

Smarter Balanced Accessibility for All Students

Accessibility Supports: Key Questions

- Why are accessibility supports needed?
- What is involved in the equitable, effective implementation of the Smarter Balanced System of accessibility supports?

Purpose and Importance of Accessibility Supports

Equal opportunity for all students to demonstrate learning:

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

General Guidelines for Use

General guidelines for use of all accessibility supports:

- 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.

Paradigm Shift in Thinking About Accessibility

Old Paradigm

- Accessibility supports were limited to accommodations only for students with an Individualized Education Program (IEP) or Section 504 Plan.
- Categories included:
 - Presentation (large print, braille, read aloud)
 - Response (scribe, write in test booklet)
 - Timing/Scheduling (extended time, testing at best time of day for student)
 - Setting (individual, special education classroom)
- Most were provided by the test administrator or teacher and they were all paper-based.

Old Paradigm (cont.)

- Universal design principles were applied, but limited in scope:
 - White space
 - Only essential graphics
 - Legible text
 - Some consideration of whether item could be converted to Braille
- Universal design somewhat limited by paper-based format of most assessments.

New Paradigm

- Technology-based assessments open up a wide range of possibilities for greater accessibility for **ALL** students.
- **ALL** students can be evaluated for accessibility supports (not just for students with disabilities or those who are learning English).
- Testing environments for **ALL** students can be adjusted based on individual needs.

New Paradigm (cont.)

- Same basic categories of supports but available to a broader range of students:
 - Presentation
 - Response
 - Timing/Scheduling
 - Setting

New Paradigm (cont.)

- Tiered approach to accessibility supports, both embedded (provided within the testing interface) and non-embedded (locally provided; outside of testing interface):
 - **Universal tools** are available to **ALL** students.
 - **Designated supports** are available to **ALL** students, with a documented decision made by an adult who knows the student.
 - **Accommodations** are available to students with an IEP or Section 504 Plan.

2016–17 California Student Assessment Accessibility for Mathematics



California Assessment of Student Performance and Progress

Available to all students

Universal Tools

based on student preference and selection

EMBEDDED*	Math tools (specific items)
Breaks	Strikethrough
Calculator (grade 6–8, 11)	Writing tools
Digital notepad	Zoom
English glossary	
Expandable passages	NON-EMBEDDED
Highlighter	Breaks
Keyboard navigation	Scratch paper
Mark for review	

* Embedded universal tools are delivered only as allowed.

Designated Supports

by teacher recommendation

EMBEDDED	NON-EMBEDDED	
Color contrast	Color contrast	Simplified test directions
Masking	Color overlay	Translated test directions
Text-to-speech	Magnification	Translated test directions (Consortium-provided only)
Translations (glossary)	Noise buffers	Translations glossary (paper-pencil test only)
Translations (Spanish stacked with test directions)	Read aloud	
Turn off any universal tool	Read aloud for Spanish stacked translation	
	Scribe	
	Separate setting	

Available to students with an individualized education program (IEP) or Section 504 plan

Accommodations

EMBEDDED	Calculator (allowed items, Grades 6–8, grade 11)
American Sign Language	Large-print versions of paper-pencil test (as available)
Braille	Multiplication table (grades 4 & up)
Streamline	Print on demand
NON-EMBEDDED	Speech-to-text
100s number table (grades 4 & Up)	
Abacus	
Alternate response options	
Braille (paper-pencil tests)	

Resources for the California Alternate Assessment

Eligible pupils shall have any instructional supports and/or accommodations, including the language of instruction, used in the pupil's daily instruction in accordance with the pupil's IEP.

Administration of the California Alternate Assessments (CAAs) to eligible pupils shall be one-on-one (test examiner to pupil) according to the CAASPP manual. Depending upon the pupil's disability or needs, the CAAs may or may not include the student's independent use of the testing interface.

Please refer to Matrix One and to the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* for recommended use.

