



SMARTER BALANCED ACCESSIBILITY

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Putting Montana Students First **A+**

OBJECTIVES

DISCUSSION AND REVIEW OF THE FOLLOWING:

- **The Usability, Accessibility and Accommodations Guidelines document**
- **Available Tools and Resources**
- **Documenting Accommodations**

PURPOSE AND IMPORTANCE OF ASSESSMENT ACCESSIBILITY

Equal opportunity to demonstrate learning

- **Access** to instruction
- **Access** to classroom assessments
- **Access** to SBAC assessment



smarter-balanced-calculators-powered-by-desmos



ACCESSIBILITY AND ACCOMMODATIONS FRAMEWORK

Smarter goal is to provide every student with a positive assessment experience

- Fair and accurate estimate of each student's achievement
- Remove obstacles to accurate measurement for
 - Students who are English Language Learners ELLs
 - Students with disabilities
 - Students with special assessment needs

ACCESSIBILITY TOOLS

General guidelines for use of all accessibility features:

- Student is familiar with the support(s)
- Supports are same or similar to those used for instruction and classroom assessment
- Student has multiple opportunities to practice in the test environment

CONSIDERATIONS FOR EMBEDDED AND NON-EMBEDDED APPROACHES

Embedded versions of the universal tools, designated supports, and accommodations are provided digitally through the test delivery system while **non-embedded versions** are provided at the local level through means other than the test delivery system.

The choice between embedded and non-embedded universal tools and designated supports should be based on the **individual student's needs**. The decision should reflect the student's prior use of, and experience with, both embedded and non-embedded universal tools, designated supports, and accommodations.

USABILITY, ACCESSIBILITY AND ACCOMMODATIONS GUIDE



- Guidelines apply to all students
- Three levels of support
 - Universal Tools
 - Designated Supports
 - Accommodations

SMARTER BALANCED ACCESSIBILITY GRAPHIC

Universal Tools

Embedded

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

Non-embedded

Breaks, English Dictionary, Scratch Paper, Thesaurus

Designated Supports

Embedded

Color Contrast, Illustration Glossaries, Masking, Mouse Pointer, Streamline, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools

Non-embedded

Amplification, Bilingual Dictionary, Color Contrast, Color Overlays, Illustration Glossaries, Magnification, Medical Supports, Noise Buffers, Read Aloud, Read Aloud in Spanish, Scribe, Separate Setting, Simplified Test Directions, Translated Test Directions, Translations (Glossary)

Accommodations

Embedded

American Sign Language, Braille, Braille Transcript, Closed Captioning, Text-to-speech

Non-embedded

100s number table, Abacus, Alternate Response Options, Braille, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-text, Word Prediction

LEVEL 1 – UNIVERSAL TOOLS

Available to **all students** based on student preference and selection

A teacher may determine that the embedded tools need to be turned off within the assessment as they might cause distractions for particular students

Embedded

Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable 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

Table 1: Embedded Universal Tools Available to All Students

Universal Tool	Description
Breaks	The number of items per session can be flexibly defined based on the student's need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Calculator (for calculator-allowed items only) (See Non-embedded Accommodations for students who cannot use the embedded calculator)	An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator button. This tool is available only with the specific items for which the Smarter Balanced Item Specifications indicated that it would be appropriate. When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).
Digital notepad	This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
English Dictionary (for ELA-performance task full writes)	An English dictionary may be available for the full write portion of an ELA performance task, pending contractual discussions. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
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. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

Descriptions for use within the Guidelines

LEVEL 2 – DESIGNATED SUPPORT

For any student for which a need has been indicated

- by an educator or
- a team of educators with parent/guardian and/or student
- Identify through ISAAP (Individual Student Assessment Accessibility Profile) or a similar process



LEVEL 2 – DESIGNATED SUPPORTS

- Currently being used for instruction and/or other assessment(s)
- Identified prior to the test administration



LEVEL 2 – DESIGNATED SUPPORTS FOR SOME STUDENTS

For use by **ANY** student for whom the need has been indicated by a teacher or school team.

Recommended consistent district training for staff
Use of the *Individual Student Assessment Accessibility Profile (ISAAP)*

Remember:
Decisions prior to administration.

