2. These designated supports must be documented via Attachment C, preferably with a District/school nurse present. The decision must be signed by both the teacher and a school administrator.
   3. A copy of Attachment C must be delivered to the school’s testing coordinator and stored in a secure location prior to the first day of the testing window.
   4. A student with a temporary/recent injury who requires one or more accommodations to participate in the CAASPP assessments must have an active Section 504 Plan on file that specifies the needed accommodations on Form 8.

**Note:** For students with disabilities who already have an IEP or Section 504 Plan and also have a temporary/recent injury that is unrelated to the primary disability, the need for temporary accommodations will need to be documented in an amended IEP or Section 504 Plan. The IEP team and/or Section 504 Plan team will need to convene and discuss the need for CAASPP testing accommodations to be given during the duration of the injury only.
Table 2a lists the designated supports that are embedded within the digital platform. Table 2b lists the designated supports that are not embedded within the digital platform and may require the assistance of a teacher or staff person who has signed a test security affidavit.

**Table 2a: Embedded Designated Supports Provided Through Digital Platform**

<table>
<thead>
<tr>
<th>Type of Designated Support</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color contrast</td>
<td>Screen, background, or font color may be changed for students with visual impairments or print disabilities, including students with learning disabilities or attention difficulties</td>
</tr>
<tr>
<td>Masking</td>
<td>Blocking off content that is not of immediate need or is distracting for students with visual impairments or print disabilities, including students with learning disabilities or attention difficulties</td>
</tr>
<tr>
<td>Mouse Pointer (Size and Color)</td>
<td>Students who are visually impaired and need additional enlargement or a mouse in a different color to more readily find their mouse pointer on the screen will benefit from the Mouse Pointer support. Students who have visual perception challenges will also find this beneficial. The Mouse Pointer can be used with the Zoom universal tool. If students are using a magnification program (See Table 2b: Non-embedded designated support, Magnification), the enlarged mouse pointer is built into magnification programs and Mouse Pointer may not be needed.</td>
</tr>
<tr>
<td>Streamline</td>
<td>Provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli. For students who have specific learning, visual and/or reading disabilities, the text is presented in a more sequential format.</td>
</tr>
<tr>
<td>Text-to-speech (for math items and ELA items, not for reading passages) [N/A for CAA]</td>
<td>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. This support will likely be confusing and may impede the</td>
</tr>
<tr>
<td>Support</td>
<td>Description</td>
</tr>
<tr>
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<td>-------------</td>
</tr>
<tr>
<td><strong>Turn off any universal tools</strong></td>
<td>Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools (Table 1). Knowing which specific tools may be distracting to a student is important for determining which tools to turn off. <strong>To use this non-embedded designated support, it must be marked in the Student Profile Test Settings. This will generate a reminder to the Test Administrator to activate (or deactivate) “Turn off any universal tools” in the Test Delivery System at the time of testing.</strong></td>
</tr>
<tr>
<td>Stacked Translations (For math and science items only) [N/A for CAA]</td>
<td>Spanish only. For students whose primary language is not English and who use dual language supports in the classroom, use of the stacked (dual language) translation may be appropriate. Students participate in the assessment regardless of the language. This support will increase reading load and cognitive load and may result in the student needing additional overall time to complete the assessment.</td>
</tr>
<tr>
<td>Translation glossaries (For math and science items only) [N/A for CAA]</td>
<td>Students who have limited English language skills can use the translation glossary for selected construct-irrelevant terms. Translations for these terms appear on the computer screen when students click on them. The use of this support may result in the student needing additional overall time to complete the assessment. More information on embedded glossaries may be found here: <a href="https://portal.smarterbalanced.org/library/en/instructions-for-using-embedded-glossaries.pdf">https://portal.smarterbalanced.org/library/en/instructions-for-using-embedded-glossaries.pdf</a></td>
</tr>
<tr>
<td>Translated test directions (For math items only) [N/A for CAA]</td>
<td>With Spanish stacked translation only. This is a language support available prior to the beginning the actual test items. As an embedded designated support, translated test directions are automatically a part of the stacked translation designated support. Students who have limited English language skills 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.</td>
</tr>
<tr>
<td>Type of Designated Support</td>
<td>Additional Information</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>100s number table</strong> (Science)</td>
