## Available to all students

### Universal Tools*

- Breaks, including testing over more than one day, between the test contractor-identified test sections
- Oral Clarification of test directions by the test examiner in English
- Scratch paper
- Sufficient time to complete the test

### Designated Supports*

- Adjustments to setting, including:
  - audio amplification equipment
  - most beneficial time of day
  - special lighting or acoustics
  - special or adaptive furniture
  - testing the student in a separate room provided that the student is directly supervised by an employee of the school district or nonpublic school who has signed the ELPAC Test Security Affidavit

- Audio or oral presentation of test directions in English
- 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*

- Audio or oral presentation of test questions for the writing section in English (W)
- Braille test materials provided by the test contractor
- Dictation by the pupil of responses, including all spelling and language conventions, to a scribe, audio recorder, or speech-to-text converter (W)
- Large print versions reformatted from regular print version
- Presentation of questions using Manually Coded English or ASL (W)
- Responses dictated to a scribe for selected response items, including multiple choice items (L, R, W)
- Supervised breaks within a section of the test
- Test questions enlarged through electronic means
- Testing at home or in the hospital by a test examiner

### Available upon approval

- Transfer of student responses marked in the test booklet to the answer document 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 (W)
- 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 an initial or summative assessment.

*Unless otherwise noted, the listed resources may be used in all domains (L, S, R, W).

L = Listening, S = Speaking, R = Reading, W = Writing

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