Embedded

Color Contrast,
Masking,
Text-to-speech,
Translated Test
Directions,
Translations (Glossary),
Translations (Stacked),
Turn off Any Universal
Tools

Non-embedded

Bilingual Dictionary,
Color Contrast,
Color Overlay,
Magnification,
Read Aloud,
Scribe,
Separate Setting,
Translation (Glossary)

Designated Support	Description	Recommendations for Use
Bilingual dictionary (for ELA-performance task full writes)	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.	For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.
Color contrast	Test content of online items may be printed with different colors.	Students with attention difficulties may need this support for viewing the test when digitally-provided color contrasts do not meet their needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by evidence of those colors that meet the student's needs.
Color overlays	Color transparencies are placed over a paper-based assessment.	Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs.

Both Designated Supports and Accommodations give teachers access to not only a Description but also Recommendations for Use

LEVEL 2 – DESIGNATED SUPPORTS

Activated prior to testing in TIDE (Test Information Distribution Engine)



ACCESSIBILITY SETTINGS

Choose Settings:

MATH Grades 3-5 Training Test

Language: English ▾

American Sign Language: Off ▾

Color Contrast: Black on White (default) ▾

Highlighter:

Mark for Review:

Masking: Masking Not Available ▾

Strikethrough:

Text-to-Speech: No Text-to-Speech ▾

Expandable Passages: Expandable Passages On ▾

Streamlined Interface: Off ▾

Translations (Glossaries): English Glossary ▾

Permissive Mode: Permissive Mode Disabled ▾

Zoom: No default zoom applied ▾

Student Comments: Notepad ▾

Go Back

Select

LEVEL 2 –DESIGNATED SUPPORTS

Embedded Supports

- Color Contrast
- Illustration glossaries (**for math**)
- Masking
- Mouse pointer
- Streamline
- Text-to-Speech (**for ELA items and math items-NOT reading passages**)
- Translated test directions (**for math items**)
- Translations(**Glossary**)
- Translations (**Stacked**)
- Turn off any universal tools

LEVEL 2 – DESIGNATED SUPPORTS

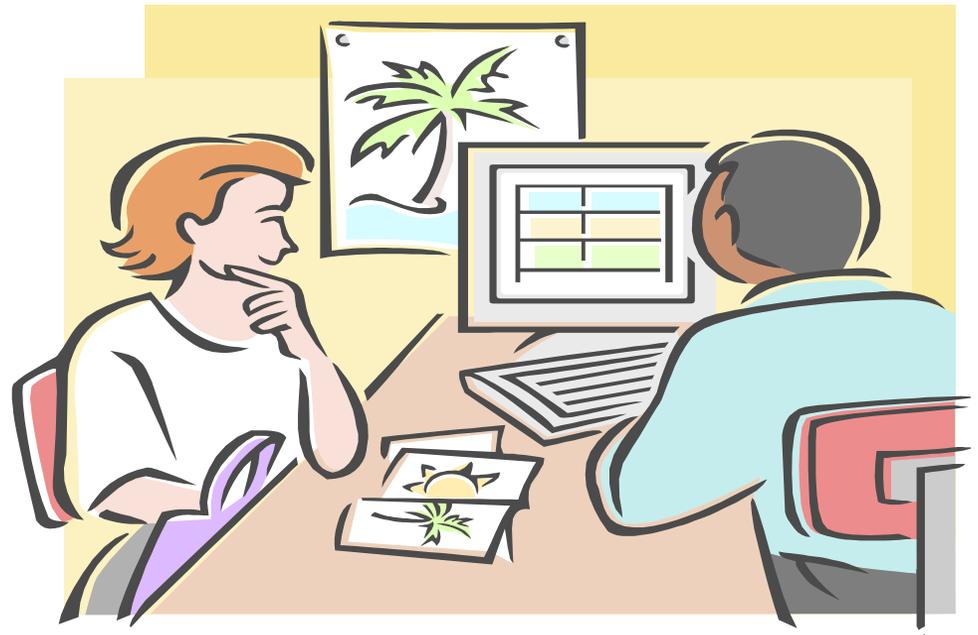
Non-embedded Supports

- Amplification
- Bilingual Dictionary (**ELA performance task full writes**)
- Color Contrast
- Color Overlay
- Magnification
- Medical Supports
- Read-Aloud (**for ELA items and math items-NOT ELA reading passages**)
- **Read-Aloud in Spanish**
- Noise Buffers
- Scribe (**for ELA performance task full-writes**)
- Separate Setting
- Simplified Test Directions
- Translated Test Directions
- Translations (**Glossary**) (**for math items on the paper-pencil test**)

