

Usability, Accessibility, & Accommodations 2014-2015



ASSESSMENT GUIDELINES

for Administering the

Smarter Balanced Assessments
Connecticut Mastery Test (CMT)-Science
Connecticut Academic Performance Test (CAPT)-Science
Connecticut Alternate Assessments (CTAA)

Bureau of Student Assessment - 2014-2015



to:

- Students Who Receive Special Education Services
- Students Identified as Disabled under Section 504 of the Rehabilitation Act
- Students Identified as English Learners
- Students Receiving Designated Supports



- Universal Tools

- Designated Supports

- Accommodations

Universal Tools: Available to ALL students

Embedded

- Breaks
- Calculator
- Digital Notepad
- [English Dictionary](#)
- [English Glossary](#)
- [English Thesaurus](#)
- Expanded Passages
- Global Notes
- Highlighter
- [Keyboard Navigation](#)
- Mark for Review
- Math Tools
- Spell-Check
- Strikethrough
- Writing Tools
- Zoom

Non-Embedded

- Breaks
- English Dictionary
- Scratch Paper
- Thesaurus

Designated Supports: Available to ANY student with a need determined by educators

Embedded

- ***Audio Translation Glossaries (new)**
- Color Contrast
- Masking
- Text-to-Speech
- ***Translations-Math (Glossary)**
- ***Translations-Math (Stacked)**
- Turn off any universal accessibility tool

Non-Embedded

- ***Bilingual Dictionary**
- Color Contrast
- Color Overlay
- Magnification
- **Noise Buffering (new)**
- **~Read Aloud**
- Separate Setting
- **Translation-Math (Glossary)**
- **Translation Test Directions**

Accommodations: Available to students with an IEP or 504 Plan

Embedded

- [American Sign Language](#) (Video)
- [Braille](#)
- Closed Captioning
- Streamline View
- Text-to-Speech (ELA-reading Passages) grades 6-11

Non-Embedded

- Abacus
- Alternate Response Options
- Calculator- grades 6-11
- [Multiplication Table-grades 4-11](#)
- **# Print on Demand**
- **~ # Read Aloud- (ELA-reading Passages) grades 6-11**
- **~ # Scribe**
- Speech-to-Text

~ Requires Trained Educator

***EL-ONLY**

Requires Petition for Approval of Special Documented Accommodations

Universal Tools: Available to ALL students

Embedded

- Breaks
- Calculator
- Digital Notepad
- English Dictionary
- English Glossary
- English Thesaurus
- Expanded Passages
- Global Notes
- Highlighter
- Keyboard Navigation
- Mark for Review
- Math Tools
- Spell-Check
- Strikethrough
- Writing Tools
- Zoom

Non-Embedded

- Breaks
- English Dictionary
- Scratch Paper
- Thesaurus

Designated Supports: Available to ANY student with a need determined by educators

Embedded

- ***Audio Translation Glossaries**
- Color Contrast
- Masking
- Text-to-Speech
- ***Translations-Math (Glossary)**
- ***Translations-Math (Stacked)**
- Turn off any universal accessibility tool

Non-Embedded

- ***Bilingual Dictionary**
- Color Contrast
- Color Overlay
- Magnification
- ~Read Aloud
- Separate Setting
- **Translation-Math (Glossary)**
- **Translation Test Direction**
- Noise Buffering

Accommodations: Available to students with an IEP or 504 Plan

Embedded

- American Sign Language Video
- Braille
- Closed Captioning
- Streamline View
- Text-to-Speech (ELA-reading Passages) grades 6-11

Non-Embedded

- Abacus
- Alternate Response Options
- Calculator- grades 6-11
- Multiplication Table-grades 4-11
- # *Print on Demand*
- ~ # *Read Aloud-* (ELA-reading Passages) grades 6-11
- ~ # *Scribe*
- Speech-to-Text

~ Requires Trained Educator

*EL-ONLY

Requires Petition for Approval of Special Documented Accommodations



Smarter Balanced Assessments

Field Tests

Use this site to access the Test Information Distribution Engine (TIDE), the Test Administrator Interface, the software download for the secure browser for student computers, and many other resources you can use to prepare for and administer the Smarter Balanced Field Tests.



[Download Secure Browser](#)



[Secure Pilot Test Archive](#)

Practice and Training Tests

The Practice and Training Tests are available to schools and districts for practice and training purposes, professional development activities, and for discussions with parents, policymakers, and other interested stakeholders.