<td>A paper-based table listing numbers from 1-100. Students with visual processing or spatial perception needs may find this beneficial. The table to be used can be found here: <a href="http://www.caaspp.org/rsc/pdfs/CAASPP.hundreds-number-table.pdf">http://www.caaspp.org/rsc/pdfs/CAASPP.hundreds-number-table.pdf</a></td>
</tr>
<tr>
<td>Amplification</td>
<td>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.</td>
</tr>
<tr>
<td>Bilingual dictionary (for ELA-performance task full writes) [N/A for CAA]</td>
<td>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.</td>
</tr>
<tr>
<td>Calculator (for Science)</td>
<td>Four-function calculator for grade 5 and a scientific calculator for grade 8 and high school.</td>
</tr>
<tr>
<td>Color contrast</td>
<td>Print-on-demand must be enabled to use this non-embedded designated support. Test content of online items may be printed with different colors using a color printer. 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 disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by evidence of those colors that meet the student’s needs.</td>
</tr>
<tr>
<td>Color overlays</td>
<td>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 disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student’s needs.</td>
</tr>
<tr>
<td><strong>Magnification</strong></td>
<td>Students used to viewing enlarged text, graphics, or navigation buttons may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other disabilities. The use of this designated support may result in the student needing additional overall time to complete the assessment. This designated support will also need to have Permissive Mode turned on if device is associated with software for operation.</td>
</tr>
<tr>
<td><strong>Medical Device</strong></td>
<td>Students may have access to an electronic device for medical purposes (e.g., Glucose Monitor). The device may include a cell phone, and should only support the student during testing for medical reasons. Device must restrict access to other applications or the test administrator must closely monitor the use of the device to maintain test security. Use of electronic devices may require a separate setting to avoid distractions to other test takers and to ensure test security.</td>
</tr>
<tr>
<td><strong>Multiplication Table</strong> (Science)</td>
<td>A paper-based single-digit (1-9) multiplication table. The table to be used can be found here: <a href="http://www.caaspp.org/rsc/pdfs/CAASPP_multiplication-table.pdf">http://www.caaspp.org/rsc/pdfs/CAASPP_multiplication-table.pdf</a></td>
</tr>
<tr>
<td><strong>Noise Buffers</strong></td>
<td>Ear muffs, 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.</td>
</tr>
<tr>
<td><strong>Read aloud in English</strong> (for math stimuli and items and ELA items, not for reading passages)</td>
<td>Text is read aloud to the student by a trained and qualified staff member who follows the administration guidelines provided in the Smarter Balanced Guidelines for Read Aloud, Test Reader (<a href="https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf">https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf</a>) Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. It 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 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.</td>
</tr>
<tr>
<td>Support</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Read aloud in Spanish</strong>&lt;br&gt;(for math – all grades)</td>
<td>Spanish text is read aloud to the student by a trained and qualified LAUSD staff member who follows the administration guidelines provided in the Smarter Balanced Guidelines for Read Aloud in Spanish, Test Reader (<a href="https://portal.smarterbalanced.org/library/en/read-aloud-guidelines-in-spanish.pdf">https://portal.smarterbalanced.org/library/en/read-aloud-guidelines-in-spanish.pdf</a>). All or portions of the math content may be read aloud. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assignment.</td>
</tr>
<tr>
<td><strong>Science Charts</strong>&lt;br&gt;(Science)</td>
<td>State approved only; i.e., calendar, Periodic Table of the Elements, reference sheets.</td>
</tr>
<tr>
<td><strong>Scribe</strong>&lt;br&gt;(for ELA non-writing items and math stimuli and items)</td>
<td>Students who have documented significant visual, motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses to a human, who then records the students’ responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment. The qualified LAUSD staff member will follow the guidelines found in the Scribing Protocol for Smarter Balanced Assessments (<a href="https://portal.smarterbalanced.org/library/en/scribing-protocol.pdf">https://portal.smarterbalanced.org/library/en/scribing-protocol.pdf</a>).</td>
</tr>
<tr>
<td><strong>Separate setting</strong></td>
<td>Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher’s desk, or in the front of a classroom).</td>
</tr>
<tr>
<td><strong>Simplified test directions</strong>&lt;br&gt;[N/A for CAA]</td>
<td>Simplified test directions is a designated support allowable across all grades on Smarter Balanced assessments. Students with difficulties in auditory processing, short-term memory, attention, or decoding may benefit from having test directions simplified for them. This designated support may require testing in a separate setting to avoid distracting other test takers. The qualified LAUSD staff member will follow the guidelines found in the Guidelines for Simplified Test Directions in the Test Administration Manual.</td>
</tr>
</tbody>
</table>
Translated test directions
[N/A for CAA]