LEVEL 3 –ACCOMMODATIONS FOR FEW STUDENTS

Documented need for the support such as an IEP or a 504 plan

- Decisions made by a team
- Information must be entered in TIDE to activate



LEVEL 3 –ACCOMMODATIONS

Exception may be a student who has a physical injury such as a broken hand or arm and can't use the computer

May use the speech-to-text
and/or Scribe



****Should have experience using these supports prior to test****

LEVEL 3 –ACCOMMODATIONS

EMBEDDED ACCOMMODATIONS

- American Sign Language (for **ELA listening items and math items**)
- Braille
- Braille transcript
- Closed Captioning (for **ELA listening items**)
- Text to Speech (for **ELA reading passages all grades**)

LEVEL 3 – ACCOMMODATIONS

NON-EMBEDDED ACCOMMODATIONS

- 100's number table
- Abacus
- Alternate response options
- Braille
- Calculator (**Braille and Talking Calculator for calculator items only**)
- Multiplication Table (**grade 4 and above for math items – single digit 1-9**)
- Print on demand
- Read aloud (**For ELA reading passages-all grades**)
- Scribe
- Speech to text
- Word Prediction

ADDITIONAL UAA GUIDE RESOURCES

- **Appendix A:** Summary of Universal Tools, Designated Supports, and Accommodations
- **Appendix B:** Lessons learned from research on UDL, accessibility tools and accommodations
- **Appendix C:** FAQ
- **Appendix D:** Read Aloud Guidelines
- **Appendix E:** Scribing Protocol
- **Appendix F:** Revision Log

DOCUMENTING ACCOMMODATIONS



DOCUMENTING ACCOMMODATIONS

Accommodations must be clearly documented in the IEP or 504 plan

- **Instructional**
- **Assessment**



DOCUMENTING ACCOMMODATIONS

Three possible areas of the IEP

- **Consideration of Special Factors**
 - assistive technology devices and services
- **Supplementary Aids and Services**
 - aids, services, and other supports students need to access the general education curriculum
- **Participation in Assessments**
 - how a student will participate in state and district-wide assessments

IEP DOCUMENTATION STATEWIDE ASSESSMENTS

Statewide Assessments

The selection of accessibility supports (universal features, designated features, accommodations) is a systematic data based process that is made by educators familiar with individual student needs. For English Learners (ELs) and students being served by IEPs, supports should be discussed, selected, and documented at plan meetings. The supports that are provided on statewide assessments must be familiar to the student and match those supports and accommodations that are provided for classroom instruction and assessments throughout the school year.

***Assessment**

Smarter Balanced Without Accommodations With Accommodations Alternate

Content Area
ELA-PT

Reason for Support/Accommodation
Supports for Executive Functioning, Attention, Cognition Control, Processing

Support/Accommodation
x Separate Setting Individual

Accommodation/support specifics and notes 

Text to Speech
J will take the test in the Resource Room

ISAAP PROCESS

- Provides a thoughtful, systematic approach to addressing student access needs for Smarter Balanced assessments
- Team approach
- Overall goal is to identify supports that will provide students with a comfortable testing experience that allows them to demonstrate what they know and can do

ISAAP TOOL

(INDIVIDUAL STUDENT ASSESSMENT ACCESSIBILITY PROFILE)

- web-based tool
- Used to help document team decisions on Designated supports and Accommodations required by IEP or 504 students
- Provides organized information to person designated to input information into TIDE

7 STEP PROCESS FOR ACCESSIBILITY DECISIONS

- Select key staff members and define roles
- Provide training and information to staff, students and parents
- Identify students who will benefit from supports
- Select appropriate supports using a systematic process (ISAAP)
- Enter Designated Supports and Accommodations into TIDE
- Perform a pre-administration check of assigned access supports
- Check for delivery of assigned Designated Supports and Accommodations at the time of the test.

