



USABILITY, ACCESSIBILITY, AND ACCOMMODATIONS GUIDELINES

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INTRODUCTION

Smarter Balanced strives to provide every student with a positive and productive assessment experience, generating results that are a fair and accurate estimate of each student’s achievement. Further, Smarter Balanced is building on a framework of accessibility for participating students, including English learners (ELs), students with disabilities, and ELs with disabilities, but not limited to those groups. In the process of developing its next-generation assessments to measure students’ knowledge and skills as they progress toward college and career readiness, Smarter Balanced recognized that the validity of assessment results depends on every student having appropriate universal tools, designated supports, and accommodations, based on the constructs being measured by the assessment. This document was developed for Smarter Balanced members to guide their selection and administration of universal tools, designated supports, and accommodations.

The Smarter Balanced assessment is based on the member standards. Thus, the universal tools, designated supports, and accommodations that are appropriate for the Smarter Balanced assessment may be different from those allowed by members in the past. For the secure summative assessments, Smarter Balanced is responsible for providing evidence that the universal tools, designated supports, and accommodations that are included in the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* (UAAG) support valid inferences. A member may elect to enact state/territory-specific changes to the UAAG, including:

- Omitting any universal tool, designated support, or accommodation that is otherwise included in the UAAG when the implementation or use of the universal tool, designated support, or accommodation conflicts with a member’s law, regulation, or policy.
- Adding accessibility resources that are otherwise not included in the UAAG to address the unique needs of their students. In these cases, the member is responsible for collecting and reporting any required evidence that demonstrates that their state/territory-specific UAAG supports valid inferences regarding their students’ performance.

The UAAG describes the Smarter Balanced universal tools, designated supports, and accommodations available for the Smarter Balanced assessments currently (see Appendix A). The specific universal tools, designated supports, and accommodations approved by Smarter Balanced may change in the future if additional tools, supports, or accommodations are identified for the assessments based on member experience and research findings. The Consortium has established a standing committee, including representatives from Governing members, to review suggested additional universal tools, designated supports, and accommodations to determine whether changes are warranted.

Proposed changes to the list of universal tools, designated supports, and accommodations are brought to Governing members for review, input, and vote for approval. Furthermore, members may issue **temporary approvals** (i.e., for one summative assessment administration based on a student’s unique need that is not supported by current UAAG policies) for individual unique student accommodations or designated supports. K-12 Leads will evaluate formal requests for temporary approvals and determine whether the request poses a threat to the measurement of the construct. Upon issuing a temporary approval, the member will send documentation of the approval to the Consortium.

The Consortium will consider all member-approved temporary accommodations/designated supports as part of the annual Consortium UAAG review process. If the Consortium determines that it requires additional time to study the issue before the Consortium can engage in a vote, a member may notify the Consortium that the member intends to issue temporary approvals for the same accommodation/designated support during the next summative assessment administration. Members should include in their notification to the Consortium the intended use of the temporary accommodation/designated support and the rationale for issuing temporary authorizations for the next summative assessment administration. The Consortium will provide members with a list of the temporary accommodations/designated supports issued by members that are not Consortium-approved accommodations/designated supports and cannot be authorized for the next summative assessment administration.

INTENDED AUDIENCE AND RECOMMENDED USE

The UAAG is intended for district- and school-level personnel and decision-making teams, including English language development teams, Individualized Education Program (IEP) or 504 teams, and other teams supporting students as they prepare for and implement the Smarter Balanced assessment. The UAAG provides information for classroom teachers, English development educators, special education teachers, and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them. The UAAG is also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The guidelines in the UAAG apply to **participating** students. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. This document focuses on universal tools, designated supports, and accommodations for the Smarter Balanced content assessments of English language arts (ELA)/literacy and mathematics (math). At the same time, it supports important instructional decisions about accessibility for students who participate in the Smarter Balanced assessments. It recognizes the critical connection between accessibility in instruction and accessibility during assessment. The UAAG is also supported by the *Smarter Balanced Test Administration Manual (TAM)*.

SMARTER BALANCED ASSESSMENT DESIGN

Smarter Balanced has developed a system of valid, reliable, and fair next-generation assessments aligned to the member standards in ELA/literacy and math for grades 3–8 and High School (HS). The system includes summative assessments for accountability purposes, optional interim assessments for local use, and formative tools and processes for instructional use. Interim assessments and computer adaptive testing (CAT) technologies used for the summative assessments provide meaningful feedback and actionable data that teachers and other interest holders can use to help students succeed. For more information, visit <https://smarterbalanced.org/our-system/smarter-system/development/>.