California Department of Education
September 2016

What Do You Think?

- At what level do you believe there is the greatest need for information and professional development?
 - Universal tools
 - Designated supports
 - Accommodations

Designated Supports: Developing a Process for Identifying Student Needs and Making Decisions

Designated Supports

- Newest category of supports.
- Includes a wide range of supports to meet individual student needs.
 - Language supports for ELs.
- Available to **ALL** students if determined by an adult that the student would benefit from the support.

Designated Supports

- Systematic process across the local educational agency (LEA) necessary to identify and address identified student needs:
 - Consistently
 - Equitably
 - Appropriately
 - Effectively

Key Question

What is the systematic process in your LEA to ensure **equitable, appropriate** and **effective** use of designated supports during classroom instruction, on classroom assessments, and on the Smarter Balanced assessments?

Effective Use of Designated Supports

Effective Use of Designated Supports

Designated supports offer an expanded range of access for all students, including language support for English learners. The use of designated supports does not require an Individualized Education Program (IEP) or Section 504 plan; they are available for use by any student for whom the need has been indicated by an educator (or team with educators, parent/guardian and student). The consistent and effective use of designated supports during daily instruction, on classroom assessments, and on the Smarter Balanced assessments can help to ensure that all students in the local educational agency (LEA) have access to Common Core State Standards (CCSS) content and the opportunity to accurately demonstrate their learning on the California Assessment of Student Performance and Progress (CAASPP) assessments.

A consistent approach by LEAs for the use of designated supports is recommended. The optional California Individual Student Assessment Accessibility Profile (ISAAP) process can help ensure all students receive the appropriate designated supports and accommodations for the CAASPP assessments. Please note: designated supports as well as additional accommodations are available for students with IEP or Section 504 plans.

The Individual Student Assessment Accessibility Profile Process

This optional process delineates seven steps that offer a flexible framework for establishing a consistent, LEA-wide system for providing accessibility supports that will allow students to best demonstrate their learning. LEAs may customize these steps and use the California ISAAP tool (http://californiatac.org/rsc/pdfs/CAASPP-isaap-tool.2014_2015.v2.xism) as appropriate to local resources and needs.

Students benefit most when they are given multiple opportunities to explore and practice the designated supports during classroom instruction, on classroom assessments and on the Smarter Balanced Practice Tests, Training Tests, and Interim assessments.

- Step 1.** Select key staff members who will be involved in any of these seven steps and define their specific roles. Number of steps and roles are customizable to meet school needs and resources.
- Step 2.** Provide information and training to staff according to their role; provide information to parents/guardians; provide information and training to students as appropriate. LEA administrators are encouraged to develop a comprehensive plan for providing information and training to key stakeholders and staff about assessment accessibility.
- Step 3.** Identify students who may benefit from designated supports (including students with IEPs and Section 504 plans, English learners and English learners with disabilities). Potential decision-making team members for identifying designated supports for students may include any staff members who are knowledgeable about the student's instructional needs, including classroom teachers, special education teachers, English learners specialists, academic coaches, counselors, school psychologists, parents/guardians, and students.
- Step 4.** Select the appropriate designated supports and accommodations for each student. After individual student needs are identified, the California ISAAP tool can be used to match student needs to available designated supports.
- Step 5.** Enter or upload designated supports and accommodations into the Test Operations Management System (TOMS). Selections made with the California ISAAP tool (http://californiatac.org/rsc/pdfs/CAASPP-isaap-tool.2014_2015.v2.xism) can be uploaded directly. Student settings may also be made manually or through template upload.
- Step 6.** Perform a pre-administration check of assigned access supports.
- Step 7.** Check for delivery of the assigned designated supports and accommodations at the time of the test.

For additional information:

- California Department of Education CAASPP Web page at <http://www.cde.ca.gov/ta/tg/ca>
- CAASPP Web site at <http://www.caaspp.org>

California Department of Education
April 2015



This document is available at
<http://www.cde.ca.gov/ta/tg/ca/documents/designatedsupports.pdf>.

