

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 2023–24 testing.

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 all students 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 during daily instruction, in the classroom, or on assessments.

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. Accommodations increase equitable access to the assessment and will not fundamentally alter the comparability of test scores.

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 Alternate Assessment Decision-Making Tool for California at <https://www.cde.ca.gov/ta/tg/ca/documents/altassessmentdecision.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.

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 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 universal tools, designated supports, and accommodations 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 web page at <https://ca-toms-help.ets.org/>.

Keep the following in mind when assigning UDAs to students:

- Some embedded UDAs are available only for specific items (i.e., test questions) or specific ELPAC domains for which they are allowed.
- 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.
- Additional details about the assignment and use of accessibility resources used for testing can be found in the *CAASPP and ELPAC Accessibility Guide* at <https://ca-toms-help.ets.org/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 for 2023–24

General

- Part 6—Technical Resources provides descriptions of the permissive mode and print (font) size settings.

Universal Tools

- The description of the non-embedded highlighter universal tool has been updated to include test examiner assistance for students taking the ELPAC.
- Spell check has been added as an embedded universal tool for the California Spanish Assessment (CSA).
- The definition of the non-embedded strikethrough universal tool has been updated to include test examiner assistance for K–2 students taking the ELPAC.
- The definition of the embedded strikethrough universal tool extends the range of grade levels to include grade two students taking the ELPAC.
- The definition of the embedded and non-embedded line reader universal tools extends the range of grade levels to include grade two for the paper–pencil ELPAC.

Designated Supports

- The definition of the non-embedded color contrast with print-on-demand designated support for the ELPAC has been updated to specify that the test examiner can print the needed test content in the requested color.
- The definition of the non-embedded amplification designated support has been amended to remove noise buffers and white noise machines.
- The definition of the non-embedded medical supports designated support has been updated to include “Bluetooth hearing aids.”
- The embedded Spanish stacked–dual language translation designated support has been updated to be activated using a toggle mode. A student can now toggle between English and Spanish for the Smarter Balanced for mathematics. The resource continues to appear as a stacked translation for the California Science Test (CAST).
- A non-embedded printed copy of the Smarter Balanced for English language arts/literacy (ELA) and mathematics oral test directions in English has been added as a designated support that may be provided to a student.
- Non-embedded translated test directions in American Sign Language (ASL) for the Smarter Balanced for ELA and mathematics has been added as a designated support that may be provided to a student.

Accommodations

- Assignment of the non-embedded print-on-demand accommodation can be made by a site or LEA coordinator in TOMS without first having to contact an LEA Success Agent.

- Word prediction has been added as an embedded accommodation for the Smarter Balanced for ELA and mathematics and CAST assessments.

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 Resources Demonstration Videos web page: <https://www.caaspp.org/training/caaspp/uaag.html>
- Alternate Assessment Decision-Making Tool for California web document: <https://www.cde.ca.gov/ta/tg/ca/documents/altassessmentdecision.pdf>
- Alternate ELPAC Accessibility and Accommodations Guidelines web document: <https://www.elpac.org/s/pdf/Alt-ELPAC-Accessibility-Guidelines.docx>
- CAASPP Accessibility Resources web page: <https://www.caaspp.org/ta-resources/accessibility/>
- *CAASPP and ELPAC Accessibility Guide* web manual: <https://ca-toms-help.ets.org/accessibility-guide/>
- CAASPP and ELPAC Manuals web page: <https://ca-toms-help.ets.org/>
- *California Code of Regulations*, Title 5 (5 CCR), Division 1

– CAASPP

- 5 CCR, Article 1 General, Section 850 Definitions web page: <https://bit.ly/44WBhlq>
- 5 CCR, Article 2 Achievement Tests and Any Primary Language Assessment web page, with links to sections 851 through 864: <https://bit.ly/43HicIH>

– ELPAC—5 CCR, Subchapter 7.6 English Language Proficiency Assessments for California web page: <https://bit.ly/3rB5Zlo>

