



Accessibility Supports, Part I

2015–16 CAASPP Institutes



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Overview of Module

- Purpose and importance of accessibility supports
- Types of accessibility supports
 - Universal tools
 - Designated supports
 - Accommodations
- Eligibility criteria for use
- Guidelines for use



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Accessibility Supports: Key Questions

- Why the need for accessibility supports?
- What is involved in the effective implementation of the Smarter Balanced System of accessibility supports?



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Purpose and Importance of Assessment Accessibility

Equal opportunity for all students to demonstrate learning:

- During instruction
- On classroom assessments
- On Smarter Balanced assessments (both summative and interim)



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Purpose and Importance of Assessment Accessibility (cont.)

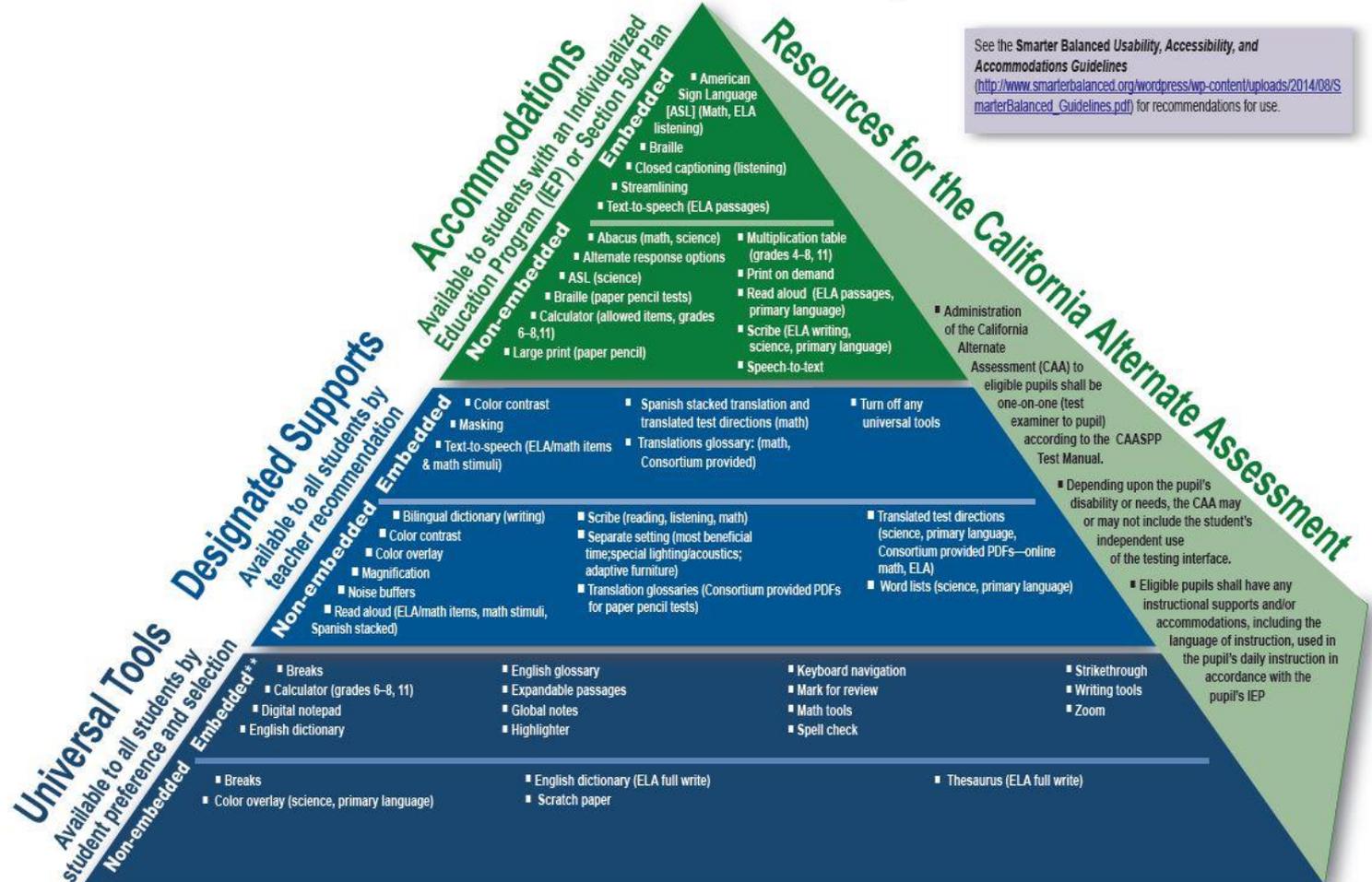
- Standardization and consistency of test administration procedures
 - Statewide
 - Across schools within LEAs
- Accuracy and validity of test results