Individual Student Assessment Accessibility Process (ISAAP)

1. Designate key staff roles and responsibilities.
2. Provide information to parents and training to all staff, as appropriate.

Guiding Question: Roles and Responsibilities

- Who in your LEA is responsible for the implementation of a systematic process for the effective, equitable use of designated supports?
 - Establishes a team to develop, implement, and monitor a consistent LEA-wide process.
 - Ensures team members are adequately trained.
 - Supports and monitors implementation of process across the LEA.

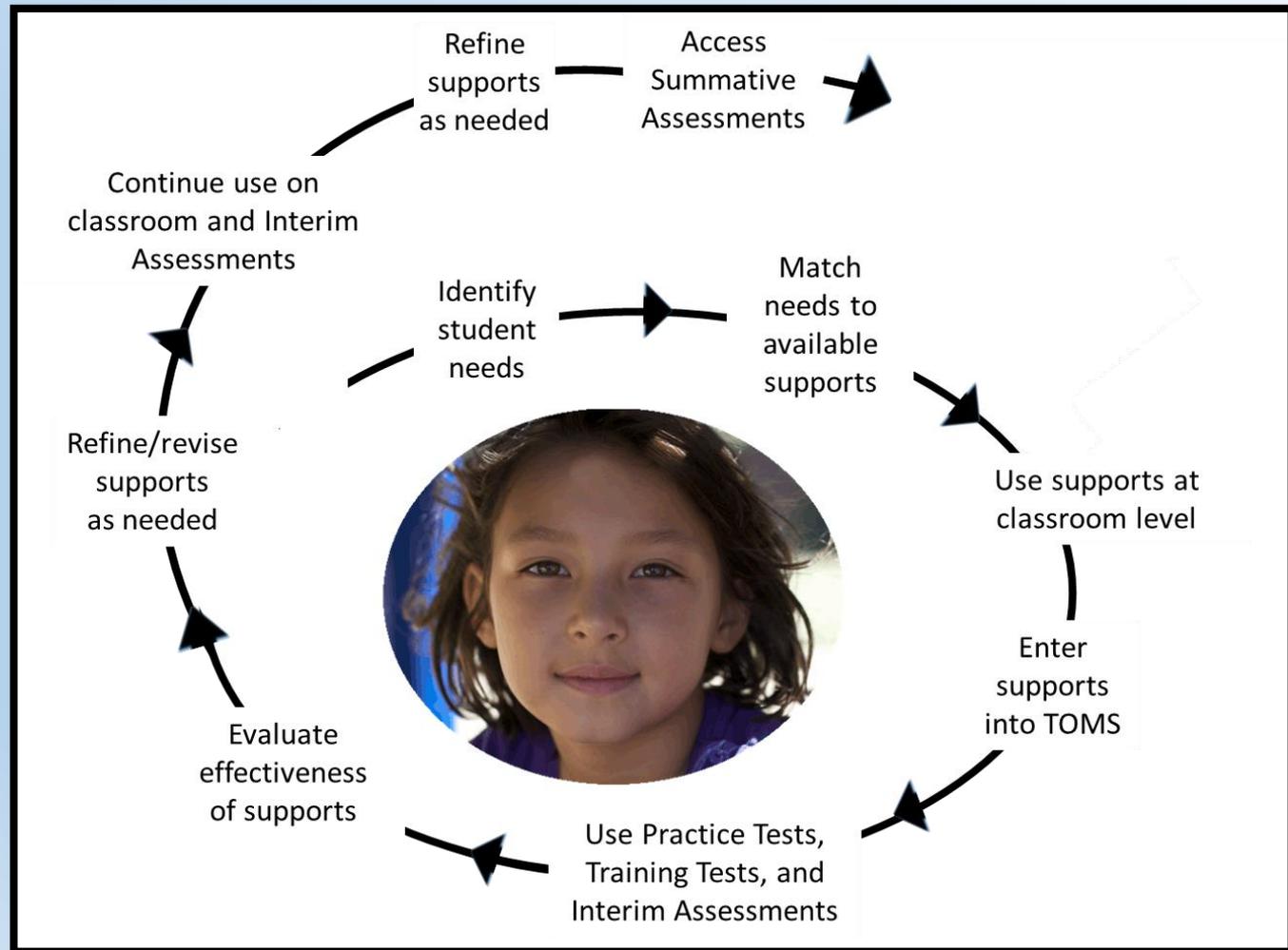
Guiding Questions: Information and Training