- California Science Test Accessibility Supports for Operational Testing web document: <https://www.cde.ca.gov/ta/tg/ca/documents/castaccessupt.pdf>
- California Spanish Assessment Accessibility Supports for Operational Testing web document: <https://www.caaspp.org/rsc/pdfs/CSA.accessibility-considerations.2018.docx>
- ELPAC Accessibility Resources web page: <https://www.elpac.org/resources/accessibility-resources/>
- English Language Proficiency Assessments for California Accessibility Resources for Operational Testing web document: <https://www.elpac.org/s/pdf/ELPAC--Accessibility-Resources-CBA-Framework.pdf>
- Individual Student Assessment Accessibility Profile (ISAAP) Tool web page: <https://isaap.ets.org/>
- *ISAAP Tool User Guide* web manual: <https://ca-toms-help.ets.org/isaap-tool-guide/>
- *Smarter Balanced Consortium Usability, Accessibility, and Accommodations Guidelines* web document: <https://portal.smarterbalanced.org/library/en/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
 - CAA for Science
- Spanish
 - CSA
- English Language Proficiency
 - Computer-based ELPAC (ELPAC-CBA)
 - Paper-pencil ELPAC (ELPAC-P)
 - Alternate ELPAC (ELPAC-A)
 - Summative Alternate ELPAC
 - Initial Alternate ELPAC

Part 1—Universal Tools

Universal Tool Description	Deliver y	ELA	Math	Science	Spanis h	ELPAC -CBA	ELPAC -P	ELPAC -A
<p>Breaks</p> <p>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. A student may require extra time to complete the assessment if using this resource.</p> <p>For the ELPAC, breaks—including those during testing over more than one day—between the domains are permitted. Breaks may be permitted for a student who needs additional time to finish testing in a domain to allow for rescheduling. However, breaks in the middle of a domain as identified in a student's IEP are allowed as an accommodation. Refer also to the <u>breaks accommodation</u>.</p> <p>For additional information about breaks, refer to https://ca-toms-help.ets.org/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-breaks-online-assessments for information about breaks as an embedded universal tool; or https://ca-toms-help.ets.org/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#non-embedded-breaks-computer-and-paper for information about breaks as a non-embedded universal tool.</p>	B	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<p>Calculator</p> <p>A student can access an embedded, on-screen digital calculator for calculator-allowed items when a student selects the [Calculator] button.</p> <p>For mathematics, this tool is available only on the specific items for which the <i>Smarter Balanced Item Specifications</i> indicated as appropriate in grades six through eight and grade eleven.</p> <p>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.</p> <p>This resource is not applicable to the CAAs.</p>	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
<p>Digital notepad</p> <p>A student can use the digital notepad for making notes about an item. It is question-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.</p> <p>For CAASPP, notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes.</p> <p>For the ELPAC, notes are saved after a break of more than 20 minutes on the page to which the student is returning if there are multiple questions on the page.</p>	E	Yes	Yes	Yes	Yes	Yes	No	Yes
<p>English dictionary</p> <p>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.</p> <p>This resource is not applicable to the CAA for ELA.</p>	B	Yes	No	No	No	No	No	No
<p>English glossary</p> <p>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.</p> <p>This resource is not applicable to the CAAs.</p>	E	Yes	Yes	Yes	No	No	No	No
<p>English thesaurus</p> <p>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.</p> <p>This resource is not applicable to the CAA for ELA.</p>	B	Yes	No	No	No	No	No	No
<p>Expandable items</p> <p>A student can expand each item or stimulus so it takes up a larger portion of the screen.</p>	E	Yes	Yes	Yes	Yes	Yes	No	Yes
<p>Expandable passages</p> <p>A student can expand each passage or stimulus so it takes up a larger portion of the screen.</p>	E	Yes	Yes	Yes	Yes	Yes	No	Yes

Universal Tool Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
<p>Global notes</p> <p>Global notes is a notepad that a student can use 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.</p> <p>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.</p> <p>This resource is not applicable to the CAA for ELA.</p>	E	Yes	No	No	No	No	No	No
<p>Highlighter</p> <p>A student can use the highlighter—a digital universal tool—for marking desired text, item questions, and item answers (or parts of these) with a color.</p>	E	Yes	Yes	Yes	Yes	Yes	No	Yes
<p>Highlighter</p> <p>A student can use a physical highlighter, with or without the help of a test examiner, in the Answer Book.</p>	N	No	No	No	No	No	Yes (2-12)	No
<p>Keyboard navigation</p> <p>A student can navigate through text by using a keyboard's function keys (instead of a mouse or other adaptive device).</p>	E	Yes	Yes	Yes	Yes	Yes	No	Yes
<p>Line reader</p> <p>A student can use an on-screen universal tool to assist in reading by raising and lowering the tool for each line of text on the screen.</p>	E	Yes	Yes	Yes	Yes	Yes (2-12)	No	Yes
<p>Line reader</p> <p>The student can use a paper line reader.</p>	N	No	No	No	No	No	Yes (2-12)	No
<p>Mark for review</p> <p>A student can flag items for future review during the assessment.</p>	E	Yes	Yes	Yes	Yes	Yes (2-12)	No	Yes
<p>Mark for review</p> <p>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.</p>	N	No	No	No	No	No	Yes (2-12)	No

