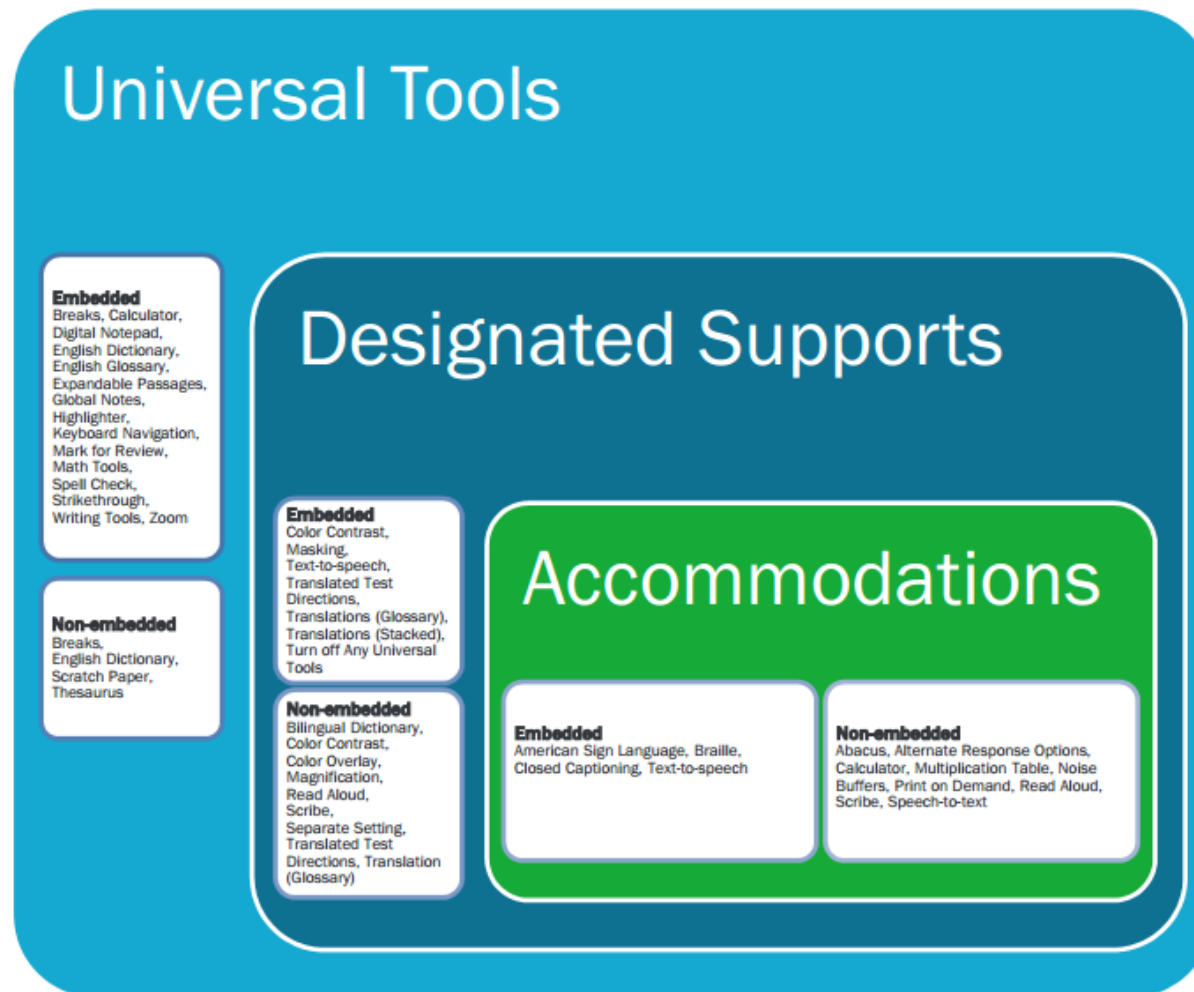


CUSD Universal Tools, Designated Supports, and Accommodations Guide

SBAC Conceptual Framework for Universal Tools, Designated Supports, and Accommodations



Information pulled from SBAC Usability, Accessibility, and Accommodations Guidelines as well as collaborative District Sources

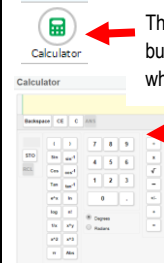
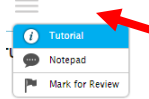
CUSD Universal Tools, Designated Supports, and Accommodations Guide

Please use this guide, in addition to other tools and a tour through the SBAC Practice Test, to help gear the discussion, evaluation and designation of available supports for your students.