Zoom

Designated Supports

Embedded**



- ***Audio Translation Glossaries(new)**
- Color Contrast
- Masking
- Text-to-Speech
- ***Translations-Math (Glossary) Includes Audio***
- ***Translations-Math (Stacked)***
- Turn off any universal accessibility tool

Non-Embedded



- ***Bilingual Dictionary**
- Color Contrast
- Color Overlay
- Magnification
- **Noise Buffering (new)**
- **~Read Aloud**
- Separate Setting
- **Translation-Math (Glossary)**
- ***Translations Test Directions (new)**

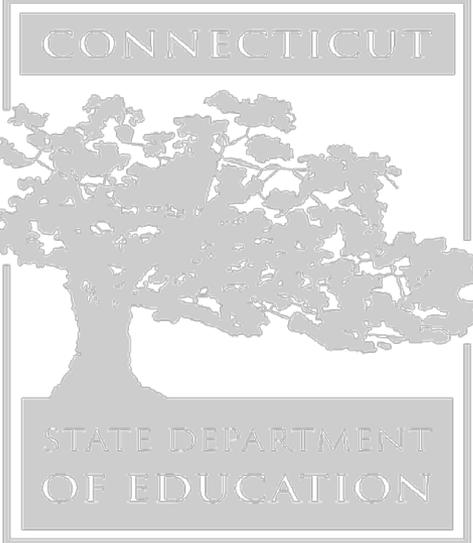
Available to ANY student with a need determined by educators

*** ONLY for English Learners (EL)**

Things to consider when choosing Designated Supports

- Read-aloud features are differentially effective for and preferred by students
- Some features increase engagement and motivation in students
- Too many features can be confusing to students

Connecticut SDE



Accommodations

Accessibility & Assessment Overview



Who is Eligible for Accommodations?



SECTION 504



Who Is Involved in Accommodations Decisions?



Accommodations

Embedded**



- [American Sign Language](#)
(Video)
- [Braille](#)
- Closed Captioning
- Streamline View
- Text-to-Speech
(ELA-reading Passages)
grades 6-11

Non-Embedded



- Abacus
- Noise Buffering
- Alternate Response Options
- Calculator- grades 6-11
- [Multiplication Table-grades 4-11](#)
- # *Print on Demand*
- ~ # [Read Aloud- \(ELA-reading Passages\) grades 6-11](#)
- ~ # [Scribe](#)
- Speech-to-Text

Available to students with an IEP or 504 Plan

Embedded Accommodations



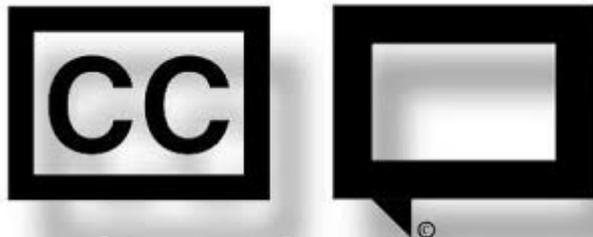
Accommodations that are part of on-line testing platform.



American Sign Language (ASL)