Universal Tool Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Math tools A student can use digital math tools (i.e., embedded ruler, embedded protractor) for measurements related to specific mathematics items. This resource is not applicable to the CAAs.	E	No	Yes	Yes	No	No	No	No
Oral clarification of test directions by the test examiner in English The test examiner can provide clarification of test directions to a student in English.	N	No	No	No	No	Yes	Yes	Yes
Science charts A student can use these digital tools (i.e., periodic table of elements and reference sheet) that are available in grade eight and high school for the CAST. When the Spanish stacked-dual language designated support has been assigned, the periodic table of the elements is available in Spanish. This resource is not applicable to the CAA for Science.	E	No	No	Yes	No	No	No	No
Science tools A student can use these digital science tools (i.e., analog clock, laboratory equipment) that are available for all tested grade levels of the CAST. This resource is not applicable to the CAA for Science.	E	No	No	Yes	No	No	No	No

Universal Tool Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
<p>Scratch paper</p> <p>A student can use blank scratch paper to make notes, write computations, record responses, or create graphic organizers. Note the following about scratch paper:</p> <ul style="list-style-type: none"> Only plain paper or lined paper is appropriate for ELA and the ELPAC. Graph paper is required beginning in grade six for mathematics; a student can use graph paper on all mathematics assessments. A student can use a whiteboard with marker for all assessments. <p>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.</p>	N	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<p>Spanish glossary</p> <p>Translated glossaries are a language support. The translated glossaries are provided to a student for selected construct-irrelevant terms.</p> <p>Embedded translations for these terms appear on the screen when a student selects them. A student with the language glossary setting enabled can view the translated glossary. A student also can select the [Audio] icon next to the glossary term and listen to the audio recording of the glossary.</p> <p>For mathematics and science, refer to the translations (glossary) designated support.</p>	E	No	No	No	Yes	No	No	No

Universal Tool Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Spell check The writing tool a student can use 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.	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.	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.	N	No	No	No	No	No	Yes (2-12)	No
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 (i.e., back, next, submit, start and stop recording, play Speaking, and recording), and keyboarding necessary for starting the test session. The test navigation assistant is allowed to assist <i>only</i> with the technology as indicated by the student. A student may use a test navigation assistant during one-on-one or group administrations. A student is not permitted to use keyboarding assistance in the test. The test navigation assistant must follow approved guidelines.	N	No	No	No	No	Yes	No	Yes
Writing tools A student can use selected writing tools (i.e., spell check, 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.	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/out) The default font size for all tests is 14 point. A student can make text and graphics larger by selecting the [Zoom In] button; and return to the default or select a smaller font size by selecting the [Zoom Out] button.	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 the Smarter Balanced paper-based 100s number table for reference. This table, which lists numbers from 1–100, is available at https://www.caaspp.org/rsc/pdfs/CAASPP.hundreds-number-table.pdf . For the science assessments, this resource is a designated support. For mathematics, refer to the 100s number table accommodation .	N	No	No	Yes	No	No	No	No
American Sign Language or Manually Coded English For the 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.	N	No	No	No	No	Yes	Yes	Yes
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.	N	Yes	Yes	Yes	Yes	Yes	Yes	No
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.	N	Yes	No	No	No	No	No	No