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California Assessment of Student Performance and Progress Student Assessment Accessibility 2015–16*

See the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* (http://www.smarterbalanced.org/wp-content/uploads/2014/08/SmarterBalanced_Guidelines.pdf) for recommendations for use.



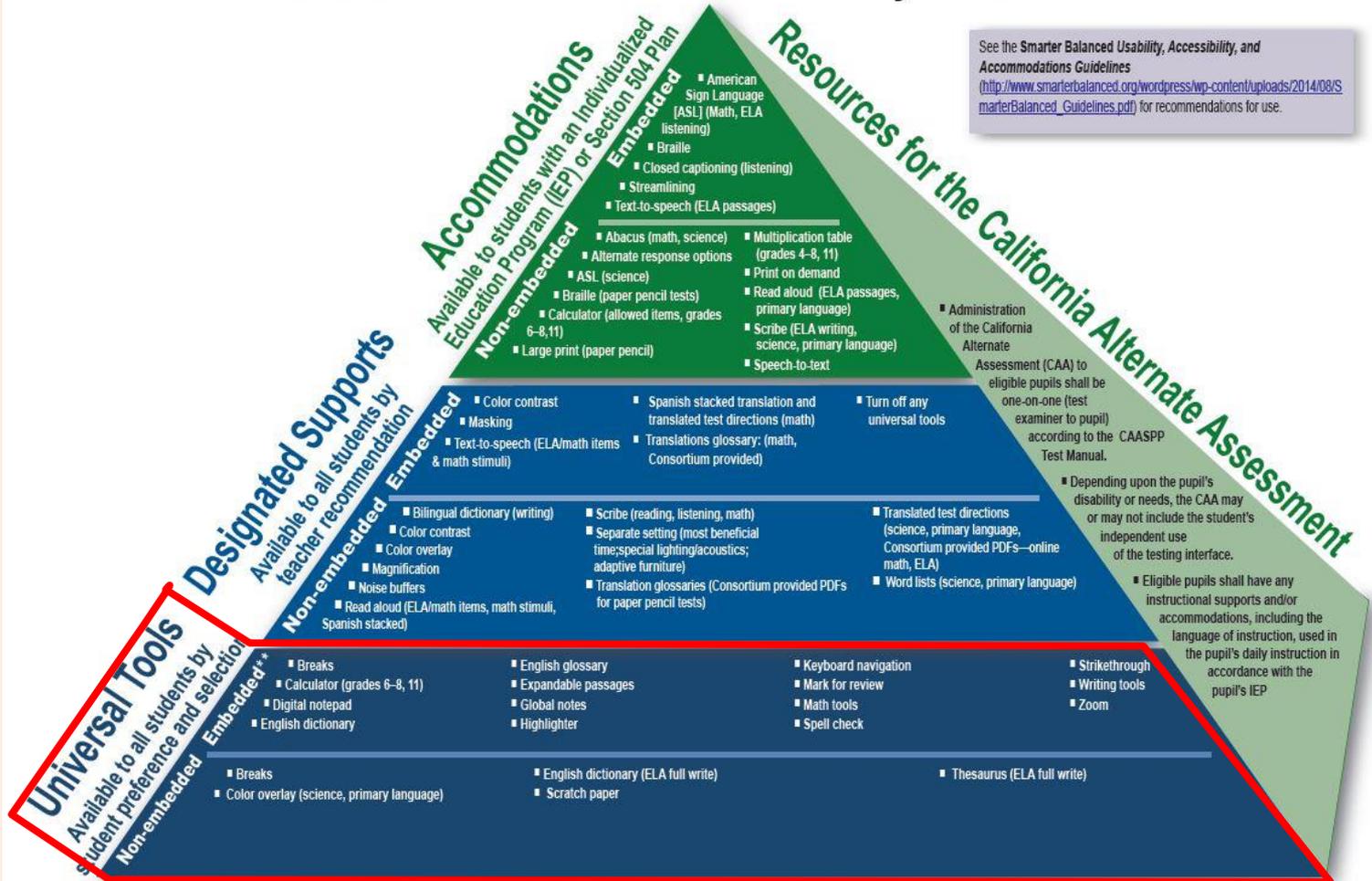
*Based on proposed emergency regulations going to SBE in November 2015
** Embedded Universal tools are delivered as allowed only