Refreshable Braille/ Embosser



Closed Captioning

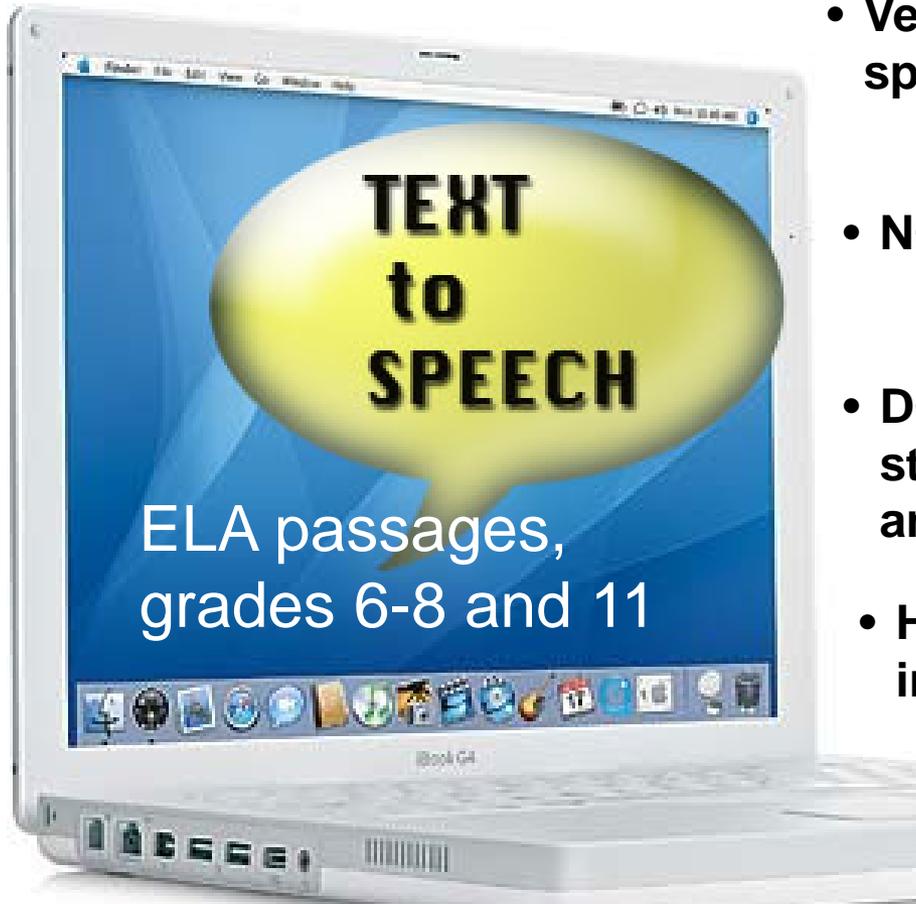


Streamline View



Text-to-Speech

EMBEDDED ACCOMMODATIONS

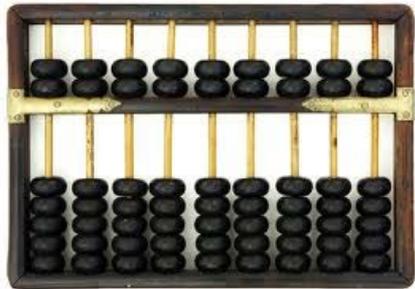


- **Very small number of students with specific disabilities qualify**
- **NOT available for students in grade 3-5**
- **DOCUMENTED need indicated in student's IEP or 504 plan for grades 6-8 and 11.**
- **Headphones are needed unless tested individually in a separate setting.**

Non-Embedded Accommodations



Accommodations that are supplied at the school level.



Abacus



Alternate
Response Options



Calculator

x	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

Multiplication Table



Noise Buffering



Print on Demand



Read Aloud



Scribe



Speech-to-text

NON-EMBEDDED ACCOMMODATIONS



Read Aloud: ELA passages, grades 6-8 and 11

- **MUST** receive approval for this accommodation through application to CSDE . (Special Accommodation form)
- Very small number of students (estimated to be approximately 1-2% of students with disabilities participating in a general assessment)
- **NOT** available for students in grade 3-5 unless the student is blind and does not yet have adequate braille skills
- **DOCUMENTED** need indicated in student's IEP or 504 plan for grades 6-8 and 11.
- Student **MUST** be tested alone.
- Trained and qualified human reader .

NON-EMBEDDED ACCOMMODATIONS



Scribe

- **MUST** receive approval for this accommodation through application to CSDE . (Special Accommodation form)
- **MUST** supply documentation of a student's significant motor or processing difficulties, or who have had a recent injury
- Student **MUST** be tested alone.
- Student is able to develop planning notes via the scribe
- Trained and qualified scribe.

Non-Embedded Accommodations



Print on Demand

- MUST receive approval for this accommodation through application to CSDE. (Petition for Approval for Special Documented Accommodations form)
- MUST supply documentation of a student's disability preventing the use of a computer
- Your **district test coordinator** is responsible for contacting the Smarter Balanced Help Desk in order to set up the process to print individual test items.
- Trained and qualified scribe to transfer student responses to online assessment

The screenshot shows the homepage of the Connecticut State Department of Education's 'Accessible Instructional Materials' website. The header includes the Connecticut State Department of Education logo and the title 'Accessible Instructional Materials'. A navigation menu contains links for 'Welcome', 'Identification (step 1)', 'Selection (step 2)', 'Acquisition (step 3)', 'Use (step 4)', 'FAQ & Web Links', 'Professional Resources', and 'Contact'. The main content area features a large image of a young girl smiling at a computer, with the heading 'What are Accessible Instructional Materials?'. Below the image is a definition: 'Accessible instructional materials, or AIM, are materials that are designed or converted in a way that makes them usable across the widest range of student variability regardless of format (print, digital, graphic, audio, video)'. A 'Read More +' button is present. A search bar is located below the main content. The page is divided into two columns. The left column has a section titled 'The AIM Navigator' with a description and a numbered list of four decision points: 1. determination of need, 2. selection of format(s), 3. acquisition of format(s), and 4. selection of supports for use. Below this is a link for 'More Information' and a section for 'Connecticut Assistive Technology Guidelines' with a description and a 'View Guidelines' link. The right column has a section for 'CT AIM Survey' with a 'Take the Survey' link, and a section for 'CT Training Schedule' which includes an 'AIM Events' calendar widget showing events for Wednesday, June 18.



[Accessible Instructional Materials \(AIM\): Simply Said](#)



Student: _____ DOB: _____ District: _____ Meeting Date: _____

Last Name, First Name

mm/dd/yyyy

mm/dd/yyyy

Program Accommodations and Modifications - INCLUDING NONACADEMIC AND EXTRACURRICULAR ACTIVITIES/COLLABORATION/SUPPORT FOR SCHOOL PERSONNEL

Accommodations and Modifications to be provided to enable the child:

- To advance appropriately toward attaining his/her annual goals;
- To be involved in and make progress in the general education curriculum;
- To participate in extracurricular and other non-academic activities, and
- To be educated and participate with other children with and without disabilities.