Designated Support Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
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. For science, the four-function (basic) calculator is a designated support to be used for grade five and a scientific calculator, for grade eight and high school. For the mathematics assessments, refer to the calculator accommodation .	N	No	No	Yes	No	No	No	No
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.	E	Yes	Yes	Yes	Yes	Yes	No	Yes
Color contrast with print-on-demand A test administrator or test examiner can print test content of online questions with different colors using a color printer for the student. This non-embedded designated support must be used in conjunction with print-on-demand. For CAASPP, refer also to the print-on-demand accommodation . For the ELPAC, refer also to the print-on-demand designated support .	N	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.	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. This role meets the needs of ELPAC technology novices and young test takers.	N	No	No	No	No	Yes	No	Yes
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.	B	No	Yes	No	No	No	No	No
Magnification A student can adjust the size of specific areas of the screen (e.g., 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.	N	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Masking A student can use the masking digital resource to block off content that is not of immediate need or that may be distracting to the student. A student is able to focus attention on a specific part of a test item by using the masking digital resource.	E	Yes	Yes	Yes	Yes	Yes	No	Yes
Masking A student can use 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. A student is able to focus attention on a specific part of a test item by using the masking non-embedded resource.	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 (e.g., glucose monitor, 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. To maintain test security, either the device settings must restrict access to other applications, or the test administrator or test examiner must closely monitor the use of the device.	N	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Mouse pointer (size and color) This embedded resource allows the student to use a mouse pointer that has been set to a larger size and has a color that has been changed.	E	Yes	Yes	Yes	Yes	Yes	No	Yes
Multiplication table A student taking a science assessment at any tested grade level can use the paper-based multiplication table (1–12) for reference. This is available from Smarter Balanced at https://www.caaspp.org/rsc/pdfs/CAASPP.multiplication-table.pdf . For the science assessments, this resource is a designated support. For mathematics, refer to the multiplication table accommodation .	N	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.	N	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pause or replay audio—Listening domain A student who needs the audio to slow down or stop momentarily can have the stimuli of the audio presentation in the ELPAC Listening domain paused or replayed 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.)	B	No	No	No	No	Yes	Yes	No
Pause or replay audio—Speaking domain A student who needs the audio to slow down or stop momentarily can have the audio presentation in the ELPAC Speaking domain paused or replayed during the administration of the test questions in the Summarize an Academic Presentation task.	B	No	No	No	No	Yes	Yes	No

Designated Support Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
Print-on-demand A student can have paper copies of passages, stimuli, items, or any combination of these printed. For the ELPAC, this resource is a designated support. For CAASPP, refer to the print-on-demand accommodation .	N	No	No	No	No	Yes	No	Yes
Print size Print size is a test setting that sets the default font size the student should have when starting a computer-based assessment. This setting applies to text questions and stimuli only and not the buttons in the global menu bar. The selected font size, within a range of $1.5\times$ to $3\times$, becomes the default for all questions in that student's test.	E	Yes	Yes	Yes	Yes	Yes	No	Yes
Printed test directions in English A printed copy of the Smarter Balanced for ELA and mathematics oral test directions in English created by Smarter Balanced may be provided to the student.	N	Yes	Yes	No	No	No	No	No
Read aloud Text can be read aloud to a student by a trained and qualified person who follows the administration guidelines and read-aloud protocol at https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf —these protocols apply to both CAASPP and the ELPAC. All or portions of the content may be read aloud. This resource is a designated support for all ELA items but not for reading passages. Refer to the read aloud accommodation for ELA reading passages.	N	Yes (items)	Yes	Yes	No	Yes (Writing)	Yes (Writing)	Yes

Designated Support Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
<p>Read aloud in Spanish</p> <p>Text can be read aloud to a student by a trained and qualified person who follows the administration guidelines and read-aloud protocol at https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf—these protocols apply to both CAASPP and the ELPAC (although this specific designated support does not apply to the ELPAC). All or portions of the content may be read aloud.</p> <p>This resource is a designated support for all CSA items but not for reading passages. Refer to the read aloud accommodation for CSA reading passages.</p> <p>For mathematics and science Spanish stacked–dual language translation, refer to Read Aloud Spanish Guidelines at https://portal.smarterbalanced.org/library/en/read-aloud-guidelines-in-spanish.pdf.</p>	N	No	Yes	Yes	Yes	No	No	No
<p>Science charts</p> <p>A student can receive state-approved paper versions of the science charts (i.e., periodic table of the elements and reference sheet) that are available in grade eight and high school for the CAST.</p> <p>These resources can be found at https://www.caaspp.org/ta-resources/accessibility/.</p>	N	No	No	Yes	No	No	No	No
<p>Scribe</p> <p>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 at https://portal.smarterbalanced.org/library/en/scribing-protocol.pdf.</p> <p>This resource is a designated support for all items except the ELA performance task full write and the ELPAC. For the CSA, this resource is a designated support for all nonwriting items.</p> <p>Refer to the scribe accommodation for ELA writing, CSA writing, and the ELPAC.</p>	N	Yes	Yes	Yes	Yes	No	No	No

