

2017–18 California Student Assessment Accessibility for English Language Proficiency Assessments for California



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

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)

Available upon approval

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

Please refer to *Matrix Four: Universal Tools, Designated Supports, and Accommodations for the English Language Proficiency Assessments for California* at <http://bit.ly/2zVNEE5> for recommended use.

California Department of Education
December 2017