Students who have limited English language skills (whether or not designated as ELLs or ELLs with disabilities) can use the translated test directions. In addition, a biliterate adult trained in the test administration manual can read the test directions to the student. The use of this support may result in the student needing additional overall time to complete the assessment. MUST use the Smarter Balanced Consortium-provided PDFs. The qualified LAUSD staff member will follow the guidelines found on the webpage for Smarter Balanced Translated Test Directions. Only the languages listed may be used. (http://www.caaspp.org/ta-resources/directions.html)

VI. ACCOMMODATIONS FOR ELIGIBLE STUDENTS WITH DISABILITIES

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

B. Some of the accommodations listed in Table 3 have the additional requirement that the student must have a specific type of disability in order to be allowed that accommodation (e.g., deaf/hard of hearing, persistent math-related disability, blind/visual impairment, etc.). The IEP team/Section 504 Plan team must review this table carefully before making a recommendation for an accommodation to ensure it is allowable.

C. To provide a student with disabilities with an accommodation allowed in these guidelines, the District requires that this decision be documented either in the student’s IEP or in the student’s Section 504 Plan, ideally prior to the first day of the testing window.

D. If an IEP team/Section 504 Plan team does not see a specific accommodation listed in this table but was recommended by an earlier IEP team for use during state assessments, that accommodation is no longer allowable. The IEP should not recommend continued use of that accommodation.

E. Use of Both Embedded and Non-Embedded Versions of the Same Accommodation:

1. By listing the accommodation on the IEP or Section 504 Plan, the school staff understands that the student may need access to both the embedded
(digital) and non-embedded version of an accommodation if it is available in both forms. Both types of accommodations should be enabled in TOMS.

2. The student may switch between the embedded and the non-embedded versions during the testing if one is not assisting the student to the degree for which it is intended.

3. If by using a non-embedded version of the accommodation the student will need to be moved to a separate testing location/setting, the School Test Coordinator must make the necessary arrangements.

F. There is no option for students to take Common Core-aligned state/District assessments with modifications or for students to take an assessment that has been specially modified.

1. If a previous IEP or Section 504 Plan lists a modification that is not included in this list of accommodations, it is no longer available or allowable on standards-based state tests or District assessments in English language arts and mathematics.

2. The IEP team/Section 504 team may not recommend modifications when none are allowable.

In the event that a support that has been determined by an IEP team to be necessary is not listed in this reference guide, please contact the Student Testing Branch for further information. Unlisted Resources are subject to the approval of the California Department of Education. Unlisted Resources may result in the student receiving an invalidated score for the applicable section(s) of the CAASPP.

Table 3a: Embedded Accommodations for Eligible Students with Disabilities

<table>
<thead>
<tr>
<th>Type of Accommodation</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Sign Language - ASL (for ELA listening items and math items only) [N/A for CAA]</td>
<td>For students who are deaf or hard of hearing and who typically use ASL. Test content is translated into ASL video for ELA listening items and math items only. ASL human signer and test content viewed on same screen (embedded accommodation; live ASL interpretation is not permitted). Students may view portions of the ASL video as often as needed.</td>
</tr>
<tr>
<td><strong>Braille</strong></td>
<td>For students who are blind or have a significant visual impairment, the entire assessment is in Braille with a raised format, including graphics and tactile overlays. The type of Braille presented to the student (contracted or uncontracted) is set in TOMS. Refreshable Braille is only available for ELA; for math, Braille will be presented via embosser. The use of this accommodation may result in the student needing additional overall time to complete the assessment.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Braille Transcript (ELA listening passages)</strong></td>
<td>Students who are visually impaired or blind and deaf or hard of hearing AND who use braille may have access to Braille Transcripts. 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. The use of this accommodation may result in the student needing additional overall time to complete the assessment.</td>
</tr>
<tr>
<td><strong>Closed-captioning (for ELA listening items and Science)</strong></td>
<td>For students who are deaf or hard of hearing and who typically access information presented by reading words that appear in synchrony with the audio presentation.</td>
</tr>
</tbody>
</table>
| **Text-to-Speech (for ELA Reading test passages – all grade levels)**  | In all grades, text-to-speech for the ELA Reading Test passages may be used for students with a documented need in the IEP or Section 504 Plan. The need must arise from one of two conditions:  
- Student is blind or has a significant visual impairment and has not yet learned to read Braille. Student will likely also need the Braille version of the assessment.  
- Student has a persistent reading-related disability despite intensive, targeted instruction. For students in grades 3-5, evidence of the reading-related disability should have been documented previously in grades K-2.  
To require the need for this accommodation during CAASPP testing, the student has either a significant visual impairment or a reading-related disability and uses either text-to-speech or read aloud of reading passages during instruction and during other formative assessments, including other Smarter Balanced assessments. Students who use the text-to-speech accommodation will need headphones unless tested individually in a separate setting, and may also need additional overall time to complete the assessment. |
NOTE: Following test administration, reports can be run to indicate the percent of students who had access to text-to-speech on Reading Test passages.