RECOGNIZING ACCESS NEEDS FOR ALL STUDENTS

All students (including students with disabilities, ELs, ELs with disabilities, and other diverse students) are to be held to the same expectations for participation and performance on Smarter Balanced assessments. Specifically, all students enrolled in grades 3–8 and HS are required to participate in the Smarter Balanced mathematics assessment except:

- ▶ Students with the most significant cognitive disabilities who meet the criteria for the mathematics alternate assessment based on alternate achievement standards (approximately 1 percent or fewer of the student population).

All students enrolled in grades 3–8 and HS are required to participate in the Smarter Balanced English language arts/literacy assessment except:

- ▶ Students with the most significant cognitive disabilities who meet the criteria for the English language arts/literacy alternate assessment based on alternate achievement standards (approximately 1 percent or fewer of the student population).
- ▶ ELs who are enrolled for the first year in a U.S. school. These students instead participate in their required English-language proficiency assessment.

Federal laws governing student participation in assessments must meet the requirements of the Every Student Succeeds Act (ESSA) of 2016, the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, and Section 504 of the Rehabilitation Act of 1973 (reauthorized in 2008).

Recognizing the diverse characteristics and needs of students who participate in the Smarter Balanced assessments, the Smarter Balanced members worked together through the Smarter Balanced Test Administration and Student Access Work Group to develop an Accessibility and Accommodations Framework that guided the Consortium as it worked to reach agreement on the specific tools, supports, and accommodations available for the assessment. The Work Group also considered research-based lessons learned about universal design, accessibility tools, and accommodations (see Appendix B).

The conceptual model that serves as the basis for the UAAG is shown in Figure 1. This figure portrays several aspects of the Smarter Balanced assessment features—universal tools (available to all students), designated supports (available when indicated by an adult or team), and accommodations (available when need is documented in an Individualized Education Program (IEP) or 504 plan). It also portrays the additive and sequentially inclusive nature of these three aspects. Universal tools are available to all students, including those who receive designated supports and those who receive accommodations. Designated supports are available to students for whom the need has been indicated by an educator (or team of educators with parent/guardian and student input as appropriate). Accommodations are available only to those students with documentation of such need through a formal IEP or 504 plan. Those students may also use designated supports and universal tools.

A universal tool for one content focus may be an accommodation for another content focus (see, for example, calculator). Similarly, a designated support may also be an accommodation depending on the content target (see, for example, scribe). This approach is consistent with the emphasis that Smarter Balanced has placed on the validity of assessment results coupled with access. Universal tools, designated

supports, and accommodations all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the UAAG.

Also, as shown in Figure 1, for each category of assessment features—universal tools, designated supports, and accommodations—there exists both embedded and non-embedded versions of the tools, supports, or accommodations depending on whether they are provided as digitally delivered components of the test administration system or separate from it.

Figure 1. Conceptual Model Underlying the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines



The conceptual model recognizes that all students should be held to the same expectations for instruction aligned with applicable academic content standards, including the Common Core State Standards (CCSS), and should have universal accessibility features available to them. It also recognizes that some students may have certain characteristics and access needs that require the use of accommodations for instruction and when they participate in the Smarter Balanced assessments.

The UAAG presents the current universal tools, designated supports, and accommodations adopted by the Smarter Balanced members to ensure valid assessment results for all students taking its assessments.

STRUCTURE OF THIS DOCUMENT

This document is divided into several parts:

- **Introduction:** This section introduces the document and the conceptual model that is the basis for the universal tools, designated supports, and accommodations in the UAAG.
- **Section I:** This section features the universal tools available on Smarter Balanced assessments.
- **Section II:** This section features the designated supports available on Smarter Balanced assessments.
- **Section III:** This section features the accommodations available on Smarter Balanced assessments.
- **Appendix A:** This appendix provides a summary list of Smarter Balanced universal tools, designated supports, and accommodations.
- **Appendix B:** This appendix describes lessons learned from research on universal design, accessibility tools, and accommodations.
- **Appendix C:** This appendix provides answers to Frequently Asked Questions.
- **Appendix D:** This appendix provides the Read Aloud Guidelines (as of June 29, 2023).
- **Appendix E:** This appendix provides the Scribing Protocol (as of June 29, 2023).
- **Appendix F:** This appendix provides a Revision Log that lists all changes to this document by section, page, description, date, and version.

SECTION I: SMARTER BALANCED UNIVERSAL TOOLS

WHAT ARE UNIVERSAL TOOLS?

Universal tools are accessibility resources of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to participating students based on student preference and selection. The universal tools described in this section are not modifications. Universal tools all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the UAAG.