ISSAP MODULE

Introduction to the Individual Student Assessment Accessibility Profile

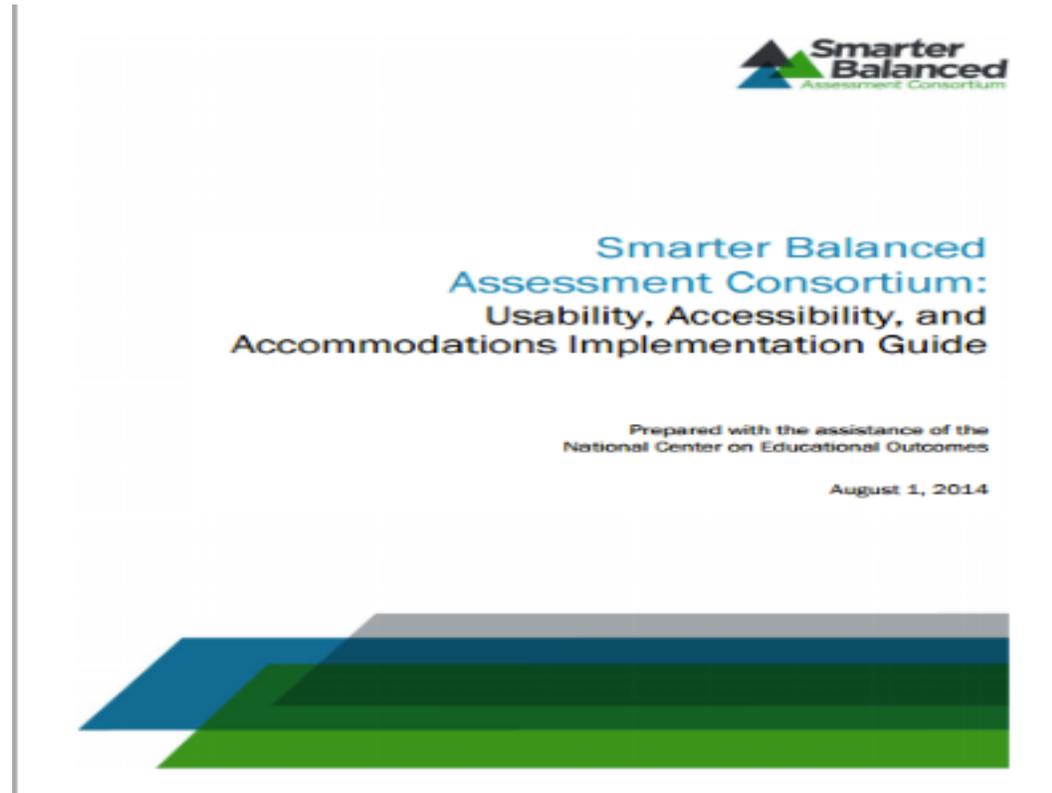


TOOLS AND RESOURCES



UAA IMPLEMENTATION GUIDE

Resources for Districts



APPENDIX H-RESOURCES FOR DISTRICTS AND SCHOOLS

- Considering Student Accessibility and Accommodations Needs (Resource 1)
- Do's and Don'ts when selecting designated supports and accommodations (Resource 2)
- Working together to Address Student Needs (Resource 3)
- Designated supports and accommodations from the students perspective (Resource 4)
- Parent input on designated supports and accommodations (Resource 5)

APPENDIX H-RESOURCES FOR DISTRICTS AND SCHOOLS (CONTINUED)

- Designated supports and accommodations journal for teachers (Resource 6)
- After-test questions (Resource 7)
- Planning for Designated Supports and Accommodations (Resource 8)
- Questions to guide evaluation at the school or district level (Resource 9)
- Glossary (Resource 10)

GUIDANCE ON USING TEST DATA FOR STUDENTS WITH TTS/READ ALOUD OF READING PASSAGES



DEFINITION:

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.

Read Aloud

Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Smarter Balanced Test Administration Manual and Read Aloud Protocol in the UAAG appendix.

READING CONTENT: WHAT DO WE ASSESS?

Claim 1:

- Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Students in Grades 3-5:

- Reading claim integrates the **ability to read** and the **ability to understand** what was read.