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

<table>
<thead>
<tr>
<th>Type of Accommodation</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>100s number table (grades 4 and up)</td>
<td>A paper-based table listing numbers from 1-100. Students with visual processing or spatial perception needs may find this beneficial. Not allowable for grade 3. The table to be used can be found here: <a href="http://www.caaspp.org/rsc/pdfs/CAASPP.hundreds-number-table.pdf">http://www.caaspp.org/rsc/pdfs/CAASPP.hundreds-number-table.pdf</a></td>
</tr>
<tr>
<td>Abacus (Math and Science)</td>
<td>Students with visual impairments who typically use an abacus may use an abacus in place of using scratch paper and/or the calculator.</td>
</tr>
<tr>
<td>Alternate response options</td>
<td>For students with physical disabilities (e.g., fine or gross motor skills deficits). This accommodation includes external devices [e.g., adaptive/large mouse or keyboard, StickyKeys, MouseKeys, touch screen, FilterKeys, special calculator (Braille or talking), head wand, Braille display and switches]. For digital assessments, the devices must be compatible with the assessment platform. This accommodation will also need to have Permissive Mode turned on if device is associated with software for operation.</td>
</tr>
<tr>
<td>Braille (ELA and Math paper/pencil assessment) [N/A for CAA]</td>
<td>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. The use of this accommodation may result in the student needing additional overall time to complete the assessment.</td>
</tr>
<tr>
<td>Calculator (for calculator allowed items only - grades 6-8 and 11) [N/A for CAA]</td>
<td>Students with visual impairments who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a Braille calculator, large-format calculator, or a talking calculator. Test administrators must ensure that the calculator is available only for designated calculator items.</td>
</tr>
</tbody>
</table>
| **Multiplication table**  
(for Math grades 4 and above only) | A paper-based single-digit (1-9) multiplication table. For students with a documented and persistent math-related disability only. The IEP team is required to document strong evidence of persistent math-related disability in order to recommend this accommodation. Not allowable for grade 3. The table to be used can be found here: [http://www.caaspp.org/rsc/pdfs/CAASPP_multiplication-table.pdf](http://www.caaspp.org/rsc/pdfs/CAASPP_multiplication-table.pdf) |
|---|---|
| **Printed version of text**  
(Print on demand) | For students taking digital versions of assessments who have a documented need for the test to be printed on paper. If this accommodation appears on a student’s IEP, contact the Student Testing Branch for assistance.  
- Paper copies of passages/stimuli and/or items are printed for students.  
- Print-on-demand that includes items (either items only or items with stimuli) must be set by contacting the Student Testing Branch who will coordinate with the CDE to gain access to this function.  
The use of this accommodation may result in the student needing additional time to complete the assessment. |
| **Dictation/ Scribe**  
(for ELA writing items) | For students with significant visual, motor or processing disabilities that make it difficult to produce written text or to use commands using computer keys.  
For dictation (scribe), students must use this accommodation during regular instruction and assessments.  
This accommodation includes the use of a scribe for both note-taking/ preparation for the assessment task and for the writing assessment task itself. Students dictate their responses to a human who records verbatim what they dictate. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe. The scribe must be trained and qualified, and must follow the administration guidelines provided in the *Smarter Balanced Test Administration Manual* ([https://portal.smarterbalanced.org/library/en/scribing-protocol.pdf](https://portal.smarterbalanced.org/library/en/scribing-protocol.pdf)) |
<table>
<thead>
<tr>
<th>Speech-to-text [N/A for CAA]</th>
<th>Voice recognition software used by students with motor disabilities or processing disabilities that make it difficult to produce written text or to use commands using computer keys. For speech-to-text software, students must use this accommodation during regular instruction and assessments and have had access to the software and technology prior to the assessment. This accommodation will also need to have Permissive Mode turned on.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Prediction</td>
<td>Students who have documented motor or orthopedic impairments, which severely impair their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. The word prediction program must use only single word prediction and have settings that allow only a basic dictionary. Functionality such as phrase prediction, predict ahead, or next word must be deactivated. Students will need to be familiar with the software, and have had many opportunities to use it in daily instruction. This accommodation will also require the Permissive Mode setting.</td>
</tr>
<tr>
<td>CAA Only Additional Alternate Assessment Instructional and Physical Supports (do not need to be documented in IEP or TOMS)</td>
<td>• Alternate text to describe illustrations as needed • Allowing the student to use an augmentative communication device (e.g., Audiovox, switch) • Allowing nonverbal students to respond with gestures, movements, or vocalization in place of speech • Accepting eye gaze as a way of indicating a response • Accepting a change in muscle tone or a change in facial expression as an observed behavior • Allowing students to direct another person (aide or test examiner) in performing physical tasks • Allowing use of the student’s calculator, 100s table, or other instructional supports instead of the embedded supports provided through the testing platform as long as those supports do not impact the test construct • Structuring the test environment to eliminate distractions for students who are particularly distractible • Positioning and stabilizing the student to allow for the most controlled movement possible</td>
</tr>
</tbody>
</table>
NOTE: Test practices such as hand-over-hand responses are not allowed. See Test Administration Manual for CAA for details.