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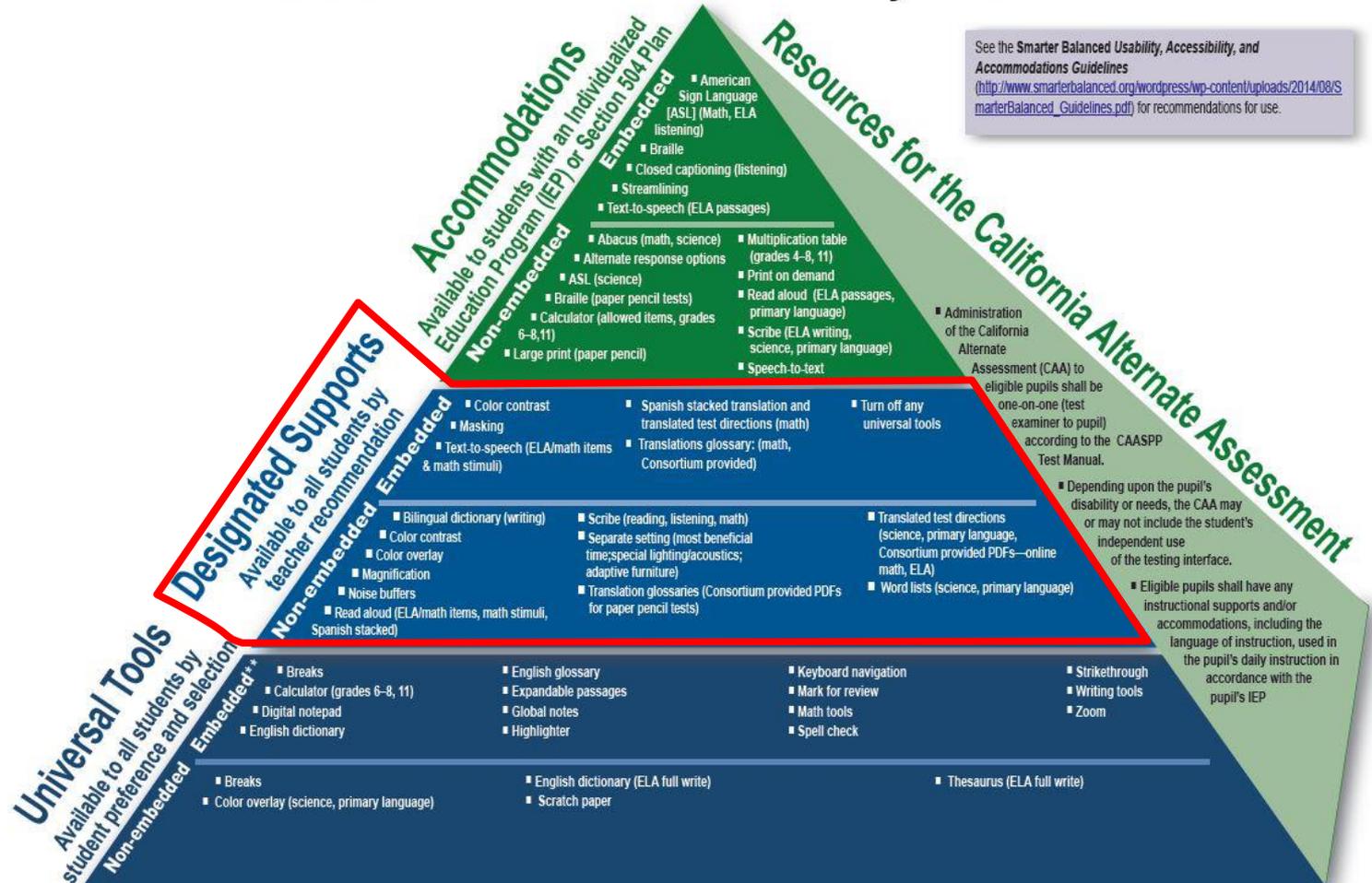