- How has information on designated supports been provided to parents in your LEA?
- What training on designated supports has been provided to administrators, teachers, and support staff across your LEA?
- What training needs to be planned for this school year?
 - Who
 - What
 - When

ISAAP Process: Steps 3 and 4

3. Identify students who will benefit from designated supports and students who will need accommodations per IEP and Section 504 Plans.
4. Select the designated supports and accommodations for all identified students.

A Model of the Accessibility Support Identification and Selection Process



Identifying Student Needs and Decision-Making Process

- Need for systematic, equitable decision making process considering the needs of all students.
- Use of multiple sources of information as part of the process.
- Documentation of the process.

Identifying Student Needs

- Establish identification procedures that consider individual student needs:
 - Classroom level
 - Grade/department level
 - Program level
 - Use of existing structures/formats
 - Use of ISAAP categories of need

ISAAP Categories of Need

- Executive control: attention, cognition control, and processing
- Persistent calculation disability
- Reading related disabilities, print disabilities, struggling readers
- Need for access in language(s) of translation
- Significant motor difficulties and recent injury
- Vision impairment/blindness
- Hard of hearing/deafness

Guiding Questions: Identifying Students for Supports

- What is the LEA process for identifying students who may benefit from the use of designated supports?
- Who is involved in the identification process?
- What procedures are in place to ensure equitable consideration to all students across the LEA?

Guiding Questions: Decision Making Process

- How will appropriate decisions about the specific needs of individual students for designated supports be made?
- Who should be involved in the decision-making process?

A Team Approach to Decision Making

- Educators
- Parent/Guardian
- Student

A Team Approach to Decision Making: The Educators' Role

For decisions about designated supports :

- An educator or team is responsible for decisions about an individual student's designated supports.
- The educator or team must be familiar with the student's characteristics and needs.

A Team Approach to Decision Making: The Parent/Guardian Role

- Parents/guardians should be provided resources/information to enable them to provide input to the identification and decision-making process.



A Team Approach to Decision Making: The Parent/Guardian Role (cont.)

- Parents/guardians can provide information on the specific needs of individual students.
- Parents/guardians can provide information about supports used in the home environment.

A Team Approach to Decision Making: The Student Role

- Elicit students' opinions about whether designated supports might be helpful.
- And which specific supports might be helpful.



Meet Some Students

- Lilia, an English Learner
- James, a below grade-level reader
- Martin, a student diagnosed with Attention Deficit Hyperactivity Disorder (ADHD)
- Katie, a student with a vision impairment

None of these students is eligible for special education services.

Information for Decision-Making

- What do we need to know about each student to make appropriate decisions?
 - Educational history
 - Language proficiency information
 - Language of instruction
 - Academic performance
 - Physical/Medical information
 - Supports currently being provided in classroom/provided previously

Student 1: Lilia

English Learner

- Grade five student designated as an English learner.
- Intermediate level on the California English Language Development Test (CELDT).
- In U.S. schools since Kindergarten.
- Language of instruction is English.
- Independent reading level is at grade three.
- Partner reading, teacher read-aloud, glossary, bilingual dictionary, visuals and sentence frames are used to support classroom learning and assessment.