VII. SPECIAL CONSIDERATIONS FOR STUDENTS WITH LOW INCIDENCE DISABILITIES

A. Students with low incidence disabilities (e.g., deaf, blind, visually impaired, hard of hearing, physical/orthopedic impairments) may experience some difficulty participating in the assessments due to students’ unfamiliarity with the embedded tools. Testing administrators should support those students, but they should also be aware that some accessibility features may not be fully functioning or students may not be aware of how to utilize them. In this situation, the test proctors may switch to using the non-embedded form of the same designated support or accommodation. For example, students who cannot enlarge the text enough on the screen to make it accessible may need to have a printed version of the test that is enlarged (*see below). The IEP does not need to be amended to switch between the embedded and non-embedded versions of the same designated support and/or accommodation.

*Note: For the need to have a printed version of the test that is enlarged, this will necessitate the turning on of the “Print on Demand” function. Please refer to the “Printed Version of Text” section in Table 3b.

B. Some students with low incidence disabilities may have additional requirements that are documented in the IEP but outside of Section K. For students with specific physical, sight, hearing, and/or mobility needs that are not documented in Section K, it is the responsibility of the IEP case manager to communicate those needs to the principal and the school-site testing coordinator so that they can be provided to the student during testing.

C. For students who will require the embedded accommodation of Braille, testing administrators should factor in additional time to ensure proper set up of the embosser with the testing administrator’s laptop and additional time for students to access the test. In addition, the mathematics section may require multiple sessions and scheduling adjustments by the School Test Coordinator in order to complete the assessment.
VIII. SPECIAL INSTRUCTIONS FOR STUDENTS WITH SIGNIFICANT ILLNESSES AND INJURIES

For any student who is enrolled in a District school on the first day of the testing window but is unable to attend school for a significant or undetermined period of time due to illness or injury, the School Test Coordinator must contact the Student Testing Branch for further instructions. This includes students who are hospitalized or are confined to their home or another facility for treatment and/or recovery, and/or students not in school due to the birth of a child. For such students who are also students with disabilities with an IEP or Section 504 Plan, the Student Testing Branch may require additional information from the school.

