California Assessment Accessibility Resources Matrix

The California Assessment Accessibility Resources Matrix (Accessibility Matrix) displays the embedded and non-embedded universal tools, designated supports, and accommodations (UDAs) allowed as part of the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) Systems for 2026–27 testing.

California Department of Education Updated July 2026

Accessibility Matrix Parts and Definitions

The Accessibility Matrix contains six parts.

Part 1—Universal Tools

Universal tools are available to all students on the basis of student preference and selection.

Part 2—Designated Supports

Designated supports are available to any student when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's individualized education program (IEP) or Section 504 plan. The determination of assigning designated supports should be decided on a student-by-student basis. Any assigned designated support should be one the student uses in daily instruction, assessment, or both.

Part 3—Accommodations

Accommodations refer to accessibility resources documented in a student's IEP or Section 504 plan that the student regularly uses in daily instruction, assessment, or both.

Part 4—Instructional Supports and Resources for the Alternate Assessments

The California Alternate Assessments (CAAs), the Initial Alternate ELPAC, and the Summative Alternate ELPAC are administered to students one-on-one by a test examiner. A student may use specified instructional supports and resources during testing. The optional Alternate Assessment Participation Decision-Making Tool for California (PDF) can help guide IEP teams in determining whether the CAAs and the Alternate ELPAC (if indicated) are the most appropriate assessments for an individual student with the most significant cognitive disabilities.

Part 5—Unlisted Resources

An unlisted resource is an instructional resource that a student regularly uses in daily instruction, assessment, or both, that has not been previously identified as a universal tool, designated support, or accommodation. Unlisted resources shall be made available if specified in the eligible student's IEP or Section 504 plan. This Accessibility Matrix includes a list of pre-identified unlisted resources that have been determined to change the construct being measured. These are approved automatically after being requested in the Test Operations Management System (TOMS). Otherwise, a request in TOMS for an unlisted resource that has *not* been pre-identified is sent to the California Department of Education (CDE) for review, adjudication, and a determination related to a change of test construct. The CDE may contact the local educational agency (LEA) if more information is needed to make this determination.

Part 6—Technical Resource

Permissive mode, a complementary technical resource, is not listed as a universal tool, designated support, or accommodation, but may be necessary for student testing. Permissive mode should only be selected when using an approved, non-embedded accessibility software or device and is not for stand-alone use.

Appropriate Use

Accessibility resources exist to provide equitable access to students. Subsequently, assigning resources on a global scale, either on principle or for simplicity's sake, is not the intention of accessibility resources. Successful use of accessibility resources requires that the educational team make decisions regarding supports to use on a student-by-student basis; these should be assigned based on supports that the student uses during daily instruction and for classroom assessments. Accessibility resources can be assigned in advance to ensure that the student is familiar with the functionality of the resource within the CAASPP or ELPAC system.

The appropriate identification and use of the UDAs for CAASPP computer-based assessments and ELPAC computer-based assessments and related paper–pencil tests (PPTs) are restricted to only those identified in this document. For UDAs for CAASPP and ELPAC PPT emergency forms, refer to the *CAASPP PPT Test Administration Manual* or the *Paper–Pencil Test Administration* section of the appropriate ELPAC test administration manual that is linked on the CAASPP and ELPAC Manuals Library web page.

Keep the following in mind when assigning UDAs to students:

- Some embedded UDAs are available only for specific items (test questions) or specific ELPAC domains for which they are allowed.
- Certain embedded UDAs, such as the mouse pointer designated support, can be controlled by the student during testing.
- If a non-embedded resource is shown to be available for "allowed items," it may be used only for the specific items for which the embedded version of the resource is made available by the Test Delivery System (TDS).
- Additional details about the assignment and use of accessibility resources used for testing can be found in the *Accessibility Guide*.

The accessibility resources in the Accessibility Matrix identified as UDAs are available for the listed, approved assessments and do not change the construct of what is being assessed.
Students who receive these accessibility resources will receive a valid score.

What's New in the California Assessment Accessibility Resources Matrix for 2026–27

Designated Supports

- Patty paper was added as a non-embedded designated support for the Smarter Balanced for Mathematics.
- The ELPAC embedded pause or replay audio designated support for the Listening domain is available to all K–12 students.
- Sensory items was recategorized as a non-embedded designated support; formerly, this resource was categorized as a non-embedded accommodation.
- The embedded translations (Spanish stacked–dual language) designated support was renamed to "dual-language translations and translated test directions in Spanish."

Accommodations

- The calculator non-embedded accommodation for the Smarter Balanced for Mathematics was renamed "specialized calculator."
- Sensory items was removed as a non-embedded accommodation and recategorized as a non-embedded designated support.

Additional Resources

To determine the use of resources for individual students, this document should be used in conjunction with one or more of the following resources:

- *Accessibility Guide*
- Accessibility Resource Demonstration Videos web page
- Accessibility Resources web page
- Alternate Assessment Participation Decision-Making Tool for California (PDF)
- Alternate ELPAC Accessibility and Accommodations Guidelines (DOCX)
- CAASPP and ELPAC Manuals Library web page
- *California Code of Regulations,* Title 5 (5 *CCR*), Division 1

– CAASPP

  - 5 *CCR*, Article 1 General, Section 850 Definitions web page
  - 5 *CCR*, Article 2 Achievement Tests and Any Primary Language Assessment web page, with links to sections 851 through 864

– ELPAC—5 *CCR*, Subchapter 7.6 English Language Proficiency Assessments for California web page, with links to the applicable articles

- Individual Student Assessment Accessibility Profile (ISAAP) Tool web page
- *ISAAP Tool User Guide*
- *Smarter Balanced Assessment Consortium Usability, Accessibility, and Accommodations Guidelines* (PDF)

Table Setup

Content

The tables in this document present the following information:

- Resource name and description
- Delivery
  - Embedded (E)
  - Non-embedded (N)
  - Both (B)

Assessments

The tables in this document include columns for the following California assessments:

- ELA
  - Smarter Balanced Summative and Interim Assessments for ELA
  - CAA for ELA
- Mathematics (Math)
  - Smarter Balanced Summative and Interim Assessments for Mathematics
  - CAA for Mathematics
- Science
  - CAST Summative and Interim Assessments
  - CAA for Science
- Spanish
  - CSA
- English Language Proficiency
  - Computer-based ELPAC (ELPAC-CBA) Initial, Summative, and Interim Assessments
  - Paper–pencil ELPAC (ELPAC-P) Initial and Summative Assessments
  - Alternate ELPAC (ELPAC-A) Initial and Summative Assessments

Part 1—Universal Tools

Universal Tool Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Breaks For **CAASPP**, the number of items per session can be flexibly defined based on student need. A student may take a break when needed; there is no limit to the number of breaks a student may take. For **ELPAC**, breaks—including those during testing over more than one day—between the domains are permitted. Breaks of less than or equal to 20 minutes may be permitted for a student during the administration of a domain. However, breaks of more than 20 minutes in the middle of a domain, as identified in a student's IEP, are allowed as an accommodation (refer to the breaks accommodation). {Additional details and usage information from the *Accessibility Guide*: • Embedded—*Breaks (Computer-Based Assessments)* • Non-embedded—*Breaks (Computer-Based Assessments, PPTs, and PPT Emergency Forms)*}	B	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Universal Tool Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Calculator A student can access an embedded, on-screen digital calculator for calculator-allowed items when a student selects the [**Calculator**] button. For mathematics, this tool is available only on the specific items for which the *Smarter Balanced Item Specifications* indicated as appropriate in grades six through eight and grade eleven. Details on calculator availability for the Smarter Balanced for Mathematics is available in the Calculator Availability for Operational Assessments (PDF). For science, this tool is available as a four-function (basic) calculator for grade five and a scientific calculator for grade eight and high school. This resource is not applicable to the CAAs. {Additional details and usage information from the *Accessibility Guide*: • *Calculator, Mathematics (Selected Items)* • *Calculator, Science (Selected Items)*}	E	No	Yes (6–8 and 11)	Yes (5, 8, and 10–12)	No	No	No	No

Universal Tool Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Digital notepad A student can use the digital notepad for making notes about an item. It is item-specific and available through the end of the test segment. A student can use the embedded speech-to-text accommodation with this universal tool if speech-to-text is assigned as a test setting in TOMS for the student. If the student returns to the item or page after a pause, the notes are retained. {Additional details and usage information from the *Accessibility Guide*: *Digital Notepad*}	E	Yes	Yes	Yes	Yes	Yes	No	Yes
English dictionary A student can use an English dictionary that is available for the full-write portion of an ELA performance task but not for short-paragraph responses. A full write is the second part of a performance task. This resource is not applicable to the CAA for ELA. {Additional details and usage information from the *Accessibility Guide*: • Embedded—*English Dictionary (Writing)* • Non-embedded—*English Dictionary (Writing)*}	B	Yes	No	No	No	No	No	No

Universal Tool Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
English glossary A student can use the English glossary to access grade- and context-appropriate definitions of specific construct-irrelevant terms, in English, in a pop-up window on the screen. This resource is not applicable to the CAAs. {Additional details and usage information from the *Accessibility Guide*: *English Glossary*}	E	Yes	Yes	Yes	No	No	No	No
English thesaurus A student can use the thesaurus that is available for the full-write portion of an ELA performance task but not for short-paragraph responses. A thesaurus contains synonyms of terms in the text with which a student interacts on the assessment. A full write is the second part of a performance task. This resource is not applicable to the CAA for ELA. {Additional details and usage information from the *Accessibility Guide*: • Embedded—*English Thesaurus* • Non-embedded—*English Thesaurus*}	B	Yes	No	No	No	No	No	No

Universal Tool Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Expandable items A student can expand each item or stimulus, so it takes up a larger portion of the screen. {Additional details and usage information from the *Accessibility Guide*: *Expandable Items*}	E	Yes	Yes	Yes	Yes	Yes	No	Yes
Expandable passages A student can expand each passage or stimulus, so it takes up a larger portion of the screen. {Additional details and usage information from the *Accessibility Guide*: *Expandable Passages*}	E	Yes	Yes	Yes	Yes	Yes	No	Yes
Global notes A student can use the global notes—a digital notepad—for ELA performance tasks in which the student completes a full write; it is not for short-paragraph responses. A full write is the second part of a performance task. Once entered, global notes remain available to a student throughout the assessment even though the student is not able to go back to specific questions. A student can use the embedded speech-to-text accommodation with this universal tool if speech-to-text is assigned as a test setting in TOMS for the student. This resource is not applicable to the CAA for ELA. {Additional details and usage information from the *Accessibility Guide*: *Global Notes (Writing)*}	E	Yes	No	No	No	No	No	No

Universal Tool Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Highlighter A student can use the digital highlighter for marking desired text, item questions, and item answers (or parts of these) with a color. {Additional details and usage information from the *Accessibility Guide*: *Highlighter*}	E	Yes	Yes	Yes	Yes	Yes	No	Yes
Highlighter A student can use a physical highlighter, with or without the help of a test examiner, in the Answer Book. {Additional details and usage information from the *Accessibility Guide*: *Highlighter*}	N	No	No	No	No	Yes (K–2 Writing Only)	Yes (2–12)	No
Keyboard navigation A student can navigate through text by using a keyboard's function keys (instead of a mouse or other adaptive device). The Keyboard Commands For Students (PDF) can be printed for a student. {Additional details and usage information from the *Accessibility Guide*: *Keyboard Navigation*}	E	Yes	Yes	Yes	Yes	Yes	No	Yes
Line reader A student can use an on-screen line reader to assist in reading by raising and lowering the tool for each line of text on the screen. {Additional details and usage information from the *Accessibility Guide*: *Line Reader*}	E	Yes	Yes	Yes	Yes	Yes (2–12)	No	Yes