Designated Support Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
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, and adaptive furniture.	N	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Simplified test directions The test administrator or test examiner can simplify or paraphrase the test directions found in a test administration manual. Refer to the <i>Guidelines for Simplified Test Directions</i> at https://portal.smarterbalanced.org/library/en/guidelines-for-simplified-test-directions.pdf .	N	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Streamline This designated support provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.	E	Yes	Yes	Yes	Yes	Yes	No	Yes
Text-to-speech The test delivery system reads text in English, including student responses, aloud to a student 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 Listening, Speaking, and Writing domains, refer to the text-to-speech accommodation . This resource is not applicable to the CAAs.	E	Yes (items)	Yes	Yes	Yes (items)	No	No	No
Text-to-speech in Spanish The test delivery system reads text in Spanish aloud to a student via embedded text-to-speech technology. The student can control the speed as well as raise or lower the volume of the voice. This resource is for mathematics items only. This resource is not applicable to the CAA for Mathematics.	E	No	Yes (items)	No	No	No	No	No

Designated Support Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
<p>Translated test directions</p> <p>Translated test directions are a language support. The test delivery system presents a student with a translation of test directions in Spanish prior to beginning the actual test items. As an embedded designated support, translated test directions are automatically a part of the Spanish stacked-dual language translations designated support.</p> <p>This resource is not applicable to the CAAs.</p>	E	No	Yes	Yes	No	No	No	No
<p>Translated test directions</p> <p>Translated test directions are a language support. A student can use translated test directions prior to beginning the actual test items.</p> <p>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. Refer also to the American Sign Language or Manually Coded English designated support for a student taking the ELPAC who is DHH and who typically uses ASL or Manually Coded English; this student can have the test directions signed.</p> <p>Links to the Smarter and CAASPP translated test directions web pages are provided on the CAASPP Accessibility Resources web page at https://www.caaspp.org/ta-resources/accessibility/. Links to the ELPAC translated test directions PDFs are provided on the ELPAC Accessibility Resources web page at https://www.elpac.org/resources/accessibility-resources/.</p>	N	Yes	Yes	Yes	No	Yes	Yes	Yes
<p>Translated test directions in American Sign Language</p> <p>Test directions that include test administration scripts are 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.</p> <p>This resource is not applicable to the CAAs.</p>	N	Yes	Yes	No	No	No	No	No

Designated Support Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
<p>Translations (glossary)</p> <p>Translated glossaries are a language support. The translated glossaries are provided to a student for selected construct-irrelevant terms.</p> <p>Embedded translations for these terms appear on the screen when a student selects them. A student with the language glossary setting enabled can view the translated glossary. A student also can select the [Audio] icon next to the glossary term and listen to the audio recording of the glossary.</p> <p>Non-embedded translation glossaries are available for PPT mathematics only through Consortium-provided PDFs, in which the glossary terms are listed by item and include the English term and its translated equivalent.</p> <p>For mathematics and science, this resource is a designated support. For the CSA, refer to the Spanish glossary universal tool.</p> <p>This resource is not applicable to the CAAs.</p>	B	No	Yes	Yes (E only)	No	No	No	No
<p>Translations (Spanish stacked–dual language)</p> <p>Stacked translations are a language support. A student can toggle between English and Spanish for the Smarter Balanced for Mathematics. A stacked translation provides a student with the full translation of each test item above the original item in English for the CAST.</p> <p>On-screen directions also appear in Spanish, including menus and buttons.</p> <p>For the CAST, some item response options are provided in either English only or Spanish only.</p> <p>This resource is not applicable to the CAAs.</p>	E	No	Yes	Yes	No	No	No	No
<p>Turn off any universal tool(s)</p> <p>The test administrator or test examiner can disable any universal tool(s) that might be distracting or that a student does not need to use or is unable to use.</p>	E	Yes	Yes	Yes	Yes	Yes	No	Yes