IX. ISAAP TOOL

CAASPP has provided schools with a process and tool for helping teachers and school teams determine which designated supports and/or accommodations a student may need to assist him/her with accessing the Smarter Balanced and CAA tests. The Individual Student Assessment Accessibility Profile (ISAAP) Tool includes the following:

- suggested preparatory steps for teachers or school teams (e.g., IEP, SSPT Team, etc.),
- a Microsoft Excel (2010 or later) worksheet for creating the ISAAP itself,
- and steps for use with IEP Section K for students with disabilities or with Attachments A, B, or C of this reference guide.

The ISAAP Tool is not required, but can be useful for school staff who are unfamiliar with the designated supports and accommodations. For students with an Individualized Education Program (IEP) or Section 504 Plan, ISAAP decisions are determined by the IEP or Section 504 team but the tool can be used during IEP or Section 504 preparatory activities. Refer to REF-043785.1 for instructions on how to access and use the ISAAP Tool.

X. MODIFICATIONS ON OTHER CALIFORNIA STATE TESTS

Modifications for eligible students with disabilities are still allowed for the California Physical Fitness Test (Fitnessgram) with prior documentation on an IEP.
RELATED RESOURCES:  
California Department of Education (CDE) website is http://www.cde.ca.gov.  
California Assessment of Student Performance and Progress (CAASPP) website for Student Accessibility Resources and Test Settings is http://www.caaspp.org/administration/accessibility/index.html  
CAASPP Matrix One: http://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp

ASSISTANCE:  
For assistance or further information, please contact the Student Testing Branch, at (213) 241-4104.
Smarter Balanced Assessment Recommendation Form
For English Learners Needing DESIGNATED SUPPORTS

English learners may need access to certain designated supports to participate in the Smarter Balanced Assessment Consortium. Designated supports are available to all students for whom the need has been indicated. Decisions must be made by educators familiar with the student’s characteristics and needs, as well as supports that the student has been using during instruction and for other assessments. Non-embedded designated supports are to be provided locally for those students unable to use the designated supports when provided digitally. These designated supports must be documented prior to the first day of the testing window and signed by the recommending teacher and the school site administrator. A copy of this form must be forwarded to the school’s CAASPP testing coordinator to be entered into the Test Operations Management System (TOMS). In addition, this document must be stored along with other testing documentation in a secure location at the school site for the next five years.

Note: This document should not be completed for EL students with an IEP or a Section 504 Plan.

<table>
<thead>
<tr>
<th>School:</th>
<th>School Code:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name:</td>
<td>Student SSID:</td>
<td>Grade:</td>
</tr>
<tr>
<td>ELPAC Date:</td>
<td>ELPAC Overall Score:</td>
<td>ELPAC Listening:</td>
</tr>
</tbody>
</table>

Reason for Designated Support/s (Optional):

<table>
<thead>
<tr>
<th>Check off Designated Support/s</th>
<th>Designated Support</th>
<th>Description</th>
<th>Recommendations for Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>E Stacked Translations and Translated Test Directions (for math items- Spanish only)</td>
<td>Stacked translations provide the full translation of each test item above the original item in English.</td>
<td>For Spanish-speaking students whose primary language is not English and who use dual language supports in the classroom, use of the stacked (dual language) translation may be appropriate.</td>
<td></td>
</tr>
<tr>
<td>N Translated test directions (for math items – other languages)</td>
<td>Translation of test directions is a language support available prior to beginning the actual test items.</td>
<td>Students who have limited English language skills can use the translated directions support.</td>
<td></td>
</tr>
<tr>
<td>E Text-to-Speech (for math stimuli &amp; items and ELA items, not for reading passages)</td>
<td>Text is read aloud to students via embedded text-to-speech technology.</td>
<td>Students who are struggling readers. All or portions of the assessment read aloud. Suggested in particular for ELD Levels 1 &amp; 2.</td>
<td></td>
</tr>
<tr>
<td>E Translations (glossaries – online only) (for math items)</td>
<td>Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms for math.</td>
<td>Students who have limited English language skills (whether or not designated as ELLs or ELLs with disabilities) can use the translation glossary for specific items.</td>
<td></td>
</tr>
<tr>
<td>N Bilingual Dictionary (for ELA-performance task full writes)</td>
<td>A bilingual/dual language word-to-word dictionary is a language support.</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

E = Embedded, N = Non-embedded

Fill in Designated Supports below if student needs other supports.