Sites/Activities Where Required and Duration

Accommodations may include Assistive Technology Devices and Services

Materials/Books/Equipment: _____

Tests/Quizzes/Assessments: _____

Grading: _____

Organization: _____

Environment: _____

Behavioral Interventions and Support: _____

Instructional Strategies: _____

Other: _____

Note: When specifying required supports for personnel to implement this IEP, include the specific supports required, how often they are to be provided (frequency) and for how long (duration)

Frequency and Duration of Supports Required for School Personnel to Implement this IEP include: _____

Student: _____

Last Name, First Name

DOB: _____

mm/dd/yyyy

District: _____

Meeting Date: _____

mm/dd/yyyy

STATE AND DISTRICT TESTING AND ACCOMMODATIONS

STATEWIDE ASSESSMENTS AND DISTRICTWIDE ASSESSMENTS section must be completed

STATEWIDE ASSESSMENTS

Check the grade the student will be in when the test is given.

- Grade 3 Grade 4 Grade 5 Grade 6
- Grade 7 Grade 8 Grade 10
 CAPT Science Only Grades PK-2, 9 or 12;
 testing not required
- Grade 11 Grade 12

DISTRICTWIDE ASSESSMENTS

Check the grade(s) the student will be in when the tests are given.

- Grade Pre-K Grade K Grade 1 Grade 2 Grade 3
- Grade 4 Grade 5 Grade 6 Grade 7 Grade 8
- Grade 9 Grade 10 Grade 11 Grade 12

Smarter Balanced Assessments and the Connecticut Alternate Assessment (CTAA)

Smarter Balanced Assessments and the CTAA include English Language Arts and Mathematics. ALL students in grades 5 & 8 will also take the CMT Science Test. Students in Grade 10 will ONLY take the CAPT Science.

Assessment Options: (Select Only ONE Option.)

1. Smarter Balanced Assessments (Includes CMT Science for grades 5 & 8)
2. CTAA - CT Alternate Assessment* (Includes CMT Skills Checklist Science for grades 5 & 8)
3. Grade 10 ONLY (Select ONE): CAPT Science CAPT Skills Checklist Science

Administration Options:

Yes No

Accommodations will be provided. **

The completed *Test Supports/Accommodations Form* is attached. Accommodations MUST also be entered on the CSDE Accommodations Collection Website.

Yes No

EL (formerly ELL) exemption from reading and writing tests will be given.

NOTE: This exemption applies only to students attending a U.S. school for the first time for less than 12 months AND who have limited English proficiency. Exempted students are not required to take the reading and writing tests, but must take all other tests. For further information, see the [EXEMPTION GUIDELINES](#).

* CTAA and CMT/CAPT Science Skills Checklists Eligibility & Learner Characteristics Inventory (LCI) should be used for guidance on eligibility. Provide a completed copy of the LCI to the district test coordinator for required registration of students assessed with the CT Alternate Assessment (CTAA) and the CMT/CAPT Science Skills Checklists on the CSDE Accommodations Collection Website. A PPT decision to assess the student using the CTAA or the CMT/CAPT Science Skills Checklists must be recorded on page 3 of the IEP, Prior Written Notice.

**If accommodations are given, attach a copy of the *Test Supports/Accommodations Form* to the IEP and provide a copy to the district test coordinator for required registration on the CSDE Accommodations Collection Website.

DISTRICTWIDE ASSESSMENTS

(Select all appropriate options.)

N/A - No districtwide assessments are scheduled during the term of this IEP.

Alternate Assessment(s)

Alternate assessments must be specified and a statement provided for each as to why the child cannot participate in the standard assessment and why the particular alternate assessment selected is appropriate for the child.

Select one of the following options:

- No accommodations will be provided, OR
- Accommodations will be provided as specified on Page 8, OR
- Accommodations will be provided as specified below.

2015

2015

Connecticut State Department of Education

Test Supports/Accommodations Form: General Education, Special Education, Section 504 Students, EL Students

Meeting Date: _____ SASID:

Student's Name: First _____ Last _____

Date of Birth [MM/DD/YY]: _____ Sex: M F Grade: _____

PPT Administrator/Designee: _____ Email: _____

This student has (choose one): Special Education IEP Section 504 Plan Neither

This is an English Learner - EL: Yes No

MATH= SMARTER BALANCED Mathematics			ELA= SMARTER BALANCED English Language Arts		
SC= CMT/CAPT Science, Grades 5, 8 & 10 ONLY			ALL ▲ SPED ■ 504 ● EL ◆		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Refreshable Braille (Contracted; Non-contracted) ■ ●		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Braille Embosser (Contracted; Non-contracted) ■ ●		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Braille Booklet ■ ●		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Large Print Booklet ■ ●		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	American Sign Language - Embedded Video (ELA-Listening only) #/Sign Language for Test Items Including Directions by a Qualified Staff ■ ●		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Text-to-Speech for ELA Reading Passages (Grades 6-8 & 11 only) ■ ●		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Text-to-Speech (Does NOT include ELA Reading Passages) ▲ (Science only for ■ ● ◆)		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Streamlined Interface ■ ●		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Read-Aloud: NOT ELA Reading Passages (Certified Read Aloud) ▲ (Science only for ■ ● ◆)		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Closed Captioning - (ELA-Listening only) ■ ●		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Color Contrast - Embedded (Black on White Yellow on Blue Medium Gray on Light Gray Reverse Contrast) ▲		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Masking - Embedded ▲		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Color Overlay - Non-Embedded ▲		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Magnification Device - Non-Embedded ▲		
MATH	ELA	SC	RESPONSE ACCOMMODATIONS	ALL ▲	SPED ■ 504 ●
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Computer Response ■ ●		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Circle Answers in Test Booklet (Multiple Choice Items Only) ■ ●		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bubbler-Test Booklet Only ■ ●		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speech-to-Text (Voice Recognition Software) ■ ●		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Alternate Response Options (Includes adapted keyboard/mouse, touchscreen, headwand, etc.) ■ ●		
MATH	ELA	SC	OTHER SUPPORTS/ACCOMMODATIONS	ALL ▲	SPED ■ 504 ● EL ◆
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Specialized Calculator (Non-Embedded - Only for grade 6-8 & 11) ■ ●		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Abacus - used in place of scratch paper ■ ●		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Multiplication Table - (Non-Embedded - Only for grade 4-8 & 11) ■ ●		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Time Extension ■ ● ◆		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Separate Setting ▲		
MATH	ELA	SC	DESIGNATED SUPPORTS	EL ◆	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bilingual Dictionary - Word-to-Word (ELA-performance task full write) ◆		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Native Language Reader Directions Only (Certified Staff or Non Certified Staff) ◆		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Translation Glossary: Spanish Vietnamese Arabic Tagalog Ilokano Cantonese Korean Mandarin Punjabi Russian Ukrainian ◆		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Audio Translation Glossary: Spanish Vietnamese Arabic Tagalog Ilokano Cantonese Korean Mandarin Punjabi Russian Ukrainian ◆		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Translation (Stacked - Spanish Only) ◆		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EL Exempt (Only students enrolled for first time in US School for fewer than 12 months)		

Joe America (860-713-6855) or Janet Stuck (860-713-6837), Special Populations Assessment - [CSDE Accommodations Collection Website](#)

5/22/2014

ALL ▲ Available to any student; SPED ■ Available to any student with an IEP; 504 ● Available to any student with a 504 Plan; EL ◆ Recommended for English Learners (EL)

Supports/Accommodations Quick Guide

This is **not** a comprehensive description of CSDE Test Supports/Accommodations. Please refer to the [Assessment Guidelines](#) available on the Student Assessment Website.