Universal Tool Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Line reader A student can use a paper line reader. {Additional details and usage information from the *Accessibility Guide*: *Line Reader*}	N	No	No	No	No	No	Yes (2–12)	No
Mark for review A student can flag items for future review during the assessment; for ELPAC and the CAAs, this can be accomplished with the help of a test examiner. {Additional details and usage information from the *Accessibility Guide*: *Mark for Review*}	E	Yes	Yes	Yes	Yes	Yes (2–12)	No	Yes
Mark for review A student can mark in a Test Book, including noting items for review, using a highlighter in grades two through twelve. In grades three through twelve, a student can use other writing utensils in addition to a highlighter. {Additional details and usage information from the *Accessibility Guide*: *Mark for Review*}	N	No	No	No	No	No	Yes (2–12)	No
Math tools A student can use digital math tools (for example, embedded ruler, embedded protractor) for measurements related to specific mathematics items. This resource is not applicable to the CAAs. {Additional details and usage information from the *Accessibility Guide*: *Mathematics Tools*}	E	No	Yes	Yes	No	No	No	No

Universal Tool Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Oral clarification of test directions by the test examiner in English A student can have the test examiner provide clarification of test directions to the student in English. {Additional details and usage information from the *Accessibility Guide*: *Oral Clarification of Test Directions in English*}	N	No	No	No	No	Yes	Yes	Yes
Science charts A student can use these digital tools (such as periodic table of elements and reference sheet) that are available in grade eight and high school for CAST. When the dual-language translations and translated test directions in Spanish designated support has been assigned, these are available in Spanish. This resource is not applicable to the CAA for Science. {Additional details and usage information from the *Accessibility Guide*: *Science Charts*}	E	No	No	Yes	No	No	No	No
Science tools A student can use these digital science tools (for example, analog clock or laboratory equipment) that are available for all CAST tested grade levels. This resource is not applicable to the CAA for Science. {Additional details and usage information from the *Accessibility Guide*: *Science Tools*}	E	No	No	Yes	No	No	No	No

Universal Tool Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Scratch paper A student can use blank scratch paper to make notes, write computations, record responses, or create graphic organizers. As long as the construct being measured is not impacted, a student is permitted to use an assistive technology device, including low-tech assistive technology (Math Window) and digital graph paper, to make notes. A student's assistive technology device must have its access to the internet disconnected. {Additional details and usage information from the *Accessibility Guide*: *Scratch Paper*}	N	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Spanish glossary A student can use the translated glossaries, which are provided to the student for selected construct-irrelevant terms. Translated glossaries are a language support. For mathematics and science, refer to the translations (glossary) designated support. {Additional details and usage information from the *Accessibility Guide*: *Spanish Glossary*}	E	No	No	No	Yes	No	No	No

Universal Tool Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Spell check A student can use this writing tool for checking the spelling of words in student-generated responses. Spell check gives **only** an indication that a word is misspelled, it does not provide the correct spelling. This tool is available only on specific Smarter Balanced, CAST, and CSA items. This resource is not applicable to the CAAs. {Additional details and usage information from the *Accessibility Guide*: *Spell Check*}	E	Yes	Yes	Yes	Yes	No	No	No
Strikethrough A student can use this digital tool to cross out answer options, with or without the help of a test examiner. Stricken text or a stricken image will be less visible. {Additional details and usage information from the *Accessibility Guide*: *Strikethrough*}	E	Yes	Yes	Yes	Yes	Yes (2–12)	No	Yes
Strikethrough A student can use a pencil or other writing utensil in a Test Book or Answer Book to strike through images or options, with or without the help of a test examiner. {Additional details and usage information from the *Accessibility Guide*: *Strikethrough*}	N	No	No	No	No	No	Yes (2–12)	No

Universal Tool Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Test navigation assistant A student who is a new arrival, unfamiliar with the test delivery device, or a technology novice and does not have the necessary computer skills to participate in the computer-based ELPAC may have a trained test examiner assist with the mouse point-and-click and scroll bar, onscreen tool or button navigation (such as back, next, submit, start and stop recording, play Speaking, and recording), and keyboarding necessary for starting the test session. The test navigation assistant must follow approved guidelines in the ELPAC Test Navigation Assistant and Designated Interface Assistant Use Scenarios (PDF). {Additional details and usage information from the *Accessibility Guide*: *Test Navigation Assistant*}	N	No	No	No	No	Yes	No	Yes
Writing tools A student can use selected writing tools (such as bold, italic, bullets, undo, and redo) that are available for all student-generated responses. For ELA, mathematics, and science, this resource is available for specific items only. This resource is not applicable to the CAAs. {Additional details and usage information from the *Accessibility Guide*: *Writing Tools*}	E	Yes	Yes	Yes	No	Yes (3–12)	No	No

Universal Tool Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Zoom (in or out) A student can make text and graphics larger or smaller or return to the default size. (The default font size for all assessments is 14 points.) {Additional details and usage information from the *Accessibility Guide*: *Zoom*}	E	Yes	Yes	Yes	Yes	Yes	No	Yes

Part 2—Designated Supports

Designated Support Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
100s number table A student taking a science assessment at any tested grade level can use either an embedded digital tool or a printed paper-based 100s Number Table (PDF) created by Smarter Balanced. For mathematics, refer to the 100s number table accommodation. {Additional details and usage information from the *Accessibility Guide*: • Embedded—*100s Number Table, Science* • Non-embedded—*100s Number Table, Science*}	B	No	No	Yes	No	No	No	No
Amplification A student can adjust the volume control beyond the device's built-in settings using headphones or other non-embedded devices including, but not limited to, assistive technology or FM systems. {Additional details and usage information from the *Accessibility Guide*: *Amplification*}	N	Yes	Yes	Yes	Yes	Yes	Yes	No

Designated Support Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Bilingual dictionary A student can use a bilingual or dual-language, word-to-word dictionary as a language support for the full-write portion of an ELA performance task but not for short-paragraph responses. A full write is the second part of a performance task. This resource is not applicable to the CAA for ELA. {Additional details and usage information from the *Accessibility Guide*: *Bilingual Dictionary*}	N	Yes	No	No	No	No	No	No
Calculator A student taking a science assessment who is unable to use the embedded calculator or requires a special calculator, such as a braille calculator or a talking calculator, can use a non-embedded calculator. Students in grade five use a four-function (basic) calculator. Students in grade eight and high school use a scientific calculator. For the mathematics assessments, refer to the specialized calculator accommodation. This resource is not applicable to the CAA for Science. {Additional details and usage information from the *Accessibility Guide*: *Calculator, Science (Selected Items)*}	N	No	No	Yes	No	No	No	No