<table>
<thead>
<tr>
<th>Check here for other Designated Support/s</th>
<th>Other Designated Support</th>
<th>Please refer to Table 2A/2B for selection of Designated Supports for descriptions.</th>
</tr>
</thead>
</table>

Teacher Signature: ___________________________ Date: _______________________

School Administrator: ___________________________ Date: _______________________

Date Entered In TOMS: __________________ Name: ___________________________ Title: ___________________________
Smarter Balanced Assessment Recommendation Form
For At-Risk Students Needing DESIGNATED SUPPORTS

At-risk learners may need access to certain designated supports to participate in the Smarter Balanced assessments and district Common Core assessments. These designated supports must be documented via Attachment B. The decision must be signed by both the teacher and a school administrator. A copy of Attachment B must be delivered to the school’s testing coordinator and stored in a secure location prior to the first day of the testing window.

NOTE: This document should NOT be completed for students with an IEP or Section 504 Plan.

<table>
<thead>
<tr>
<th>School:</th>
<th>School Code:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name:</td>
<td>Student SSID:</td>
<td>Grade:</td>
</tr>
</tbody>
</table>

Reason for Designated Support/s:

**EMBEDDED DESIGNATED SUPPORTS:**
- **Color Contrast:**
  - Reverse Contrast
  - Black on Rose
  - Medium Gray on Light Gray
  - Yellow on Blue
- **Mouse Pointer (Size and Color):**
  - Large, black
  - Large, green
  - Large, red
  - Large, white
  - Large, yellow
- **Print Size:**
  - 1.5 X
  - 1.75 X
- **Text to Speech:**
  - ELA Items
  - Math (stimuli and Items)
  - ELA Items and Math (stimuli and Items)
  - Science
- **Translation Glossaries (Math Items):**
  - English
  - Arabic
  - Cantonese
  - Spanish
  - Korean
  - Mandarin
  - Punjabi
  - Russian
  - Filipino
  - Ukrainian
  - Vietnamese
  - Burmese
- **Masking**
- **Streamline**
- **Permissive Mode** (use with assistive software and devices)

**EMBEDDED DESIGNATED SUPPORTS (continued):**
- **Translation Glossaries (Science Items):**
  - English
  - Spanish
  - Vietnamese
  - Mandarin
  - Cantonese
  - Tagalog
  - Arabic
  - Korean
  - Punjabi
  - Russian
  - Hmong
  - Translation Glossaries
  - Simplified Test Directions
  - Separate Setting, Special Lighting & Acoustics
  - Medical Device
  - Multiplication Table (Science)
  - Noise Buffers
  - Read-Aloud in Spanish (Math)
  - Science Charts (Science – State approved)
  - Scribe Items (ELA Non-Writing; Math and Science)
  - Simplified Test Directions
  - Translated Test Directions (Smarter Balanced PDFs only)

**NON-EMBEDDED DESIGNATED SUPPORTS:**
- **Read-Aloud Items in Spanish (Math):**
  - Items
  - Stimuli
  - Items & Stimuli
  - 100s Number Table (Science)
  - Bi-lingual Dictionary (ELA full write only)
  - Calculator (Science)
  - Color Contrast
  - Color Overlay
  - Magnification
  - Medical Device
  - Noise Buffers
  - Read-Aloud Items (Math and ELA)
  - Science Charts (Science – State approved)
  - Scribe Items (ELA Non-Writing; Math and Science)
  - Separate Setting, Special Lighting & Acoustics
  - Simplified Test Directions
  - Translated Test Directions (Smarter Balanced PDFs only)

Teacher Signature: ___________________________ Date: ____________

School Administrator: ___________________________ Date: ____________

Date Entered In TOMS: ____________ Name: ___________________________ Title: ____________
Smarter Balanced Assessment Recommendation Form
For Students with Temporary or Recent Injuries
Needing DESIGNATED SUPPORTS

Students with temporary/recent injuries (such as a broken hand or arm, eye injuries) may need access to certain designated supports to participate in the Smarter Balanced assessments and district Common Core assessments. These designated supports must be documented via Attachment C, preferably with a district/school nurse present. The decision must be signed by both the teacher and a school administrator. A copy of Attachment C must be delivered to the school’s testing coordinator and stored in a secure location prior to the first day of the testing window.

NOTE: This document should NOT be completed for students with an IEP or Section 504 Plan.