Presentation Supports/Accommodations	ALL ▲	SPED ■	504 ●	EL ◆
Refreshable Braille ■ ●				
• Refreshable Braille displays are electronic devices used to read text tactually that is typically displayed visually on a computer monitor.				
Braille Embosser ■ ●				
• A braille embosser is an impact printer that renders text as tactile braille cells.				
Braille Test Booklet ■ ●				
• Contracted Braille version of test booklet.				
Large Print Test Booklet ■ ●				
• Only available for CMT or CAPT Science. Student responses to multiple choice/grid items ONLY must be transcribed into the student's corresponding regular, scannable test booklet.				
American Sign Language ■ ●				
• Embedded Video ELA listening portion and Math. Video appears on student's computer during testing.				
• Sign Language by a qualified person for Science test.				
Text-to-speech (TTS)				
• 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.				
• ELA (reading passages) Grades 6-8 & 11. Reads the reading passages to the student. For students with a documented print disability. ■ ●				
• ELA (non-reading passages) and Math. Grades 3-8 & 11. This Support is available to any student with a pre-determined need. ▲				
• Science- Connecticut Mastery Test (CMT) or Connecticut Academic Performance Test (CAPT) on MIST. ■ ● ◆				
Streamlined Interface ■ ●				
• ELA and Math test is presented without a split screen.				
Read Aloud by Certified Staff				
• ONLY for students unable to use the TTS function online. Certified Staff must have reviewed Guidelines for Read Aloud, Test Reader and return Read Aloud Protocol for Smarter Balanced Assessments Test Booklet Confidentiality Agreement . MUST be administered individually in a separate setting.				
• ELA (reading passages) Grades 6-8 & 11. Reads the reading passages to the student. For students with a documented print disability. ■ ●				
• ELA (non-reading passages) and Math. Grades 3-8 & 11. This Support is available to any student with a pre-determined need. ▲				
• Science- Connecticut Mastery Test (CMT) or Connecticut Academic Performance Test (CAPT). ■ ● ◆				
Closed Captioning ■ ●				
• Printed text in English appears on the computer screen as audio materials are presented. (for ELA listening items)				
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.				
• Embedded: (Black on White; Yellow on Blue; Medium Gray on Light Gray; Reverse Contrast) ▲				
• Non-Embedded: Test content of online items may be printed with different colors. This will require a Print on Demand accommodation. ■ ●				
Masking ▲				
• Masking allows blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.				
Color overlay ▲				
• Color transparencies are placed over a paper-based assessment. Non-Embedded				
Magnification ▲				
• The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device. Magnification allows increasing the size to a level not provided for by the Zoom universal tool. Non-Embedded				
Response Supports/Accommodations	ALL ▲	SPED ■	504 ●	EL ◆
Computer Response ■ ●				
• Only for CMT/CAPT Science on MIST. Previously called Word Processor/Online Computer Response.				
Circle answers in test booklet (Multiple Choice Items Only) ■ ●				
• Only for CMT/CAPT Science in test booklet. Students may remain in standard test setting. Student should avoid making marks in the bubble areas. Requires a certified staff member to bubble student responses in the test booklet.				
Bubbler - Test booklet responses only ■ ●				
• Only for CMT/CAPT Science in test booklet. School personnel may bubble student verbal or nonverbal (pointing, gesturing) responses during testing to multiple-choice and grid-in items ONLY . This accommodation cannot be used for students on the MIST application.				
Speech-to-Text (Voice Recognition Software) ■ ●				
• Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 150 words per minute. Students use their own assistive technology devices. Requires voice recognition program installed on the student's computer. Non-Embedded				
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. Non-Embedded				
Other Supports/Accommodations	ALL ▲	SPED ■	504 ●	EL ◆
Specialized Calculator ■ ●				
• 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 (for calculator allowed items only grade 6-11).				
Abacus (used in place of scratch paper) ■ ●				
• This non-embedded tool may be used in place of scratch paper for students who typically use an abacus.				
Time Extension ■ ● ◆				
• CMT/CAPT Science only. A benchmark for time extensions is one and a half times the standard testing time for a specific test session. Students who receive extended time must be tested separately for the entire test session. A test session cannot carry over to the next day.				
Separate setting ▲				
• Test location is altered so that the student is tested in a setting different from that made available for most students.				
English Learners (EL) Supports				
EL Supports	EL ◆			
Bilingual dictionary ▲				
• A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task. Also available for Math and Science. Non-Embedded				
Native Language Reader of Directions ONLY (Certified Staff or Non Certified Staff) ◆				
• Only for CMT/CAPT Science. May be provided to more than one student at a time in a separate setting.				
Translations Glossaries ■				
• Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms for math. Translations for these terms appear on the computer screen when students click on them. (for math items)				
Audio Translation Glossaries ■				
• Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms for math. Translations for these terms appear and are spoken on the computer when students click on them. (for math items)				
Translation Stacked ◆				
• Stacked translations are a language support. Stacked translations provide the full translation of each test item above the original English item. (for math items) Spanish ONLY				
ELL Exempt				
• May be exempt from ELA if enrolled for the first time in U.S. School for fewer than 12 school months. See Assessment Guidelines.				

5/21/2014

ALL ▲ Available to any student; SPED ■ Available to any student with an IEP; 504 ● Available to any student with a 504 Plan; EL ◆ Recommended for English Learners (EL)

PETITION FOR APPROVAL OF SPECIAL DOCUMENTED ACCOMMODATIONS For Smarter Balanced and CMT/CAPT Science

Student Name _____ Date of Birth _____ Grade _____
(Last, First)

School _____ District _____ Date _____

Student has an: IEP Section 504 plan (If neither, stop here, student does not qualify)

Subject Area (select all that apply): ELA Mathematics Science

Answer the following questions in Section I and II to determine if a student qualifies for special documented accommodations.