Designated Support Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Color contrast A student can adjust the screen background or font color on an electronic device on the basis of the student's need or preference. This may include reversing the colors for the entire interface or choosing the color of the font and background. {Additional details and usage information from the *Accessibility Guide*: *Color Contrast*}	E	Yes	Yes	Yes	Yes	Yes	No	Yes
Color overlay A student with attention difficulties or with visual impairments or other print disabilities (including learning disabilities) can use this resource to view test content. Choice of color should be informed by evidence of those colors that meet the student's needs. This resource is for PPTs only. This resource is not applicable to the CAAs. {Additional details and usage information from the *Accessibility Guide*: *Color Overlay*}	N	Yes	Yes	Yes	No	No	Yes	No

Designated Support Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Designated interface assistant A student who is a technology novice and has limited keyboarding skills that prevent the student from responding can be helped by a designated interface assistant, who is available to help the student interact with, or type, handwritten responses on the test platform. The designated interface assistant should be used only during one-on-one administration. The designated interface assistant must follow approved guidelines in the ELPAC Test Navigation Assistant and Designated Interface Assistant Use Scenarios (PDF). {Additional details and usage information from the *Accessibility Guide*: *Designated Interface Assistant*}	N	No	No	No	No	Yes	No	Yes
Dual-language translations and translated test directions in Spanish This language support provides a full Spanish translation of each test item, along with all on-screen test directions, menus, and buttons. A student can toggle between English and Spanish items and item response options. This resource is not applicable to the CAAs. {Additional details and usage information from the *Accessibility Guide*: *Dual-Language Translations and Translated Test Directions in Spanish*}	E	No	Yes	Yes	No	No	No	No

Designated Support Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Illustration glossaries A student can use illustration glossaries, which are a language support provided for selected construct-irrelevant terms for mathematics. Illustrations for these terms appear on the screen when a student selects them. For the non-embedded version, illustrations for these terms appear in a supplement to the PPT and are identified by item number. Instructions for use of the illustration glossary can be found in the Instructions for Using Embedded English and Translation Glossaries (PDF). This resource is not applicable to the CAA for Mathematics. {Additional details and usage information from the *Accessibility Guide*: • Embedded—*Translation Glossaries* • Non-embedded—*Translation Glossaries*}	B	No	Yes	No	No	No	No	No

Designated Support Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Magnification A student can adjust the size of specific areas of the screen (for example, text, formulas, tables, graphics, navigation buttons, and the mouse pointer) with an assistive technology device or software. Magnification allows the student to increase the size of screen elements and change the color contrast, including the size and color of the mouse pointer, to a level not provided for by one or more of the zoom universal tool, color contrast designated support, or mouse pointer designated support. {Additional details and usage information from the *Accessibility Guide*: *Magnification*}	N	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Masking A student can focus attention on a specific part of a test item by using the masking digital tool to block off content that is not of immediate need or that may be distracting to the student. {Additional details and usage information from the *Accessibility Guide*: *Masking*}	E	Yes	Yes	Yes	Yes	Yes	No	Yes
Masking A student can focus attention on a specific part of a test item by using the masking non-embedded resource to block off content on a paper test that is not of immediate need or that may be distracting to the student. {Additional details and usage information from the *Accessibility Guide*: *Masking*}	N	No	No	No	No	Yes	Yes	Yes

Designated Support Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Medical supports A student can access medical supports for medical purposes (for example, glucose monitor or Bluetooth hearing aids). The medical support may include a cell phone; however, it is not limited to devices and should support a student during testing only for medical reasons. {Additional details and usage information from the *Accessibility Guide*: *Medical Supports*}	N	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Mouse pointer (size and color) A student can use and adjust a mouse pointer that has been set to a larger size and has a color that has been changed. {Additional details and usage information from the *Accessibility Guide*: *Mouse Pointer (Size and Color)*}	E	Yes	Yes	Yes	Yes	Yes	No	Yes

Designated Support Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Multiplication table A student taking a science assessment at any tested grade level can use either an embedded digital tool or a printed paper-based Multiplication Table (1–12) (PDF) created by Smarter Balanced. For mathematics, refer to the multiplication table accommodation. {Additional details and usage information from the *Accessibility Guide*: • Embedded—*Multiplication Table, Science* • Non-embedded—*Multiplication Table, Science*}	B	No	No	Yes	No	No	No	No
Noise buffers A student can use a noise buffer such as ear mufflers, white noise, or other equipment to block external sounds. {Additional details and usage information from the *Accessibility Guide*: *Noise Buffers*}	N	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Patty paper A student can use a thin, translucent paper to explore and visualize geometric concepts through folding, tracing, and symmetry activities. This resource is not applicable to the CAA for Mathematics. {Additional details and usage information from the *Accessibility Guide*: Patty Paper}	N	No	Yes	No	No	No	No	No

Designated Support Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Pause or replay audio—Listening domain A student who needs the audio or oral presentation to slow down or stop momentarily can have the presentation in the ELPAC Listening domain paused, replayed, or reread during the administration of the test questions. (For CAASPP, when audio is present in an item, the ability to pause or replay audio is provided automatically.) {Additional details and usage information from the *Accessibility Guide*: • Embedded—*Pause or Replay Audio (Listening Domain)* • Non-embedded—*Pause or Replay Audio (Listening Domain)*}	B	No	No	No	No	Yes	Yes	No

Designated Support Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Pause or replay audio—Speaking domain A student who needs the audio or oral presentation to slow down or stop momentarily can have the presentation in the ELPAC Speaking domain paused, replayed, or reread during the administration of the test questions. {Additional details and usage information from the *Accessibility Guide*: • Embedded—*Pause or Replay Audio (Speaking Domain)* • Non-embedded—*Pause or Replay Audio (Speaking Domain)*}	B	No	No	No	No	Yes	Yes	No
Print-on-demand A student can have paper copies of passages, stimuli, items, or any combination of these printed. For ELPAC, this resource is a designated support. For CAASPP, refer to the print-on-demand accommodation. {Additional details and usage information from the *Accessibility Guide*: *Print-on-Demand*}	N	No	No	No	No	Yes	No	Yes