IMPORTANT: Embedded vs. Non-Embedded: Embedded tools are tools that are built within the SBAC Computer System and Non-Embedded are tools that are the responsibility of the site to obtain for the individual tester (typically require something tangible).

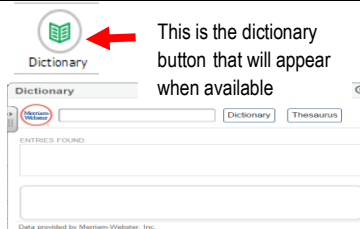
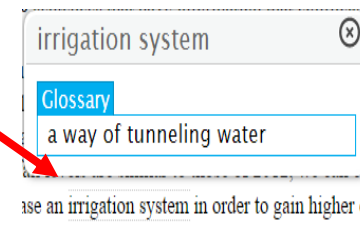
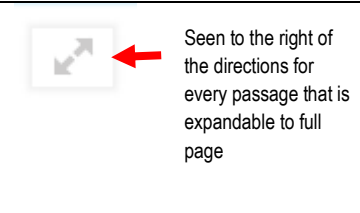
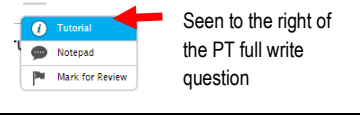
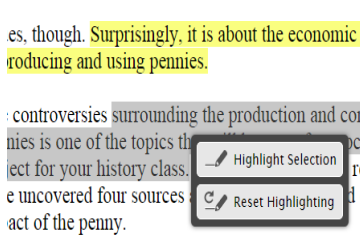
UNIVERSAL TOOLS

Universal Tools are access features of the assessment that are either provided as digitally-delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.

TOOL		DESCRIPTION	OBSERVATION or RECOMMENDATION	PICTURE (if available)
Universal Tool - EMBEDDED	Breaks	The number of items per session can be flexibly defined based on the student's need and each student can take as many sessions as needed to complete the tests as long as completion is within district window. Breaks of more than 20 minutes will prevent student from returning to items already attempted by the student.	Students can stop a test at any time, but will not be able to return to completed problems or sections of a specific test or a test that has been submitted.	NA
	Calculator (for calculator allowed items only)	An embedded on-screen digital calculator can be accessed for calculator-allowed items <u>when students click on the calculator button</u> (BEFORE THE TEST AWARENESS). The availability of this is based on the SBAC Item Specs and the calculator type and functions are grade band specific (11 th graders see a different calculator than 3 rd graders)	*For students who cannot use the embedded calculator – see Non-embedded Accommodations Observation: very useful but was not always recognized by students when available	 <p>This is the calculator button that will appear when available</p> <p>This is the middle school calculator – view on practice test</p>
	Digital Notepad	This tool is used for making notes about an item. Notes are saved from within a test session/ segment but not beyond that.	Observation: Most students used paper/pencil for their question-specific notes	 <p>Appears to the right of the question number for every question.</p>


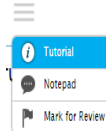

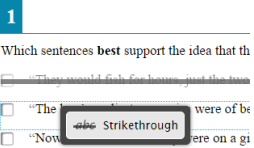

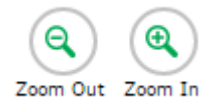
Information pulled from SBAC Usability, Accessibility, and Accommodations Guidelines as well as collaborative District Sources