Student 2: James Struggling Reader

- Grade eight student designated as English Only.
- Independent reading level is at grade four.
- Teacher read-aloud, CDs, low level-high interest texts, limited amount of text per page used to support classroom learning and assessment.

Student 3: Martin

Attention Deficit Disorder

- Grade eleven student designed as Reclassified Fluent English Proficient (RFEP).
- Above grade level reading and writing skills.
- Takes medication for ADHD.
- Limited amount of text/graphics on page, separate setting for some independent work and testing, noise buffers used to support classroom learning and assessment.

Student 4: Katie Impaired Vision

- Grade three student designated as English Only.
- Above grade level reading, writing and mathematics skills.
- Visually impaired.
- Preferential seating, magnified/enlarged text, color cues and color contrast used to support classroom learning and assessment.

Case Study: Lilia

Selection of Supports

- Based on what we know about Lilia, which of the available designated supports might be beneficial to her on the Smarter Balanced assessments?
- Which available designated supports ***best match*** the supports she is using during classroom instruction and assessment?
- Are there other supports that should be considered to enhance her learning and assessment experiences?

Case Study: James, Martin, and Katie

Selection of Supports

- Based on what we know about these students, which of the available designated supports might be beneficial to each of them on the Smarter Balanced assessments?
- Which available designated supports ***best match*** the supports they are using during classroom instruction and assessment?
- Are there other supports that should be considered to enhance their learning and assessment experiences?

Guiding Questions: Accessibility Support Selection Process

- How are individual student needs matched up to available designated supports?
- What procedures are in place to ensure equitable access to all students across schools and classrooms in the district?

Providing Students Opportunities to Practice Using Designated Supports

Guiding Questions: Student Use of Designated Supports

- To what extent are students being directly taught how to use selected designated supports?
- To what extent are students using similar supports in the classroom on a regular basis?
- To what extent are they being provided with multiple opportunities to practice using the selected designated supports?

Smarter Balanced Resources and Practices Comparison Crosswalk

No.	Guidelines Resource	Description (See <i>Guidelines</i> for Full Description)	Pedagogical Practices	Description
1.	Breaks	The number of items per session can be flexibly defined based on the student's need.	Breaks	Students pace themselves while completing work. Students may move about the classroom or take a short break outside to refocus.
2.	Color Contrast	Enables students to adjust screen or printed background or font color, based on student needs or preferences.	Color coding (Varied printing color and paper color)	Students have instructional materials that have different font or background paper color(s). Students can use one color for a main idea and another color for details when outlining or taking notes.
3.	Color Overlays	Color transparencies are placed over a paper-based assessment.	Color overlays	Color transparencies are placed over a paper-based assessment.

This document can be found on the Smarter Balanced Assessment Consortium Web site at <http://www.smarterbalanced.org/wp-content/uploads/2015/09/Resources-and-Practices-Comparison-Crosswalk.pdf>

Classroom Data

- Document the student's use of designated supports during daily instruction and on classroom assessments
- Analyze data on student performance with and without targeted designated supports.

Practice Tests and Training Tests

	Practice Test	Training Test
Purpose	Provide students with a grade specific testing experience similar in structure and format to the summative assessments	Provide students with an opportunity to quickly become familiar with the software and interface features . There are no Performance Tasks (PTs).
Grade Levels	Each grade: <ul style="list-style-type: none"> • 3-8, 11 	Grade bands: <ul style="list-style-type: none"> • 3-4 • 6-8 • High school
Number and Types of Items	Approximately 30 items in ELA and 30 items in math per grade level Includes 1 ELA PT and 1 math PT per grade level	Approximately 15 items per grade band (6 in ELA and 8-9 in math); PTs are not available
Universal Tools, Designated Supports, and Accommodations	All	All
Scoring	Results are not scored; however, answer keys and scoring rubrics are available	Results are not scored

Benefits of Using Designated Supports in the Interim Assessments

- Designated supports are **modifiable** in the Test Administrator Interface for the Smarter Balanced Interim Assessments.
- Provides additional opportunities for students to try out designated supports on actual test items and for teachers to observe and talk with students to evaluate their effectiveness.