Designated Support Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Print size Print size is a test setting that sets the default font size the student should have when starting a computer-based assessment. A student can have the selected font size, within a range of 1.5× to 3×, become the default for all questions in that student's assessment. This setting applies to text questions and stimuli only and not the buttons in the global menu bar. {Additional details and usage information from the *Accessibility Guide*: *Print Size (Setting)*}	E	Yes	Yes	Yes	Yes	Yes	No	Yes
Printed test directions in English A student can use a paper-based copy of the ELA and mathematics oral test directions in English created by Smarter Balanced. Available test directions are as follows: • Online Summative ELA and Mathematics (DOCX) • Paper–Pencil ELA (DOCX) • Paper–Pencil Mathematics (DOCX) This resource is not applicable to the CAAs. {Additional details and usage information from the *Accessibility Guide*: *Printed Test Directions in English*}	N	Yes	Yes	No	No	No	No	No

Designated Support Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Read aloud A student who is a struggling reader can have text read aloud by a trained and qualified person who follows the administration guidelines and read-aloud protocol. Note that, while the Read Aloud Guidelines (PDF) are created by Smarter Balanced, they apply to both CAASPP and ELPAC. All or portions of the content may be read aloud. For mathematics and science dual-language translations and translated test directions in Spanish, refer to the Read Aloud Guidelines in Spanish (PDF) that are created by Smarter Balanced. All or portions of the content may be read aloud in Spanish. This resource is a designated support for all ELA and CSA items but not for reading passages. Refer to the read aloud accommodation for ELA and CSA reading passages. {Additional details and usage information from the *Accessibility Guide*: • *Read Aloud* • *Read Aloud in Spanish*}	N	Yes (items)	Yes	Yes	Yes (items)	Yes (Writing)	Yes (Writing)	Yes

Designated Support Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Science charts A student can receive state-approved paper versions of the science charts (for example, periodic table of the elements and reference sheet) that are available in grade eight and high school for CAST. These are available on the Accessibility Resources web page, in the "Printable Resources for Use with Students" section. This resource is not applicable to the CAA for Science. {Additional details and usage information from the *Accessibility Guide*: *Science Charts*}	N	No	No	Yes	No	No	No	No
Scribe A student can dictate responses to a person who records verbatim what is dictated. The scribe must be trained and qualified and must follow the Scribing Protocol for Smarter Balanced Assessments (PDF) created by Smarter Balanced. This resource is a designated support for all items except the ELA performance task full write and ELPAC. For the CSA, this resource is a designated support for the listening and reading domains. Refer to the scribe accommodation for ELA writing, CSA writing, and ELPAC. {Additional details and usage information from the *Accessibility Guide*: *Scribe Items*}	N	Yes	Yes	Yes	Yes	No	No	No

Designated Support Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Sensory items A student can use a sensory item (for example, a fidget toy, textured seat cushion, foot rocker, or other similar object) to help focus on the assessment. {Additional details and usage information from the *Accessibility Guide*: *Sensory Items*}	N	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Separate setting A student's test location can be altered so the student is tested in a setting different from that made available for most students. Separate setting may also include the most beneficial time, special lighting or acoustics, adaptive furniture, or a location outside the school, such as a hospital. {Additional details and usage information from the *Accessibility Guide*: *Separate Setting*}	N	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Simplified test directions A student can have the test administrator or test examiner simplify or paraphrase the test directions found in a test administration manual. Note that, while the Guidelines for Simplified Test Directions in the Test Administration Manual (PDF) are created by Smarter Balanced, they apply to both CAASPP and ELPAC. {Additional details and usage information from the *Accessibility Guide*: *Simplified Test Directions*}	N	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Designated Support Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Streamline A student can use a streamlined interface of the assessment in an alternate, simplified format in which the items are displayed below the stimuli vertically. {Additional details and usage information from the *Accessibility Guide*: *Streamline*}	E	Yes	Yes	Yes	Yes	Yes	No	Yes
Text-to-speech A student can have the TDS read text in English, including student responses, aloud via embedded text-to-speech technology. The student can control the speed as well as the volume of the voice. For ELA and the CSA, this resource is a designated support for stimuli and items, but not for reading passages. For ELA and CSA reading passages and the ELPAC Speaking and Writing domains, refer to the text-to-speech accommodation. This resource is not applicable to the CAAs. {Additional details and usage information from the *Accessibility Guide*: *Text-to-Speech*}	E	Yes (items)	Yes	Yes	Yes (items)	No	No	No

Designated Support Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Text-to-speech in Spanish A student who is a struggling reader and whose primary language is Spanish can have the TDS read text in Spanish aloud via embedded text-to-speech technology. This resource is available for mathematics items only and for all science content and must be assigned with translations (dual-language translations and translated test directions in Spanish) in TOMS. This resource is not applicable to the CAAs. {Additional details and usage information from the *Accessibility Guide*: • *Text-to-Speech in Spanish* • *Dual-Language Translations and Translated Test Directions in Spanish*}	E	No	Yes (items)	Yes	No	No	No	No

Designated Support Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Translated test directions A student can use translated test directions prior to beginning the actual test items. Translated test directions are a language support. As a non-embedded designated support, PDFs of directions translated in each of the languages currently supported are available. A bilingual adult can read to the student. Links to the translated test directions documents are available on the Translated Test Directions web page. This resource is not applicable to the CAAs. {Additional details and usage information from the *Accessibility Guide*: *Translated Test Directions*}	N	Yes	Yes	Yes	No	Yes	Yes	Yes
Translated test directions in American Sign Language A student can use test directions that include test administration scripts translated into ASL video. An ASL human signer and the signed test content are viewed at the same time. A student may view portions of the ASL video as often as needed. This resource is not applicable to the CAAs. {Additional details and usage information from the *Accessibility Guide*: *Translated Test Directions in American Sign Language*}	N	Yes	Yes	No	No	No	No	No