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TOOL		DESCRIPTION	OBSERVATION or RECOMMENDATION	PICTURE (if available)
Universal Tool - EMBEDDED	English Dictionary (for ELA PT full writes only)	An English dictionary MAY be available for the full write portion of an ELA PT (Performance Task), PENDING CONTRACTUAL DISCUSSIONS.	Observation: connects with Webster Dictionary/Thesaurus – student must know how to use tool in advance	 This is the dictionary button that will appear when available
	English Glossary	Grade- and context- appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window. The student can access the embedded glossary by clicking on any of the pre-selected terms.	Observation: words designated as “glossary” terms are under and above a faded dotted line (as seen faintly in picture) – student must click on the word to pull up glossary	 use an irrigation system in order to gain higher cc
	Expandable Passages	Each passage or stimulus can be expanded so that it takes up a larger portion of the screen	Recommendation: Encourage students to expand the passage the first read to prevent them from having to scroll up and down too much	 Seen to the right of the directions for every passage that is expandable to full page
	Global Notes (for ELA PTs only)	Global notes are the same and accessed the same as a Digital Notepad – only difference, global notes can be accessed segment to segment and session to session		 Seen to the right of the PT full write question
	Highlighter	A digital tool for marking desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available for entire segment or session but not from one segment/session to another.	Observation: Once students know how to use highlighter and where to find it – very useful tool! On a device with a mouse – highlight and right click. On a tablet or touchscreen – drag finger across and it will automatically highlight.	 es, though. Surprisingly, it is about the economic pro- ducing and using pennies. controversies surrounding the production and contin nies is one of the topics th ect for your history class. e uncovered four sources act of the penny.

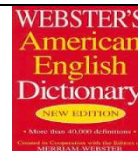
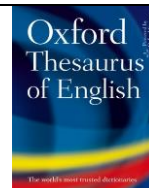
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TOOL		DESCRIPTION	OBSERVATION or RECOMMENDATION	PICTURE (if available)
Universal Tool - EMBEDDED	Keyboard Navigation	Navigation throughout the text can be accomplished by using a keyboard and not having to use a mouse.	Directions available on how to utilize keyboard navigation appears before the practice and regular test.	 This button is in the upper – right hand corner of every test page and can access basic navigation.
	Mark for Review	Allows student to flag items for future review during the assessment.	Observation: Markings are not saved when the student moves on to the next session/segment or after a 20 minute break.	 Seen to the right of every question and flagging will be alerted at the end of the segment/session for students to review
	Math Tools	These digital tools (i.e. ruler, protractor, etc.) are used for measurements related to math items and are available on certain questions identified by the SBAC Item Specs.	Tool icon will appear on the top left of screen when available.	
	Spell Check (for ELA items)	Writing tool for checking the spelling of words in student-generated responses. This tool is only available on specific items for which SBAC Item Specs indicate. Spell check is bundled with other embedded writing tools for all PT full-writes.	Observation: Spell-check ONLY gives an indication that a word is misspelled; it doesn't provide correct spelling.	 This is the section where students will type in their PT response and can use the spell check in the tools above.
	Strikethrough	Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.		 Right-click on answer option and strikethrough option will appear.
	Writing Tools	Selected writing tools (i.e. bold, italic, bullets, undo, redo) are available for all constructed response items within the PT.		
	Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen. The default size is 14pt. To increase font on entire test – this must be set in TOMS ahead of test – see Designated Supports.	Observation: Ctrl +, Ctrl – do not work to zoom like in a normal browser, students must use SBAC tool to zoom in and out	 Zoom in and Zoom out buttons are at the top corner of every test screen.