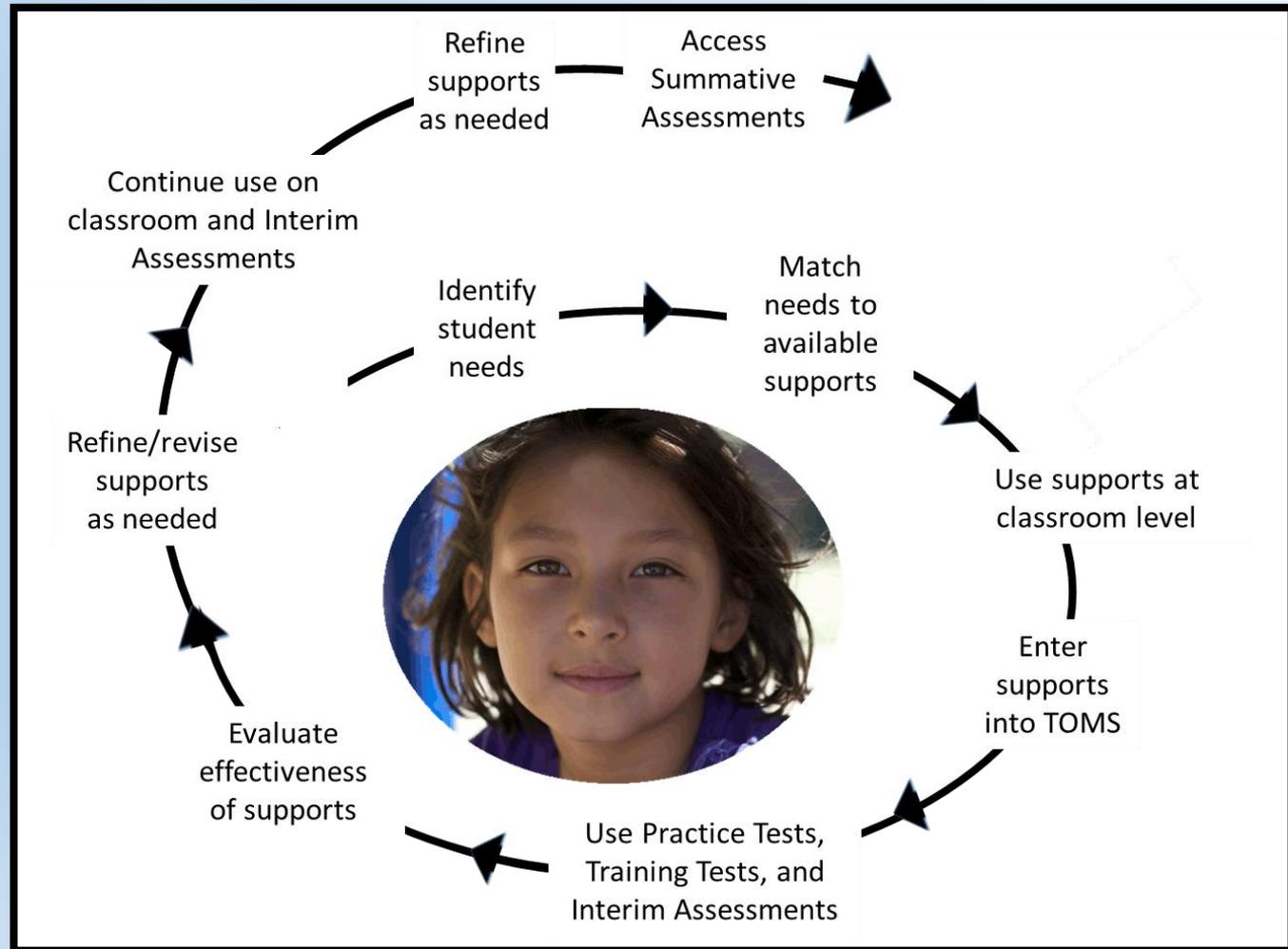
Student Input

- Obtain student input via interviews after practice opportunities:
 - Which designated supports were used?
 - Were there any problems with the designated supports?
 - What was the impact of the use of the supports on student performance?
 - Should the support(s) be used again?