Designated Support Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Translated test directions in ASL or Manually Coded English For ELPAC, a student who is deaf or hard of hearing (DHH) and who typically uses ASL or Manually Coded English can have the test directions signed as a language support **prior to beginning** the actual test items. {Additional details and usage information from the *Accessibility Guide*: *Translated Test Directions in American Sign Language or Manually Coded English*}	N	No	No	No	No	Yes	Yes	Yes
Translations (glossary) A student can use translated glossaries for selected construct-irrelevant terms. Embedded translations for these terms appear on the screen when a student selects them. Translated glossaries are a language support. For mathematics and science, this resource is a designated support. For the CSA, refer to the Spanish glossary universal tool. This resource is not applicable to the CAAs. {Additional details and usage information from the *Accessibility Guide*: *Translation Glossaries*}	E	No	Yes	Yes	No	No	No	No

Designated Support Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Translations (glossary) A student can use translated glossaries for selected construct-irrelevant terms. Translated glossaries are a language support. Non-embedded translation glossaries, in which the glossary terms are listed by item and include the English term and its translated equivalent, are available for PPT mathematics through Smarter Balanced–provided PDFs; and for PPT science through ETS-provided PDFs. An LEA CAASPP coordinator can request non-embedded translation glossaries by contacting their assigned Success Agent. This resource is not applicable to the CAAs. {Additional details and usage information from the *Accessibility Guide*: *Translation Glossaries*}	N	No	Yes	Yes	No	No	No	No
Turn off any universal tool(s) A student can have the test administrator or test examiner disable any universal tool(s) that might be distracting or that the student does not need to use or is unable to use before a test is approved in the Test Administrator Interface. {Additional details and usage information from the *Accessibility Guide*: *Turn Off Any Universal Tools*}	E	Yes	Yes	Yes	Yes	Yes	No	Yes

Part 3—Accommodations

Accommodation Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
100s number table A student taking a mathematics assessment at any tested grade level can use either an embedded digital tool or a printed paper-based 100s Number Table (PDF) created by Smarter Balanced. For science, refer to the 100s number table designated support. {Additional details and usage information from the *Accessibility Guide*: • Embedded—*100s Number Table, Mathematics* • Non-embedded—*100s Number Table, Mathematics*}	B	No	Yes	No	No	No	No	No
Abacus A student who typically uses an abacus can use an abacus in place of scratch paper. {Additional details and usage information from the *Accessibility Guide*: *Abacus*}	N	No	Yes	Yes	No	No	No	No

Accommodation Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Additional instructional supports and resources for alternate assessments An eligible student shall have any instructional supports, accommodations, or both, including the language of instruction or physical supports, used in the student's daily instruction in accordance with the student's IEP. Refer to Part 4—Instructional Supports and Resources for Alternate Assessments for more discussion on this accommodation. This resource is not applicable to the general assessments. {Additional details and usage information from the *Accessibility Guide*: *Additional Instructional Supports and Resources for Alternate Assessments*}	N	Yes	Yes	Yes	No	No	No	Yes
Alternate response options A student with some disabilities (including both fine motor and gross motor skills as well as selective mutism) can use a device as an alternate response option that includes, but is not limited to, augmentative and alternative communication (AAC) devices, adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, FilterKeys, adapted mouse, touch screen, head wand, and switches. {Additional details and usage information from the *Accessibility Guide*: *Alternate Response Options*}	N	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Accommodation Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
ASL A student can access test content that is translated into an embedded ASL video. A person who is an ASL signer and the signed test content are viewed on the same screen. A student may view portions of the ASL video as often as needed. For the Smarter Balanced for ELA, this is available for listening items only. For ELPAC, this is available for the Listening domain only. This resource is not applicable to the CAAs. {Additional details and usage information from the *Accessibility Guide*: *American Sign Language*}	E	Yes (Listening)	Yes	Yes	No	Yes (Listening)	No	No
ASL or Manually Coded English A student can use ASL or Manually Coded English to receive the test questions, use ASL or Manually Coded English for responses, or both. {Additional details and usage information from the *Accessibility Guide*: *American Sign Language or Manually Coded English*}	N	No	No	No	No	Yes (Listening and Speaking)	Yes (Listening and Speaking)	Yes

Accommodation Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Audio transcript (includes braille transcript) A student who is visually impaired or blind and DHH and who uses braille can access braille transcripts, because this student may have difficulty hearing the listening portion of the passage and may not have enough functional vision to read the closed-captioning provided for the passage. Note the following about this accommodation: • For ELA, this resource is for listening portions of the assessment. • For the CSA, this resource is in Spanish for listening passages. This resource is not applicable to the CAA for ELA. {Additional details and usage information from the *Accessibility Guide*: *Audio Transcript (Includes Braille Transcript)*}	E	Yes (Listening)	No	No	Yes (Listening)	Yes	No	No

Accommodation Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Audio transcript (includes braille transcript) A student for whom streamed audio is not available can use written scripts provided by the test examiner. An LEA ELPAC coordinator can request non-embedded audio transcripts by contacting their assigned Success Agent. {Additional details and usage information from the *Accessibility Guide*: *Audio Transcript (Includes Braille Transcript)*}	N	No	No	No	No	No	Yes (3–12)	No

Accommodation Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Braille A student with visual impairments can use a resource that is a raised-dot code that the student reads with their fingertips. Graphic material (for example, maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform), called tactile graphics. The embedded resource is both embossed and refreshable. An LEA CAASPP coordinator can request non-embedded CAST tactile package or the braille hybrid adaptive test for mathematics by contacting their assigned Success Agent. Emergency PPT forms are available if a student cannot access the needed assistive technology for refreshable braille presentation and the embosser needed for administration of the computer-based CAASPP or ELPAC. An LEA must request approval from the CDE by submitting the CAASPP and ELPAC Special Request for Paper Exams. This resource is not applicable to the CAAs. {Additional details and usage information from the *Accessibility Guide*: • Embedded—*Braille* • Non-embedded—*Braille*}	B	Yes	Yes	Yes	Yes	Yes	Yes (N only)	No

Accommodation Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Breaks A student with disabilities who has a documented need can take extended breaks in the middle of an ELPAC domain-level test administration. {Additional details and usage information from the *Accessibility Guide*: *Breaks*}	N	No	No	No	No	Yes	Yes	Yes
Closed-captioning A student can use printed text that appears on the screen as audio materials are presented. For ELA and the CSA, this resource is available only for the listening portion. This resource is not applicable to the CAA for ELA. {Additional details and usage information from the *Accessibility Guide*: *Closed-Captioning*}	E	Yes (Listening)	No	No	Yes (Listening)	Yes	No	No
Large-print special form A student can use a large-print special form for ELA, mathematics, CAST, and ELPAC (K–2 Initial ELPAC Writing domain for students taking the computer-based assessment). An LEA must request approval from the CDE by submitting the CAASPP and ELPAC Special Request for Paper Exams. This resource is not applicable to the CAAs. {Additional details and usage information from the *Accessibility Guide*: *Large Print*}	N	Yes	Yes	Yes	No	No	Yes	No