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TOOL		DESCRIPTION	OBSERVATION or RECOMMENDATION	PICTURE (if available)
Universal Tool – NOT EMBEDDED	Breaks	Breaks may be given at predetermined intervals. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands.		
	English Dictionary (for ELA PTs)	An English dictionary can be provided for the full write portion of an ELA PT.		 <p>Any English dictionary will work – here is a sample</p>
	Scratch Paper	Scratch paper to make notes, write computations, and or record responses may be made available. <u>Only plain paper or lined paper is appropriate for ELA. Graph paper is required beginning in 6th grade and can be used on all math assessments.</u> CAT (Computer Adaptive Test): All scratch paper must be collected and securely and destroyed at the end of each session. PT (Performance Task): Scratch paper can be collected and redistributed within the PT sessions (this does not include the classroom activity)		
	Thesaurus (for ELA PTs)	A thesaurus contains synonyms of terms while a student interacts with text included in the assessment.		 <p>Any thesaurus will work – here is a sample</p>

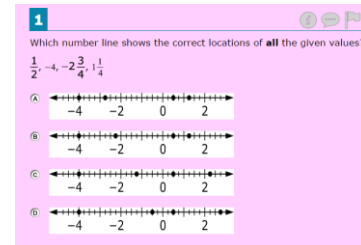

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DESIGNATED SUPPORTS

Designated Supports for the Smarter Balanced assessments are those features that are available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). Scores achieved by students using designated supports will be included for federal accountability purposes.

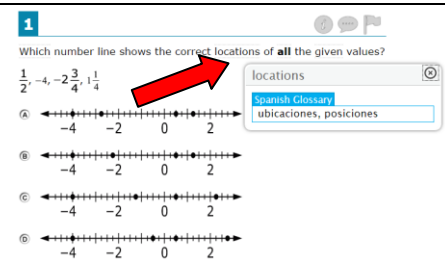
**Designated supports must be identified and practiced well before the testing as they have to be added into TOMS and familiar to the students.

***Students do not need an IEP or 504 to utilize a Designated Support.

TOOL		DESCRIPTION	OBSERVATION or RECOMMENDATION	PICTURE (if available)
Designated Supports - EMBEDDED	Color Contrast Synergy – Color Contrast	Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background.	Note: this must be put into TOMS and have color designated ahead of testing time. Recommendation: Students with attention difficulties or visual impairments may need this support for viewing test content. Choice of colors should be informed by evidence that color selections meet the student's needs – must use ahead of time.	Ex: Black on Rose 
	Masking Synergy – Masking	Masking involves blocking off content that is not of immediate need or that may be distracting for the student. Through masking, students are able to specify which portion of the page they would like to see and which portion they would like to mask.	Observation: This is a very distracting function if student is not used to masking within the SBAC system. This allows students to build multiple black rectangles to cover up screen. Recommendation: SBAC says... for people with attention difficulties... we say... for a select few with experience	Activate masking by selecting the box, then create the box around the parts you want masked. 
	Text-to-Speech (for math stimuli items & ELA items, not reading passages) Synergy – Text to Speech, Items	Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.	Recommendation: Students are struggling readers may need assistance accessing the content. Students who use this will need headphones for both tests. Observation: The girl's voice (Julie Voice Pack) is way easier to understand than the guy's voice.	

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TOOL		DESCRIPTION	OBSERVATION or RECOMMENDATION	PICTURE (if available)
Designated Supports - EMBEDDED	Translated Test Directions (for math items) Synergy – Translated Test Directions	Translation of test directions is a language support available prior to beginning the actual test items. Students can see test directions in another language.	Recommendation: Students <u>who have limited English language skills and are proficient in other language but not proficient in English.</u>	
	Translations (glossaries) (for math items) Synergy – Translation (Glossary)	Translated glossaries are a language support. The translated glossaries are provided for selective construct-irrelevant terms for math.	Observation: Students with this DS can also select the audio icon next to the glossary term and listen to the audio recording of the glossary. Recommendation: Students, EL or non-EL, with limited English language skills. <u>Teacher must designate which of the 21 languages to pick in TOMS.</u>	
	Translations (stacked) (for math items) Synergy – Translation (Stacked)	Stacked translations are a language support. These provide full translation of each test item above original item in English.	Observation: Super distracting if student hasn't experienced this before. Recommendation: Meant for dual-immersion students.	
	Turn off any universal tools Synergy – Turn off Any Universal Tool	Disabling any universal tools that might be distracting or that do not need to use, or are unable to use.	Recommendation for use: Students who are easily distracted may be overwhelmed by some of the universal tools. <u>Knowing which specific tools may be distracting is important for determining which tools to turn off.</u>	