ISAAP Process: Steps 5–7

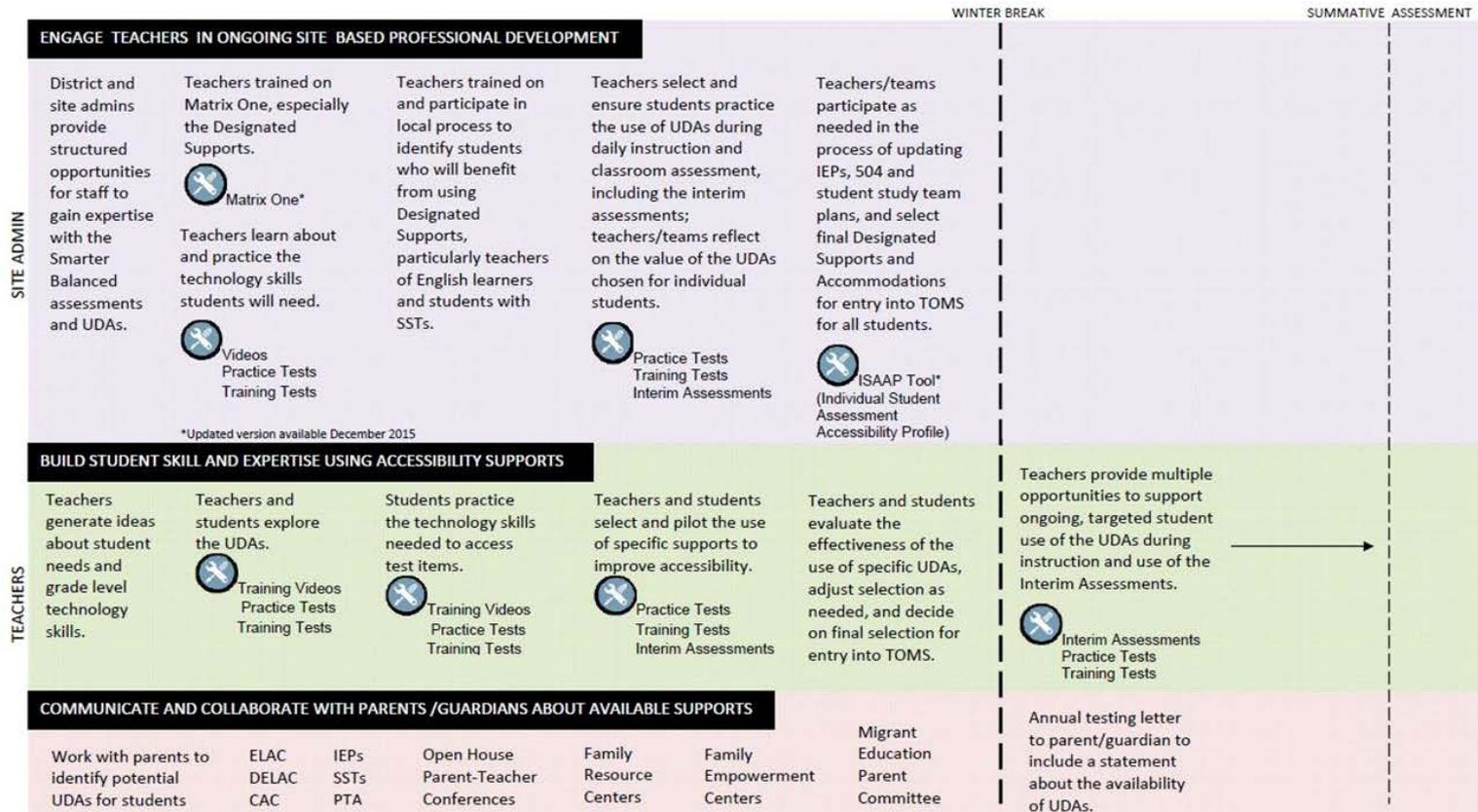
5. Enter or upload designated supports and accommodations into the TOMS.
6. Perform a pre-administration check of assigned supports.
7. Check the test administration interface to confirm student has assigned accessibility support.