Part 3—Accommodations

Accommodation Description	Deliver y	ELA	Math	Science	Spanis h	ELPAC -CBA	ELPAC -P	ELPAC -A
100s number table A student at any tested grade level can use the Smarter Balanced paper-based 100s number table for reference. This table, which lists numbers from 1–100, is available at https://www.caaspp.org/rsc/pdfs/CAASPP.hundreds-number-table.pdf . For the mathematics assessments, this resource is an accommodation. For science, refer to the 100s number table designated support .	N	No	Yes	No	No	No	No	No
Abacus A student who typically uses an abacus can use an abacus in place of scratch paper.	N	No	Yes	Yes	No	No	No	No
Alternate response options A student with some physical disabilities (including both fine motor and gross motor skills) can use an alternate response option that includes, but is not limited to, adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, FilterKeys, adapted mouse, touch screen, head wand, and switches. For the ELPAC-P, the test examiner or scribe must transcribe student responses in the Answer Book. For the ELPAC-A, alternate response options can also include picture cards, answer choice cards, objects, and manipulatives.	N	Yes	Yes	Yes	Yes	Yes	Yes	Yes
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 the ELPAC, this is available for the Listening domain only. This resource is not applicable to the CAAs.	E	Yes	Yes	Yes	No	Yes	No	No

Accommodation Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
ASL or Manually Coded English For this non-embedded resource for the ELPAC Listening and Speaking domains, ASL or Manually Coded English can be used to present the test questions, and a student can use ASL or Manually Coded English for responses.	N	No	No	No	No	Yes	Yes	Yes
Audio transcript (includes braille transcript) A student who is DHH 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. This student, who is visually impaired or blind and DHH and who uses braille, can access braille transcripts. Note the following about this accommodation: <ul style="list-style-type: none"> For ELA, this resource is for listening portions of the test. For the CSA, this resource is in Spanish for listening passages. This resource is not applicable to the CAAs.	E	Yes	No	No	Yes	Yes	No	No
Audio transcript (includes braille transcript) For this non-embedded ELPAC resource, audio transcript includes when a test examiner uses written scripts for a student for whom streamed audio is not available. The use of this accommodation may result in the need for additional overall time for the student to complete the assessment.	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 can use a resource that is a raised-dot code that an individual reads with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform), called tactile graphics. A student is provided with contracted or noncontracted braille; Nemeth and Unified English Braille math code(s) are available for mathematics. The embedded resource is both embossed and refreshable. To request the CAST tactile package or the braille hybrid adaptive test for mathematics, contact the LEA Success Agent for the region at https://ca-toms-help.ets.org/contact/ . 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. This resource is not applicable to the CAAs.	B	Yes	Yes	Yes	Yes	Yes	Yes (N only)	No
Breaks A student with disabilities who has a documented need can take extended breaks in the middle of an ELPAC domain-level test administration.	N	No	No	No	No	Yes	Yes	Yes
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. For science, refer to the calculator designated support .	N	No	Yes (6–8 and 11)	No	No	No	No	No
Closed-captioning A student can use printed text that appears on the screen as audio material. For ELA and CSA, this resource is available only for the listening portion. This resource is not applicable to the CAAs.	E	Yes	No	No	Yes	Yes	No	No

Accommodation Description	Deliver y	ELA	Math	Science	Spanis h	ELPAC -CBA	ELPAC -P	ELPAC -A
Large-print special form A student can use a large-print special form for ELA, mathematics, CAST, and the ELPAC. An LEA must request approval from the CDE to qualify for these printed materials. This resource is not applicable to the CAAs.	N	Yes	Yes	Yes	No	No	Yes	No
Multiplication table A student at any tested grade level can use a paper-based multiplication table (1–12) for reference. This is available from Smarter Balanced at https://www.caaspp.org/rsc/pdfs/CAASPP.multiplication-table.pdf . For the mathematics assessments, this resource is an accommodation. For science, refer to the multiplication table designated support .	N	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 the ELPAC, refer to the print-on-demand designated support .	N	Yes	Yes	Yes	Yes	No	No	No
Read aloud Text can be read aloud to a student by a trained and qualified person who follows the administration guidelines and read-aloud protocol at https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf . 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 CSA and ELA items. Refer to the read aloud designated support for ELA and CSA items.	N	Yes	No	No	Yes	No	No	No