SECTION I

1. Does the student's disability require that the Smarter Balanced Assessments test be given on paper? (*Print on Demand Accommodation*) Yes No

2. Does the student have a documented print disability that requires ELA passages read to them by a trained educator? (Grades 6-8 & 11 only) (*Read Aloud Accommodation*) Yes No

3. Is this a student who is blind without a dequate braille skills that requires ELA passages read to them by a trained educator? (*Read Aloud Accommodation*) Yes No

4. Does the student's disability prevent him/her from answering questions on a computer or in the CMT/CAPT Science booklet? (*Scribe Accommodation*) Yes No

5. Does the student have a documented need to use specific software/hardware in order to participate on the Smarter Balanced Assessments and/or CMT/CAPT Science that does not function on the Smarter Balanced and/or MIST online platform? Yes No

SECTION II

1. Explain how this accommodation is presently being provided in the student's instructional setting. (Attach additional pages if necessary)
2. Provide supporting documentation. If applicable, enclose a copy of the student's most recent psycho-educational, evaluation and physical therapy, speech/language, etc., evaluations that document the conditions/characteristics described in item 1, above. List the document(s) that are enclosed.
3. Enclose a copy of the student's latest Individualized Education Program (IEP) or 504 plan which documents the use of the proposed accommodation(s) in the student's current instructional setting.

Certification: We believe that the proposed documented accommodations are necessary in order for this student to participate in Smarter Balanced Assessments and/or CMT/CAPT Science.

Teacher Name _____
Print Telephone Number

Teacher Signature _____

Special Education Director Name _____
Print Telephone Number

Special Education Director Signature _____

District Test Coordinator Name _____
Print Telephone Number

District Test Coordinator Signature _____





STATE OF CONNECTICUT DEPARTMENT OF EDUCATION



Special Documented Accommodations Procedure

Definition: Accommodations provided during test administration allow students with disabilities a greater opportunity to demonstrate their aptitude and achievement in testing situations. This year, districts have been given the option to administer the Smarter Balanced Field Test to their students. This new assessment provides greater access opportunities by providing universal tools, supports and documented accommodations. However, utilizing appropriate or reasonable accommodations should not interfere with the interpretation of student's scores.

In exceptional circumstances, there may be students whose disabilities require certain accommodations to be monitored. In these cases, upon the request of the District Test Coordinator (DTC) the Connecticut State Department of Education (CSDE) will provide information regarding the [PETITION FOR APPROVAL OF SPECIAL DOCUMENTED ACCOMMODATIONS For Smarter Balanced Field Test 2013-2014](#). These petitions **MUST** be submitted to Connecticut State Department of Education (CSDE) in writing, prior to testing (preferably by January 31, 2014). These petitions must also include all of the necessary documentation to support any request for the use of these documented accommodations.

Step 1- Initial Contact:

- District Test Coordinator (DTC) contacts CSDE at least two months prior to start of testing and describes special testing accommodations needed for a student.
Contacts:
- Janet Stuck- Janet.Stuck@ct.gov (860-713-6837) or
Joe Amenta- Joseph.Amenta@ct.gov (860-713-6855)



Support for Under-Represented Students

The Smarter Balanced assessment system will provide accurate measures of achievement and growth for students with disabilities and English language learners. The assessments will address visual, auditory, and physical access barriers—as well as the unique needs of English language

learners—allowing virtually all students to demonstrate what they know and can do.

Designed for All Students

Accessibility is a core principle of the Smarter Balanced development process. The assessment system uses technology to deliver assessments that fit the needs of individual students. Assessment items and performance tasks will be associated with a variety of accessibility tools and accommodations that can be delivered to students automatically based on their profile.

All items and tasks will be reviewed for accessibility following the Smarter Balanced [Item Specifications and Review Guidelines](#). Additional information about the development of items and tasks is available in a [series of trainings](#) for item writers and reviewers.

In September 2013, Smarter Balanced Governing States unanimously approved [Usability, Accessibility, and Accommodations Guidelines](#) for the assessment system, which will shape the delivery of online testing for all students, including those with visual, auditory, linguistic, or physical needs. The guidelines were developed in collaboration with member states and nationally recognized experts on English language learners and students with disabilities. The research-based policy outlines three categories of resources to ensure that the assessments meet the needs of all students. The categories further distinguish between embedded tools included in the testing platform and non-embedded tools.

TWITTER

Today is the last day to register for [@SmarterBalanced](#) Online Panel. Make your voice heard: <http://t.co/GxyXZtd8Ld>
<http://t.co/SCWSWZPAui>

Educators, tomorrow is the final day to sign up for [@SmarterBalanced](#) Online Panel. Register: <http://t.co/GxyXZtd8Ld>
<http://t.co/IGU7re37Gu>

[More Tweets ▶](#)

FAQs

Q: What are the Common Core State Standards (CCSS) and how are they related to Smarter Balanced?

Q: Do the Smarter Balanced assessments support English language learners, students with disabilities, and other students with special needs?

Q: How is Smarter Balanced different from current assessments?

[More FAQs ▶](#)



Typology of Assistive Technology Products

Click an option below to review assistive technology accommodations, including feature sets and indications for Construct Validity and Test Security.