A Model of the Accessibility Support Identification and Selection Process

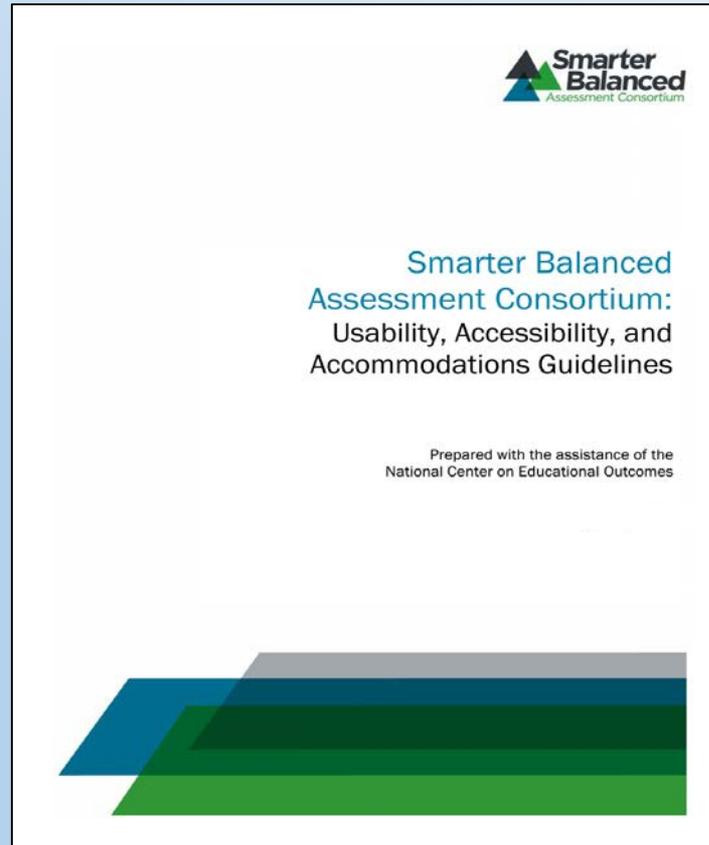


Effective Student Use of Accessibility Supports

Suggested Timeline for Student Use of the Smarter Balanced Universal Tools, Designated Supports, and Accommodations (UDAs)



Usability, Accessibility, and Accommodations Guidelines



The Usability, Accessibility, and Accommodations Guidelines can be found on the CDE Smarter Balanced Accessibility and Accommodations Web page at <http://www.cde.ca.gov/ta/tg/sa/access.asp>

Accessibility Resources

- CDE's Student Accessibility Supports Web site:
<http://www.cde.ca.gov/ta/tg/ca/accesssupport.asp>
- SBAC Support for Under-Represented Students
Web site:
<http://www.smarterbalanced.org/parents-students/support-for-under-represented-students/>

Additional Resources Under Development

- 2016–17 CAASPP Institute sessions focused on:
 - Creating a Standard Process for Identifying Students for Designated Supports
 - Designated Supports and English Learners
 - Utilizing Universal Tools, Designated Supports, and Accommodations in Daily Classroom Practice
- Mini-videos of all accessibility supports will be posted on the CDE Web site.
- Videos demonstrating the process with students.