Accommodation Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Multiplication table A student taking a mathematics assessment at any tested grade level can use either an embedded digital tool or a printed paper-based Multiplication Table (1–12) (PDF) created by Smarter Balanced. For science, refer to the multiplication table designated support. {Additional details and usage information from the *Accessibility Guide*: • Embedded—*Multiplication Table, Mathematics* • Non-embedded—*Multiplication Table, Mathematics*}	B	No	Yes	No	No	No	No	No
Print-on-demand A student can have paper copies of passages, stimuli, items, or any combination of these printed. For CAASPP, this resource is an accommodation. For ELPAC, refer to the print-on-demand designated support. {Additional details and usage information from the *Accessibility Guide*: *Print-on-Demand*}	N	Yes	Yes	Yes	Yes	No	No	No

Accommodation Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Read aloud A student can have text read aloud by a trained and qualified person who follows the administration guidelines and read-aloud protocol. Note that, while the Read Aloud Guidelines (PDF) are created by Smarter Balanced, they apply to Smarter Balanced for ELA, CAA for ELA, and CSA. All or portions of the content may be read aloud. This resource is an accommodation for ELA and CSA reading passages and a designated support for ELA and CSA items. Refer to the read aloud designated support for ELA and CSA items. {Additional details and usage information from the *Accessibility Guide*: *Read Aloud (Reading Passages)*}	N	Yes	No	No	Yes	No	No	No

Accommodation Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Scribe (Writing) A student can dictate responses to a person who records verbatim what is dictated. For ELPAC, this means the trained scribe may transcribe the student's responses in the Answer Book or testing interface. The scribe must be trained and qualified and must follow the Scribing Protocol for Smarter Balanced Assessments (PDF) created by Smarter Balanced. While these guidelines are created by Smarter Balanced, they apply to both CAASPP and ELPAC. This resource is an accommodation for the ELA performance task full write and ELPAC and CSA writing items. Refer to the scribe designated support for CAASPP items. {Additional details and usage information from the *Accessibility Guide*: *Scribe (Writing)*}	N	Yes	No	No	Yes	Yes	Yes	No

Accommodation Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Specialized Calculator A student taking a mathematics assessment who is unable to use the embedded calculator or requires a special calculator, such as a braille calculator or a talking calculator, can use a non-embedded calculator. This resource can be used only for the calculator-allowed items of the mathematics assessment. For the Smarter Balanced for Mathematics, refer to the Calculator Availability for Operational Assessments (PDF). For science, refer to the calculator designated support. This resource is not applicable to the CAA for Mathematics. {Additional details and usage information from the *Accessibility Guide*: *Specialized Calculator, Mathematics (Grades Six and Above)*}	N	No	Yes (6–8 and 11)	No	No	No	No	No

Accommodation Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Speech-to-text A student can use voice to dictate responses into the TDS for constructed-response items. *Non-Embedded*—A student uses a personal assistive technology device and voice recognition software. This functionality can be used in English and Spanish for mathematics and science and Spanish for the CSA. *Embedded*—A student uses functionality embedded in the TDS. External assistive technology devices are not required. This functionality is available in English and Spanish for mathematics and science and Spanish for the CSA. This resource is not applicable to the CAAs. {Additional details and usage information from the *Accessibility Guide*: • Embedded—*Speech-to-Text* • Non-embedded—*Speech-to-Text*}	B	Yes	Yes	Yes	Yes	Yes	No	No

Accommodation Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Text-to-speech A student can have the TDS read text, including student responses, aloud 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. For ELA and the CSA, this resource is an accommodation for reading passages. For ELA and CSA stimuli and items, refer to the text-to-speech designated support. For ELPAC, this resource is an accommodation for the Speaking and Writing domains only. This resource is not applicable to the CAA for ELA. {Additional details and usage information from the *Accessibility Guide*: *Text-to-Speech (Reading Passages)*}	E	Yes	No	No	Yes	Yes (Speaking and Writing)	No	No

Accommodation Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Word completion A student can begin writing a word and choose from a list of single words that have been predicted from word frequency and syntax rules. Word completion is either embedded in the TDS or delivered via a non-embedded software program. If delivered via a non-embedded program, the program must use only single word completion. This resource is not applicable to the CAAs. {Additional details and usage information from the *Accessibility Guide*: • Embedded—*Word Completion* • Non-embedded—*Word Completion*}	B	Yes	Yes	Yes	Yes	No	No	No
Word processor A student can use word processing software with the spelling and grammar check turned off for responses in the Writing domain. Student responses must be transcribed into the Answer Book. {Additional details and usage information from the *Accessibility Guide*: *Word Processor (Writing)*}	N	No	No	No	No	No	Yes (3–12 Writing)	No

Part 4—Instructional Supports and Resources for Alternate Assessments

The CAAs and the Alternate ELPAC are administered to students one-on-one by a test examiner.

While there are universal tools, designated supports, and accommodations listed in this Matrix as being available for the CAAs and Alternate ELPAC (with the exceptions noted in the following section), a student taking the CAAs or Alternate ELPAC may also need additional instructional supports, including

- the administration of the alternate assessments in the language of instruction,
- physical supports, and
- resources documented in the student's IEP or Section 504 plan.

The "language of instruction" may include instructional or physical supports needed for communication and instruction. However, as noted in the program's secure directions for administration documents that are linked in TOMS, some test practices (for example, hand-over-hand prompting), are inappropriate and **not** allowed on an alternate assessment.

For the CAA for Science, because of its design, any instructional supports specified in the student's IEP and used in daily instruction may be used for the embedded performance tasks.

Matrix Resources That Are Not Available for the CAAs or Alternate ELPAC

The following embedded resources are **not available** for alternate assessments. In this table, "N/A" indicates a resource that does not apply to the corresponding general assessment—for example, a student taking the Alternate ELPAC would not have the embedded text-to-speech resource available.