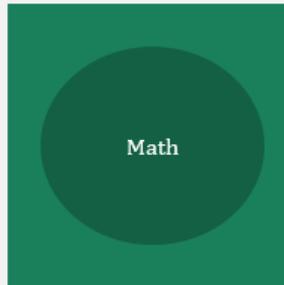
Learning and Cognition



Reading



Writing

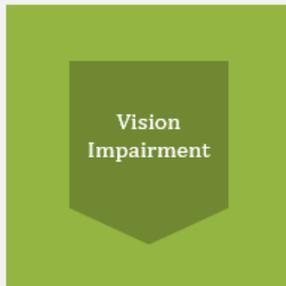


Math

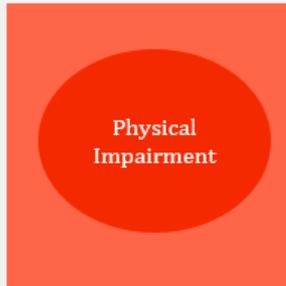


Terms and Descriptions

Sensorimotor



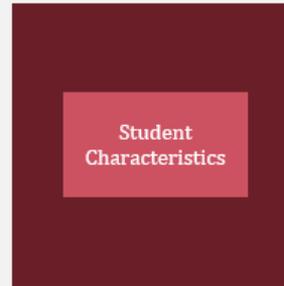
Vision Impairment



Physical Impairment



Hearing Impairment



Student Characteristics



Assistive Technology Partners

SCHOOL OF MEDICINE

UNIVERSITY OF COLORADO ANSCHUTZ MEDICAL CAMPUS

Document Version: Final 2.4

Document Author: Jim Sandstrum, MA CCC-SLP

Document Purpose: 1) To provide a categorized list of assistive technology products that are commonly used for instruction and computer-based assessment, 2) to provide descriptions of features found in these products, and 3) to provide student characteristics and how they relate to product features, 4) to provide considerations for embedding versus 3rd party tools, and 5) to provide a structure for discussing the potential impact of specific product features on Construct Validity and Test Security/Integrity for the Smarter Balanced assessment. This document is not intended to compare the quality or relative effectiveness of the products listed herein.

Scope: This document places a relative focus on software as opposed to hardware devices. The typology may not include all products available in a given domain. The feature set selected for inclusion represents an attempt at collecting the primary features available across these products as they relate to testing or test security. While not exhaustive, the list is considered by the author as comprehensive for its intended purpose. This document does not include accommodations relating to setting or timing.

Bibliography

Connecticut SDE

SSID (consistent with TIDE)	Grade	Educator(s) Completing ISAAP	Comments
Teacher of Record	School (ID or Name)		

Default setting for universal tools is selected; de-select any tool as needed)			Universal Tools - Non-Embedded (choose below)	
<input checked="" type="checkbox"/> Digital Notepad	<input checked="" type="checkbox"/> English Dictionary	<input checked="" type="checkbox"/> English Glossary	<input checked="" type="checkbox"/> Breaks	<input checked="" type="checkbox"/> Scratch Paper
<input checked="" type="checkbox"/> Highlighter	<input checked="" type="checkbox"/> Keyboard Navigation	<input checked="" type="checkbox"/> Mark for Review	<input checked="" type="checkbox"/> Thesaurus	<input checked="" type="checkbox"/> English Dictionary
<input checked="" type="checkbox"/> Strikethrough	<input checked="" type="checkbox"/> Writing Tools	<input checked="" type="checkbox"/> Zoom		

*Use of this support will likely also require separate setting or extra time.

*Use of this support will likely also require separate setting or extra time.

Identification of Student Need Recommendation: IEP or 504 must be selected to populate recommended Accommodations	Designated Supports Educator(s) Recommendation (To view guidance on recommended use of the Designated Support/Accommodation, hover over selected cell)	Select Designated Supports	Accommodations IEP or 504 Plan Documentation (To view guidance on recommended use of the Designated Support/Accommodation, hover over selected cell.)	Select Accommodations
<input checked="" type="checkbox"/> Individual Education Program <input type="checkbox"/> 504 Plan <input type="checkbox"/> Educator(s) Recommendation	Color Contrast (EMBEDDED)	Black on White	*Print on Demand (NON-EMBEDDED)	
	Masking (EMBEDDED)	Masking Available	Noise Buffers (NON-EMBEDDED)	
	*Text-to-speech (for Math and ELA Items) (EMBEDDED)	Items Only (ELA only)	Calculator (NON-EMBEDDED)	
	Turn Off Any Universal Tool(s) (EMBEDDED)		Multiplication Table (NON-EMBEDDED)	
	*Color Contrast (NON-EMBEDDED)			
	Color Overlays (NON-EMBEDDED)			
	*Magnification (NON-EMBEDDED)			
Separate Setting (NON-EMBEDDED)				

Contacts

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Janet Stuck

(860) 713-6837

janet.stuck@ct.gov