TTS/Read Aloud - ability to read is not being assessed.

Students in Grades 6-8

- Reading claim shifts focus from inclusion of foundational reading skills to comprehension after 5th grade.

TTS/Read Aloud - does not change what is being assessed.

WHAT ARE THE CHARACTERISTICS OF STUDENTS WHO NEED TTS/READ ALOUD?

Preliminary research suggests that 1-1.5% of the total student population might need TTS and Read Aloud accommodations.

Characteristics: students with disabilities that severely limit or prevent decoding written text.

1. Students who are blind or have significant visual impairments and have not yet learned to read Braille

2. Students with significant decoding or fluency challenges

WHY DOES IT MATTER?

1. Grades 3-5 are a critical time for students to learn to read
2. Important to gain a good measure of these skills
3. Negative consequence: teachers might assume that these students don't need to be instructed in decoding and fluency skills
4. Test data is not comparable with typical peers.
5. Test data cannot be used to make inferences about reading foundational skills.

DIAGNOSTIC INFORMATION TO COLLECT

- ✓ Nature and duration of targeted interventions provided to the student to improve decoding, fluency, or comprehension skills
- ✓ Evidence of improvement or non-improvement following each targeted intervention
- ✓ Student performance with and without either text-to-speech or read aloud

A preponderance of evidence should exist rather than one or two marks in shaded boxes for the accommodation to be provided to a student in grades 3-5 for ELA reading passages.

Table 1. Documentation of Possible Need for Text-to-Speech or Read Aloud Accommodations for ELA Reading Passages for Students with Disabilities in Grades 3-5

Student Name: _____

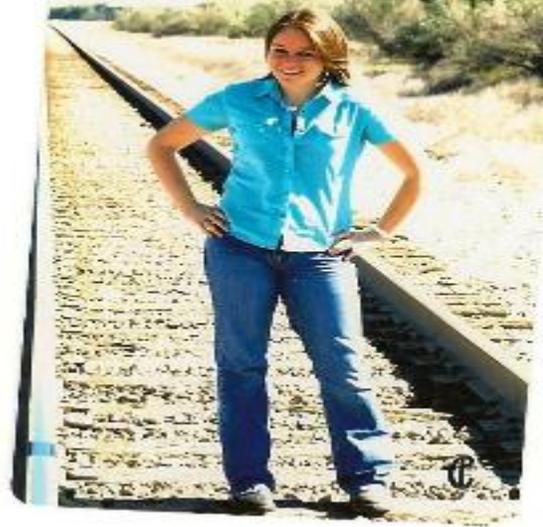
Teacher: _____

*Responses in **shaded boxes** may indicate a need for the text-to-speech or read aloud accommodation. A **preponderance of evidence** should exist rather than one or two marks in shaded boxes for the accommodation to be provided to a student in grades 3-5 for ELA reading passages.*

Question ^a	Yes	No	Comments
Is this student blind or does this student have a significant visual impairment? • If the student is blind or has a significant visual impairment, is the student learning to read braille?			
Does this student have a identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?			Describe skills affected.
Have interventions been used to improve the student's decoding, fluency, or comprehension skills?			Describe approaches.
Does the student use text-to-speech or receive a read aloud accommodation during instruction?			
Does the student belong to Bookshare or a similar organization?			
Does the student regularly use assistive technology software or audio books?			
Does the student use text-to-speech or receive a read aloud accommodation during formative assessments or during other <i>Smarter Balanced</i> tests?			
Does someone (teacher, paraprofessional, another student, parent) regularly read aloud to the student in school?			
Student Input:			
Did the student indicate he or she reads to himself or herself when at home, and that it is because he or she has trouble reading?			
Does the student indicate that it is easier to understand a book when it is read to him or her through text-to-speech or by another person?			
Does the student indicate that given the choice, he or she would prefer to read tests himself or herself?			

^a Some questions in the "questions" sections are not included in this table because they are not indicators of a possible need for the text-to-speech or read aloud accommodation. These include, for example, the question "Is the student an English language learner (ELL)?"

PROVIDING A POSITIVE TESTING EXPERIENCE FOR ALL STUDENTS.



Questions???