School: ___________________________ School Code: ______ Date: ______

Student Name: _____________________ Student SSID: ______ Grade: ______

Describe the injury requiring the use of Designated Supports:

**EMBEDDED DESIGNATED SUPPORTS:**

- Print Size:
  - [ ] No default zoom applied
  - [ ] 1.5 X
  - [ ] 2.5 X
  - [ ] 1.75 X
  - [ ] 3 X
  - [ ] Turn Off Universal Tools

**NON-EMBEDDED DESIGNATED SUPPORTS:**

- [ ] Noise Buffers
- [ ] Scribe Items (ELA Non-Writing and Math)
- [ ] Separate Setting, Special Lighting & Acoustics

A student with a temporary/recent injury who requires one or more accommodations to participate in the CAASPP assessments must have an active Section 504 Plan on file that specifies the needed accommodation(s) on Form 8.

If the student exhibits a need greater than what is listed on this form, contact the Student Testing Branch at 213-241-4104.

Teacher Signature: ___________________________ Date: ______

School Administrator: ___________________________ Date: ______

Date Entered In TOMS: __________ Name: ____________________ Title: __________
California Alternate Assessment Participation Decision Worksheet

This worksheet may be used by an individualized education program (IEP) team in the determination of a student’s participation in the California Alternate Assessments (CAAs). The use of this worksheet is strictly voluntary.

To meet the criteria for the CAAs, the student must have an individualized education program and the IEP team should consider the following eligibility criteria descriptors.

<table>
<thead>
<tr>
<th>Participation Criteria</th>
<th>Participation Criteria Descriptors</th>
<th>Sources of Evidence (check if used)</th>
</tr>
</thead>
</table>
| 1. The student has a significant cognitive disability. | Review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.* | ☐ Results of individual cognitive ability test  
☐ Results of adaptive behavior skills assessment  
☐ Results of individually and group-administered achievement tests  
☐ Results of informal assessments  
☐ Results of individual reading assessments  
☐ Results of districtwide alternate assessments  
☐ Results of language assessments, including English Learner (EL) language assessments, if applicable |
| YES ☐ NO ☐ | ☑ *Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life. |
| 2. The student is learning content linked to (derived from) the Common Core State Standards (CCSS) or the California Next Generation Science Standards (CA NGSS) | Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level CCSS and address knowledge and skills that are appropriate and challenging for this student. | ☐ Examples of curriculum, instructional objectives, and materials, including work samples  
☐ Present levels of academic and functional performance, goals, and objectives from the IEP  
☐ Data from scientific research-based interventions  
☐ Progress monitoring data |
| YES ☐ NO ☐ |
| 3. The student requires extensive, direct individualized instruction and substantial supports to achieve measurable gains in the grade and age-appropriate curriculum. | The student: (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature; and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content. | ☐ Examples of curriculum, instructional objectives, and materials, including work samples from both school and community-based instruction  
☐ Teacher-collected data and checklists  
☐ Present levels of academic and functional performance, goals, objectives, and post-school outcomes from the IEP and the transition plan for students age twelve and older |
| YES ☐ NO ☐ |

If the IEP team has made the determination that the student is to participate in the CAAs, and all responses above are marked “YES”, the student is eligible to participate in the California Alternate Assessments.
Considerations Not to Use in Reviewing Evidence

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services received
6. Educational environment or instructional setting
7. Percent of time receiving special education
8. EL status
9. Low reading level and/or achievement level
10. Anticipated disruptive behavior
11. Impact of test scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/augmentative and alternative communication (AAC) to participate in assessment process)

☐ Evidence shows that the decision for participating in the California Alternate Assessments was not based on the above list.

IEP Team Statement of Assurance: Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that the California Alternate Assessment is the most appropriate assessment for this student; that his/her academic instruction will be based on the CCCs linked to the CCSS or CA NGSS; that the “Considerations Not to Use in Reviewing Evidence” were not used to make this decision; and that any additional implications of this decision were discussed thoroughly.

Each of us agrees with the IEP team decision to use the CAAs:

Name: ________________________________ Position: ______________ Date:___________
Name: ________________________________ Position: ______________ Date:___________
Name: ________________________________ Position: ______________ Date:___________
Name: ________________________________ Position: ______________ Date:___________
Name: ________________________________ Position: ______________ Date:___________
Parent/Guardian:________________________________________ Date:___________