Accommodation Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
<p>Scribe</p> <p>A student can dictate responses to a person who records verbatim what is dictated. For the 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 at https://portal.smarterbalanced.org/library/en/scribing-protocol.pdf.</p> <p>This resource is an accommodation for the ELA performance task full write and the CSA writing items. Refer to the scribe designated support for CAASPP items.</p>	N	Yes	No	No	Yes	Yes	Yes	No
<p>Speech-to-text</p> <p>Voice recognition in the test delivery system allows a student to use a voice as an input device to dictate responses for constructed-response items.</p> <p><i>Non-Embedded</i>—A student uses a personal assistive technology device and voice recognition software.</p> <p><i>Embedded</i>—A student uses functionality embedded in the test delivery system. External assistive technology devices are not required.</p>	B	Yes	Yes	Yes	No	Yes	No	No
<p>Text-to-speech</p> <p>The test delivery system reads text, including student responses, aloud to a 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.</p> <p>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.</p> <p>For the ELPAC, this resource is an accommodation for the Listening, Speaking, and Writing domains.</p> <p>This resource is not applicable to the CAAs.</p>	E	Yes	No	No	Yes	Yes	No	No

Accommodation Description	Delivery	ELA	Math	Science	Spanish	ELPAC-CBA	ELPAC-P	ELPAC-A
<p>Word prediction</p> <p>A student can begin writing a word and then chooses from a list of words that have been predicted from word frequency and syntax rules using word prediction.</p> <p>As a non-embedded resource, word prediction can be delivered via a non-embedded software program.</p> <p>As an embedded resource, word prediction is delivered via an embedded software program.</p> <p>This resource is not applicable to the CAAs.</p>	B	Yes	Yes	Yes	No	No	No	No
<p>Word processor</p> <p>A student may 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.</p>	N	No	No	No	No	No	Yes (3-12)	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.

Although most universal tools, designated supports, and accommodations listed in this matrix are available for the CAAs and the Alternate ELPAC through the computer-based testing interface (with the exceptions noted in the following section), a student taking the CAAs and 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.

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.

Examples of Resources That Are Not Available

The following embedded resources are **not available** for alternate assessments:

- American Sign Language videos
- Audio transcript
- Braille
- Calculator
- Closed-captioning
- English dictionary, glossary, or thesaurus
- Global notes
- Math tools
- Pause or replay audio
- Read aloud in Spanish
- Science charts or tools
- Spell check
- Text-to-speech
- Translated test directions
- Translation glossaries
- Translations (Spanish stacked—dual language)

Note that for braille, the test examiner can request print-on-demand functionality to produce braille documents. For a few ELA items in grades three and four that have decoding as part of the construct, support and guidance will be available to LEAs for brailling the appropriate text.

The “language of instruction” may include instructional or physical supports needed for communication and instruction. Some test practices (e.g., hand-over-hand), as noted in the program’s test administration manual that is linked on the CAASPP and ELPAC Manuals web page at <https://ca-toms-help.ets.org/>, are inappropriate and **not** allowed on an alternate assessment.

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

Examples of Instructional Supports That Are Permissible

The following instructional supports are permissible for alternate assessments:

- Allowing the test examiner to sign to the student as the language of instruction
- Allowing the student to use an augmentative and alternative communication device (e.g., Audiovox, switch)

- Allowing a nonverbal student to respond with gestures, movements, or vocalization in place of speech
- Accepting eye gaze as a way of indicating a response
(<https://www.caaspp.org/rsc/pdfs/CAASPP.eye-gazing-guidance.pdf>)
- Accepting a change in muscle tone or a change in facial expression as an observed behavior
- Allowing a student to direct another person—such as an aide or a test examiner—in performing physical tasks
- Allowing the use of the student's calculator (except in grade three), 100s number table, or other instructional supports instead of the embedded supports 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 (<https://mytoms.ets.org/>) 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, primary language assessments, and the 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 test'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 with a footnote that the test was administered under conditions that resulted in a score that may not be an accurate representation of the student's achievement. These are not considered valid for aggregation of scores.
- ELPAC—The student will receive the lowest obtainable scale score for the affected domain when an approved unlisted resource changed the construct of what was being tested. However, the student's test results will still be used for aggregation of scores.

Despite the unlisted resources used in administration, an individual Student Score Report will still be generated for both CAASPP and the ELPAC.

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

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 (i.e., non-embedded ruler, non-embedded protractor)	No	Yes	No	No	No
Signed Exact English	Yes	Yes	Yes	No	Yes

Non-Embedded Resource	ELA	Math	Science	Spanish	ELPA C
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

There is one additional setting that can be assigned in TOMS to help provide an equitable testing experience for a student. **Permissive mode** can be assigned for a student who requires access to approved accessibility software, devices, or both to interact with the test (e.g., screen readers, magnifiers, braille screen readers, refreshable braille displays, etc.).