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Designated Supports

- Newest, inclusive category of supports.
- Systematic processes across the school and school district to identify and address identified student needs.
- Includes language supports for ELs.
- Available to **ALL** students.



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Pause and Reflect

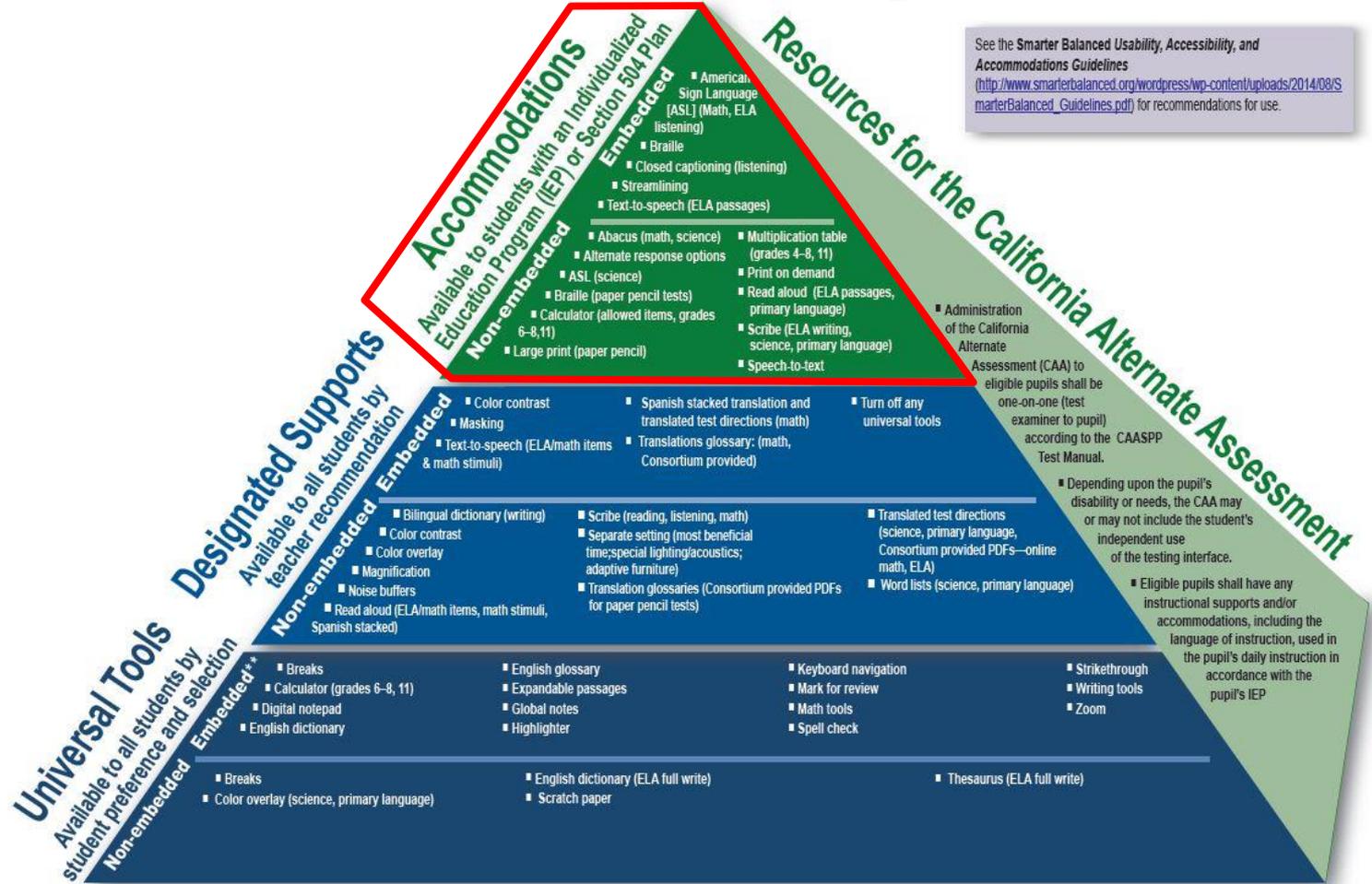
- To what extent were designated supports utilized in your LEA during the 2014–15 school year?
- Which specific designated supports were utilized?
- Was there a focus on the needs of specific student groups, such as ELs?