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TOOL		DESCRIPTION	OBSERVATION or RECOMMENDATION	PICTURE (if available)
Designated Supports – NOT EMBEDDED	Bilingual Dictionary (for ELA PT)	A bilingual/dual language word-to-word dictionary is a language support and can be provided for the full write of PT.	Recommendation: For students whose primary language is not English and who use dual language supports in the classroom.	
	Color Contrast Synergy – Color Contrast - Black on Rose - Gray on Lt. Gray - Reverse Contrast - Yellow on Blue	Test content of online items may be printed with different colors. (MUST ALSO HAVE PRINT-ON-DEMAND ACCOMMODATION TO PRINT)	Recommendation: Students with attention difficulties may need this support for viewing the test when digitally-provided color contrast does not meet their need.	
	Color Overlay	At this time, this DS is specified for paper-based assessments only.	Recommendation: NA	
	Magnification Synergy – Magnification - 1.5x, 1.75x, 2.5x, 3x	The size of specific areas of the screen may be adjusted to a size beyond what the zoom feature offers.	Recommendation: For students with visual impairments and other print disabilities. Default print size is 14pt. – magnification options are 1.5x, 1.75x, 2.5x, 3x	
	Read Aloud (for math items & ELA items, not for passages)	Text is read aloud to the student by a <u>trained</u> and qualified <u>district employee</u> who follows the administration guidelines in SBAC Manual.	Note: see Non-Embedded Accommodations for ELA reading passages Recommendation: Students who are struggling readers may need assistance accessing the assessment by having portions read to them.	

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	Synergy – Read Aloud		Student can ask reader to slow down or repeat. Observation: <u>Student needs to take in a separate setting so that DS must be marked too</u>	
	TOOL	DESCRIPTION	OBSERVATION or RECOMMENDATION	PICTURE (if available)
Designated Supports – NOT EMBEDDED	Scribe (for ELA non-writing items & math items) SYNERGY – Scribe	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines of SBAC.	Recommendation: Students who have documented significant motor or processing difficulties, or who have had a recent injury (ex. broken arm) may dictate their responses to a human, who records the responses verbatim.	
	Separate Setting SYNERGY – Separate Setting	Test location is altered so that the student is tested in a setting different from that made available to most students.	Recommendation: Students who are easily distracted (or distract others) in the presence of other students. This is good for a student who needs to walk around during the test or for our home hospital students.	
	Translated Test Directions SYNERGY – Translated Test Directions	PDF of directions translated in each of the languages currently support. Bilingual adult can read to student.	Recommendation: Students who have limited English (designated ELs or not) can use the translated test directions. In addition, a biliterate adult trained in the test administration manual can read the test directions to the student.	
	Translations (glossaries) (for math items) SYNERGY – Translations (Glossary)	Translated glossaries are a language support. Translated glossaries are provided for selected construct-irrelevant terms for math. Glossary terms are listed by item and include the English term and its translated equivalent.	Recommendation: Students who have limited English language skills can use the translation glossary for specific terms (identified within SBAC)	

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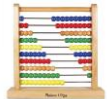



ACCOMMODATIONS

Accommodations are changes in procedures or materials that increase equitable access during the SBAC.

TOOL		DESCRIPTION	OBSERVATION or RECOMMENDATION	PICTURE (if available)
Accommodations - EMBEDDED	American Sign Language (ASL) (for ELA listening items and math items) SYNERGY – ASL	Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed.	Recommendation: Students who are deaf or hard of hearing may benefit from this accommodation they must, however, be proficient with ASL. Hard of hearing students may be better supported with amplification settings rather than ASL.	Video shows in bottom left of question page for questions that have audio portion.
	Braille SYNERGY – Braille	A raised-dot code that individuals read with the fingertips. Graphics materials (e.g., maps charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and non-contracted braille is available; Nemeth code is available for math.	Recommendation: Students with visual impairments may read text via braille – must be braille literate. Observation: This is a very difficult accommodation to facilitate due to technology needs. We also have option for ordering paper-pencil embossed test for Braille reading students.	
	Closed captioning (for ELA listening items) SYNERGY – Closed Captioning	Printed text that appears on the computer screen as audio materials are presented.	Recommendation: Students who are deaf or hard of hearing and who typically access information by reading words on screen.	Closed captioning words run across bottom of video or audio screen during test.
	Text-to-speech (for ELA reading)	Text is read aloud to the student via embedded text-to-speech technology. The student is able to control	Recommendation: This accommodation is appropriate for approx. 1-2% of students with	


