

Lesson Plan for Engaging All Learners

A list of accessibility resources including Designated Supports (DS), Accommodations (A), and Universal Tools (UT) for California Assessment of Student Performance and Progress (CAASPP) testing.

Representation: provide options for comprehension, language, mathematical expression, and symbols; and perception

- 100s number table (A): students use a 100s number table during instruction and on assessments
- Abacus (A): students use items to count during instruction. Students use an abacus to add, subtract, multiply, and divide during instruction.
- American sign (A): an American Sign Language (ASL) interpreter or ASL certified instructor signs during instruction.
- Bilingual dictionary, stacked translations, translation glossaries, translated test directions (DS): If English is a second language for students, offer bilingual instruction and/or bilingual translations of materials in their home language.
- Braille (A): instructional materials and assignments are completed in braille.
- Closed captioning (A): in-class videos and films are used that contain closed captioning. Closed captioning is used in other languages.
- Color contrast (DS): Students have instructional materials that have different font or background paper color.
- Color overlays (DS): Color transparencies are placed over a paper-based assessment.
- Expandable passages (UT): students are provided with a passage or stimulus to work from that takes up a large portion of the paper, and/or separate from items or other information.
- Highlighter (UT): students are provided with digital or physical tools for marking desired text, item questions, item answers, or parts of these with a color.
- Magnification (DS): students are given access to large print versions of text to enable access to curriculum. Students have access to enlarged mathematics problems to make sure all steps are completed. Students use computer screen enlargement to work in teams.
- Masking (UT): during instruction, students use a masking device that covers up sections of text and/or test questions to maintain visual attention and decrease distractions. Teachers block off text on classroom projectors to focus students on topics during discussions.
- Math tools (UT): students use rulers, protractors, number lines, and manipulatives.
- Prints on demand (A): photocopies of passages are used instead of textbooks so that students can write and/or highlight.
- Simplified test directions (DS): teachers routinely rephrase and/or simplify complicated directions to make student friendly.
- Streamline (A): students regularly have access to documents in which the text is presented in sequential format with items displayed below the text.
- Text-to-speech/read aloud (DS for mathematics) (A for English language arts/literacy): teacher or instructional assistant reads aloud instructions. Students listen to a book-on-tape or cd of text or a book.

- Zoom (UT): students are given access to large print versions of text to enable access to curriculum. Students have access to enlarged mathematics problems to make sure all steps are completed.

Action and Expression: provide options for executive functions (goal setting, monitoring progress, strategy development), expression and communication, and for physical action

- Digital notepad, global notes, scratch paper (UT): students use avid style notes to record main ideas and to make connections; they brainstorm ideas/ write down connections using scratch paper or whiteboards; they employ assistive technology, or notepaper.
- English dictionary, english glossary, spell check, and thesaurus, writing tools (UT): provide students with the tools they need to complete assignments
- Keyboard navigation (UT): students use keystrokes and/or key commands in place of, or in addition to, a mouse to navigate the computer.
- Math tools (UT): students use rulers, protractors, number lines, manipulatives, and handouts with necessary formulas.
- Calculator (A): calculators are used to do basic calculation in multi-step mathematics processes that are not being assessed.
- Multiplication table (A): students use a multiplication table during regular instruction and assessments.
- Scribe (DS): students use a scribe as an alternative to writing when a processing or physical challenge is present.
- Speech-to-text/scribe (A): students use an audio recording device or scribe as an alternative to writing when a processing challenge is present. A trained adult then transcribes the student's response word-for-word on the student's test or assignment.
- Alternate response options (A): students dictate responses to a teacher or assistant who records them. Students use communication boards, picture representations, or other individual expressive communication devices.

Engagement: provide options for self-regulation, sustaining effort, and persistence, and for recruiting interest

- Breaks (UT): prevent students from getting upset or quitting by giving them scaffolds, positive reinforcement, break time, and other tools to deal with emotions.
- Noise buffer (DS): students regularly wear equipment to reduce environmental noise during regular instruction and assessment.
- Separate setting (DS): students who are easily distracted are provided with alternate seating within the classroom to improve focus. Students can work in the classroom during off periods when the classroom has only a few students.
- Mark for review, strikethrough (UT): students use test-taking strategies when they are unsure about a response to a test item so they can proceed to the next item.
- Masking (DS): during instruction, students use a masking device that covers up sections of text and/or test questions to maintain visual attention and decrease distractions. Teachers block off text on classroom projectors to focus students on topics during discussions.