

# 2018–19 California Student Assessment Accessibility for the English Language Proficiency Assessments for California



Unless noted in parentheses, the listed resources may be used in all domains: listening (L), speaking (S), reading (R), and writing (W).

## Available to All Students

### Universal Tools

- Breaks, including those that extend testing over more than one day, between the contractor-identified test sections
- Oral clarification, in English, of test directions by the test examiner
- Student use of highlighter(s) in the test book for grades two through twelve
- Student use of marking in the test book for grades three through twelve (no highlighter use)
- Scratch paper
- Sufficient time to complete test

### Designated Supports

- Adjustments to setting, including:
- Audio amplification equipment
  - Most beneficial time of day
  - Special lighting or acoustics
  - Special or adaptive furniture
  - Testing in a separate room, provided that the student is directly supervised by an employee who has signed the ELPAC Test Security Affidavit
- Audio or oral presentation of test directions in English, which may be repeated as requested by the student
- Color overlay
- Covered overlay, masks, or other means to maintain visual attention to the test consistent with the test contractor's test directions
- Magnification
- Manually Coded English or American Sign Language (ASL) to present test directions for administration (does not apply to test questions)
- Noise buffers

## Available to Students with an Individualized Education Program (IEP) or Section 504 Plan

### Accommodations

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|--|--|---|
| Braille test materials provided by contractor  | Pause or replay the audio during the administration of test questions for Summarize an Academic Presentation (S) | Supervised breaks within a section of the test  |
| Dictation by the student of responses, including all spelling and language conventions, to a scribe, audio recorder, or speech-to-text converter (W) | Presentation of, and responses to, questions using Manually Coded English or ASL (L, S, W)                       | Test questions enlarged through electronic means  |
| Large print versions reformatted from regular print version  | Responses dictated to a scribe for selected response items, including multiple choice items (L, R, W)            | Testing at home or in the hospital by a test examiner   |
| Pause or replay the audio during the administration of test questions (L)  |  | Transfer of student responses marked in the test booklet to the answer book by a scribe who has signed an ELPAC Test Security Affidavit (L, R, W) |
|  |  | Use of an assistive device that does not interfere with the independent work of the student (L, S, W)   |
|  |  | Use of written scripts by the test examiner for students for whom streamed audio is not accessible (L)  |
|  |  | Use of word processing software with the spell and grammar check tools turned off (W)   |

## Unlisted Resources

To obtain approval to use an unlisted resource, an LEA may submit a request to the California Department of Education (CDE) on behalf of a student with a disability, prior to administering the Initial or Summative ELPAC.

### Domain Exemption(s)

The IEP or Section 504 team may decide to exempt a student from a domain if there are no available resources or unlisted resources that provide the student access to that domain.