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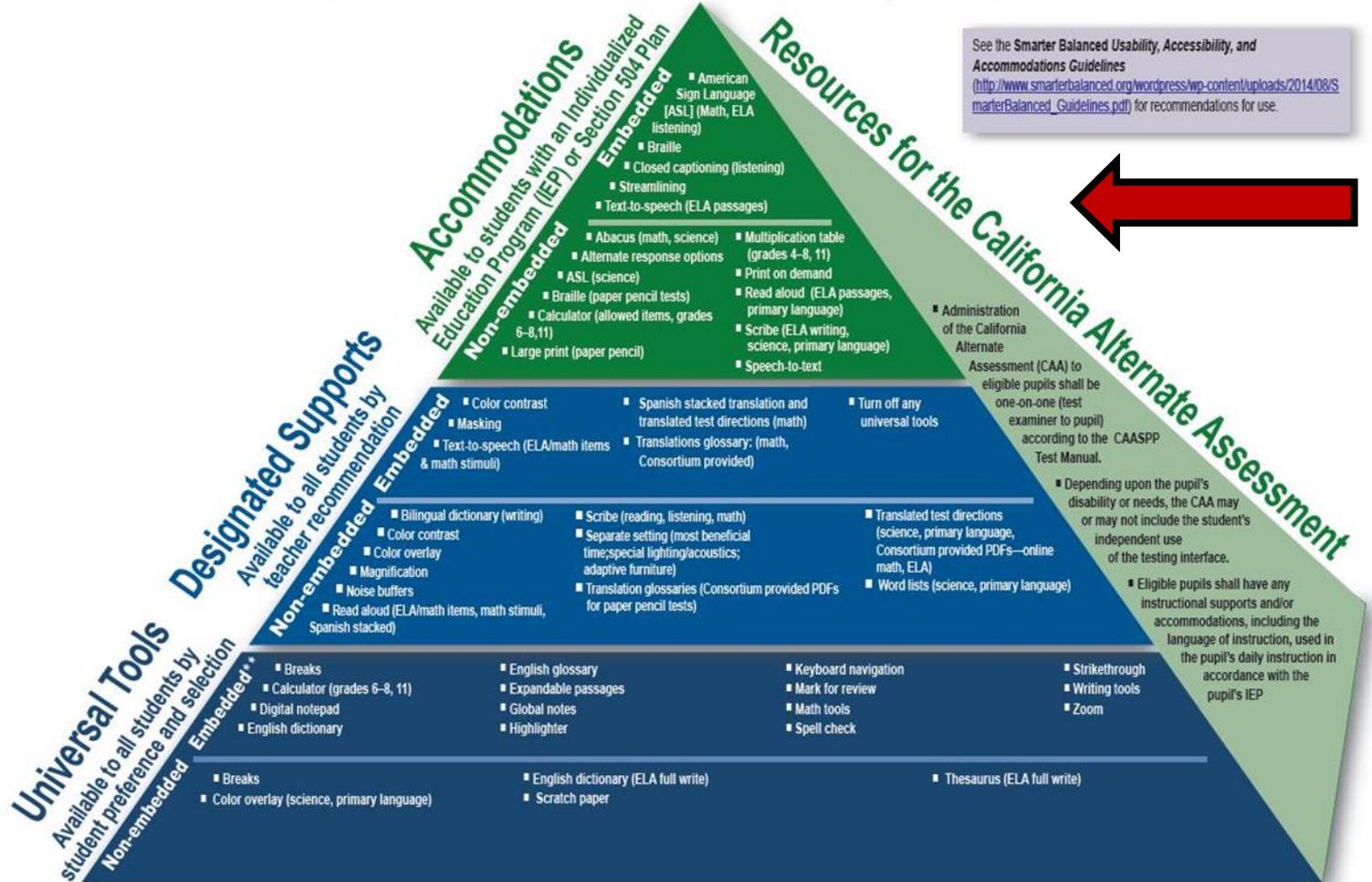
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Matrix One



Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress for 2014–15

(Revised: March 12, 2015)

Matrix One:

Purpose and Use: This document displays the universal tools, designated supports, and accommodations (embedded and non-embedded) allowed as part of the California Assessment of Student Performance and Progress (CAASPP) for 2014–15. This document should be used in conjunction with the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines*, available at <http://www.cde.ca.gov/ta/tg/sa/access.asp>, and the *California Code of Regulations*, Title 5, (CCR) sections 850 to 868 available at <http://www.cde.ca.gov/ta/tg/ca/>, in the determination of supports for individual pupils. The appropriate use of embedded and non-embedded universal tools, designated supports, and/or accommodations on CAASPP tests are restricted to only those identified in this document. Individualized aids (an explanation of which can be found in Part 3, beginning on page nine) contains a listing of identified individualized aids and information about requesting the use of the identified and unidentified individualized aids.

Part 1: Embedded Supports

Embedded supports are digitally-delivered features or settings available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

Universal Tool (U) Designated Support (D) Accommodation (A)	English-Language Arts			Mathematics
	Reading	Writing	Listening	
American Sign Language	–	–	A	A
Breaks	U	U	U	U
Braille	A	A	A	A

Universal Tools (U)	Are available for all pupils. Pupils may turn the support(s) on/off when embedded as part of the technology platform for the computer-administered CAASPP tests or may choose to use it/them when provided as part of a paper-pencil test.
Designated Supports (D)	All pupils shall be permitted the following designated supports on the CAASPP tests, when determined for use by an educator or group of educators or specified in a pupil's IEP or Section 504 Plan. An English learner shall be permitted the following designated supports on the CAASPP tests when determined for use by an educator or group of educators, who may seek input from a parent(s) or guardian(s).
Accommodations (A)	For the CAASPP assessment system, eligible pupils shall be permitted to take the tests with accommodations if specified in the pupil's individualized educational program (IEP) or Section 504 plan.

March 2015

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2015–16 CAASPP Accessibility Unlisted Resources

- New — Unlisted Resources Request automated process/form
 - Easier, streamlined process in the Test Operation and Management System (TOMS)
 - IEP and Section 504 Plan flags in California Longitudinal Pupil Achievement Data System (CALPADS) are required
 - Previously called Individualized Aid Form



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Guidelines for Use

General guidelines for use of all accessibility features:

- Student is familiar with the support(s).
- Supports are the same or similar to those used for instruction and classroom assessment.
- Student has ***multiple*** opportunities to practice with the support in a testing environment.



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Implementation Goal

The ultimate goal of the implementation process is to give **all** students every possible opportunity to demonstrate their best performance in the classroom on regular classroom assignments and assessments.



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***This is the end of this
module.***

***The next module is
“Accessibility Supports –
Part II”***