Resource	Type	CAA for ELA	CAA for Mathematics	CAA for Science	Alternate ELPAC
Calculator	Universal tool	N/A	No	No	N/A
English dictionary, glossary, or thesaurus	Universal tool	No	N/A	N/A	N/A
Global notes	Universal tool	No	N/A	N/A	N/A
Mathematics tools	Universal tool	N/A	No	No	N/A
Science charts	Universal tool	N/A	N/A	No	N/A
Science tools	Universal tool	N/A	N/A	No	N/A
Spanish glossary	Universal tool	No	No	No	N/A
Spell check	Universal tool	No	No	No	N/A
Writing tools	Universal tool	No	No	No	No

Resource	Type	CAA for ELA	CAA for Mathematics	CAA for Science	Alternate ELPAC
Pause or replay audio	Designated support	N/A	N/A	N/A	No
Text-to-speech	Designated support	No	No	No	N/A
Translation glossaries	Designated support	No	No	No	N/A
Translations (dual-language translations and translated test directions in Spanish)	Designated support	N/A	No	No	N/A
ASL	Accommodation	No	No	No	No
Audio transcript (includes braille transcript)	Accommodation	No	N/A	N/A	No
Braille	Accommodation	No	No	No	No
Closed-captioning	Accommodation	No	N/A	N/A	N/A
Speech-to-text	Accommodation	No	No	No	No
Text-to-speech (reading passages)	Accommodation	No	No	No	No
Word completion	Accommodation	No	No	No	N/A

Examples of permissible non-embedded instructional and physical supports are provided in the next section.

Examples of Instructional Supports That Are Permissible for the CAAs and Alternate ELPAC

The following instructional supports are permissible for alternate assessments:

- The test examiner signs to the student as the language of instruction.
- The student uses an AAC device (for example, Audiovox or switch).
- A nonverbal student responds with gestures, movements, or vocalization in place of speech.
- The student uses eye gaze as a way of indicating a response (refer to the Guidance on Using Eye Gaze as an Alternate Response Option [PDF] for additional information).
- The test examiner accepts a change in muscle tone or a change in facial expression as an observed behavior.
- The test examiner permits a student to direct another person—such as an aide or the test examiner—in performing physical tasks.

- The student uses a calculator (except in grade three), 100s number table, or other instructional support instead of the embedded resources provided through the testing platform as long as those supports do not impact the test construct.

Examples of Physical Supports That Are Permissible

The following physical supports are permissible for alternate assessments:

- Structuring the test environment to eliminate distractions for a student who is particularly distractible
- Positioning and stabilizing the student to allow for the most controlled movement possible as well as for student comfort and access to the test platform

Part 5—Unlisted Resources

The LEA may submit a request in TOMS for the use of unlisted resources required by a student's IEP or Section 504 plan. The request must be made a minimum of 10 business days before the student's first day of testing. The CDE will reply to the request within four business days.

The CDE has pre-identified non-embedded, unlisted resources for ELA, mathematics, science, CSA, and ELPAC that change the construct being measured. There are no pre-identified, non-embedded resources for any alternate assessment.

Approval of an unlisted resource that has not been pre-identified will be granted by the CDE on the basis of the IEP team's or Section 504 plan's designation and if the unlisted resource does not compromise the assessment's security. The CDE shall determine whether the requested unlisted resource changes the construct being measured. IEP teams should not allow the impact of an LEA's accountability to outweigh the needs of the student pursuant to 5 *CCR* sections 854.9 and 11518.37.

For unlisted resources that **do not change the measured construct**, a student who receives these accessibility resources will receive a valid score.

For unlisted resources that **change the construct of what was being tested**:

- CAASPP—The student will receive a score on their Student Score Report with a footnote that the assessment was administered under conditions that resulted in a score that may not be an accurate representation of the student's achievement. Therefore, the student's score will be considered not valid for aggregate reporting on the Test Results for California's Assessments website, and the student will be considered not tested for accountability calculations for the California School Dashboard.
- ELPAC—The student will receive the lowest obtainable scale score for the affected domain. The student's score will be considered valid for aggregate reporting on the Test Results for California's Assessments website and the California School Dashboard.

If an unlisted resource is used in administration, an individual Student Score Report will be generated for both CAASPP and ELPAC.

Refer to the Unlisted Resources web page for additional information and available resources associated with requesting an unlisted resource for a student.

The following table lists preidentified, non-embedded unlisted resources that change the construct being measured.

The assessments listed are for general assessments only; there are no preidentified, non-embedded unlisted resources that change the construct being measured for an alternate assessment. “No” indicates the existing resource does not apply to an assessment.

Non-Embedded Resource	ELA	Math	Science	Spanish	ELPAC
Bilingual dictionary	Yes (reading)	Yes	Yes	No	Yes
Calculator (used on nonallowed items)	No	Yes (6–8 and 11)	No	No	No
Calculator	No	Yes (3–5)	No	No	No
English dictionary	Yes (reading and listening)	Yes	Yes	Yes	Yes
Math tools (for example, non-embedded ruler or non-embedded protractor)	No	Yes	No	No	No
Premade graphic organizer	Yes	Yes	Yes	Yes	Yes
Signed Exact English	Yes	Yes	Yes	No	Yes
Thesaurus	Yes (reading and listening)	Yes	Yes	No	Yes
Translated word lists	Yes	Yes	Yes	No	Yes
Translations (not provided by CDE, Smarter Balanced, or ETS)	Yes	Yes	Yes	No	Yes

Part 6—Technical Resource

A student who requires access to approved accessibility software, devices, or both to interact with the assessment (for example, screen readers, magnifiers, braille screen readers, refreshable braille displays, etc.) can be assigned **permissive mode**. This resource should only be selected when using an approved, non-embedded accessibility software or device and is not for stand-alone use. In addition, most of the non-embedded assistive technology tools are supported by Windows and macOS desktops only. Mobile devices, such as Chromebooks and iPads, do not support permissive mode, which is required for non-embedded technology. When permissive mode is disabled, the only application that can be open on the device is the secure browser.