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	passages) SYNERGY – Text-to-Speech	the speed as well as raise or lower the volume of the voice via a volume control.	disabilities. (Not available for Gr 3-5, only for 6-8 & 11)	
TOOL		DESCRIPTION	OBSERVATION or RECOMMENDATION	PICTURE (if available)
Accommodations- NON-EMBEDDED	Abacus SYNERGY – Abacus	The tool may be used in place of scratch paper for students who typically use an abacus.	Recommendation: students who use often can use an abacus in place of scratch paper.	
	Alternate response options SYNERGY – Alternate Response Options	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.	Recommendation: Students with some physical disabilities (including fine and gross motor skills) may use this. Some require external devices that must be plugged in and be compatible with assessment platform.	 This is a sample of an adaptive keyboard. Other devices would be considered in this accommodation.
	Calculator (for calculator allowed items only) SYNERGY – Calculator (Specific Items)	A non-embedded calculator for students needing a special calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform.	Recommendation: Students with visual impairments who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator of typical use (i.e. braille calculator, etc.) Observation: Test administrators must ensure the calculator is available for ONLY calculator designated items.	 This is a sample of an audio calculator.
	Multiplication Table (grade 4+) SYNERGY – Mult. Table	A paper-based single digit (1-9) multiplication table will be available from Smarter Balanced for reference.	Recommendation: For students with a documented and persistent calculation disability (i.e. dyscalculia) Observation: You must use SBAC provided multiplication table.	

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	Noise Buffers SYNERGY – Noise Buffer	Ear mufflers, white noise, and/or other equipment used to block external sounds.	Recommendation: Students who regularly take tests alone or use noise buffers. Observation: Not for groups of students.	
TOOL		DESCRIPTION	OBSERVATION or RECOMMENDATION	PICTURE (if available)
Accommodations- NON-EMBEDDED	Print on demand SYNERGY – Print on Demand	Paper copies of either passages/stimuli and/or items are printed for students. For those students needing a paper copy of a passage stimulus, permission for the students to request printing must first be set in TIDE, or state's comparable platform. For those students needing a paper copy of one or more items, the Smarter Balanced Help Desk (1-855-833-1969) must be contacted by the school or district coordinator to have the accommodation set.	Note: A very small percentage of students should need this accommodation. Recommendation: Some students with disabilities may need paper copies of either passages/stimuli and/or items. Observation: Question by question must be printed to make sure it remains computer adaptive – printer must be secured and registered prior to test.	
	Read Aloud (for ELA passages gr. 6-8, 11; blind stu, no braille skills) SYNERGY – Read Aloud	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the SBAC Manual. All or portions of the content may be read aloud.	Note: This accommodation is appropriate for 1-2% of those students with disabilities. Readers should be provided to students on an individual basis – not a group of students. A student should have the option of asking of asking a reader to slow down or repeat text.	
	Scribe SYNERGY – Scribe	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines from SBAC.	Recommendation: Students with documented significant motor or processing difficulties or with recent injury (i.e. broken arm). Observation: Practice before – scribe has to enter student's answer verbatim and student must indicate punctuation to scribe.	

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	Speech-To-Text SYNERGY – Speech-to-Text	Voice recognition software allows students to use their voices as input devices to the computer, to dictate responses or give commands.	Observation: Get the student practicing with identified software early – software must be set to identify individual student voice.	
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