EMBEDDED UNIVERSAL TOOLS

The Smarter Balanced digitally delivered assessments include a wide array of embedded universal tools. These are available to participating students as part of the technology platform.

Table 1 lists the embedded universal tools available to participating students for computer-administered Smarter Balanced assessments. It includes a description of each tool. Although these tools are available to participating students, educators may determine that one or more might be distracting for a particular student, and thus might indicate that the tool should be turned off for the administration of the assessment to the student (see Section II: Designated Supports).

Table 1. Embedded Universal Tools Available to All Students

Embedded Universal Tool	Description
Breaks	The number of items per session can be flexibly defined based on the student’s need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Calculator (for calculator-allowed items only, grades 6–8 and HS) (See Non-embedded Accommodations for students who cannot use the embedded calculator.)	An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator button. This tool is available only with the specific items for which the Smarter Balanced Item Specifications indicate that it would be appropriate. When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator) as a non-embedded accommodation.

Embedded Universal Tool	Description
Digital notepad	This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
English dictionary (for ELA performance task full writes)	An English dictionary is available for the full-write portion of an ELA performance task. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English glossary (for math and ELA, including ELA performance task items and full writes) English glossary is not allowed for ELA reading passages or performance task sources.	Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window. The student can access the embedded glossary by clicking on any of the pre-selected terms. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Expandable passages and/or items	Each passage/stimulus and/or associated item can be expanded so that it takes up a larger portion of the screen.
Global notes (for ELA performance tasks)	Global notes is a notepad that is available for ELA performance tasks in which students complete a full write. A full write is the second part of a performance task. The student clicks on the notepad icon for the notepad to appear. During the ELA performance tasks, the notes are retained from segment to segment so that the student may go back to the notes even though the student is not able to go back to specific items in the previous segment.
Highlighter	This is a digital tool for marking desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment.
Keyboard navigation	Navigation throughout the text can be accomplished by using a keyboard.
Line reader	The student uses an on-screen universal tool to assist in reading by raising and lowering the tool for each line of text on the screen.

Embedded Universal Tool	Description
Mark for review	This tool allows students to flag items for future review during the assessment. Markings are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
Math tools	These digital tools (e.g., embedded ruler, embedded protractor) are used for measurements related to math items. They are available only with the specific items for which the Smarter Balanced Item Specifications indicate that one or more of these tools would be appropriate.
Spell check	This writing tool is used for checking the spelling of words in student-generated responses. Spell check only gives an indication that a word is misspelled; it does not provide the correct spelling. This tool is available only with the specific items for which the Smarter Balanced Item Specifications indicate that it would be appropriate. Spell check is bundled with other embedded writing tools for math and ELA items with open-ended student responses.
Strikethrough	This tool allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.
Thesaurus (for ELA performance task full writes)	A thesaurus is available for the full-write portion of an ELA/literacy performance task. The thesaurus contains synonyms of terms while a student interacts with text included in the assessment. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Writing tools (for ELA performance task full writes and math open-ended items)	Selected writing tools (i.e., bold, italic, bullets, undo/redo) are available for the ELA performance task full writes and math open-ended items (also see Spell check). Writing tools are not available for ELA open-ended items.
Zoom	This tool is used for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger by clicking the <i>Zoom In</i> button. The student can click the <i>Zoom Out</i> button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen. To increase the default print size of the entire test, the print size must be set for the student in the test registration tool or set by the Test Administrator prior to the start of the test. This is the only feature that Test Administrators can set. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

NON-EMBEDDED UNIVERSAL TOOLS

Some universal tools may need to be provided outside of the computer test administration system. These tools, shown in Table 2, are to be provided locally for students. They can be made available to any student.

Table 2. Non-Embedded Universal Tools Available to All Students

Non-Embedded Universal Tool	Description
Breaks	Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-and-pencil test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English dictionary (for ELA performance task full writes)	An English dictionary can be provided for the full-write portion of an ELA performance task. A full write is the second part of a performance task. An English dictionary must be available to all students, but it does not have to be provided to every student. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Non-Embedded Universal Tool	Description
Scratch paper/Graph paper	<p>Students may use blank scratch paper to make notes, write computations, record responses, or create graphic organizers.</p> <p>Scratch/graph paper must be available to all students, but it does not have to be provided to every student.</p> <p>Only plain paper or lined paper is appropriate for ELA.</p> <p>Graph paper may be used on math assessments at all grade levels but is required beginning in the sixth grade.</p> <p>A whiteboard with a marker may be used as scratch paper. So long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (e.g., Math Window), are permitted to make notes, including the use of digital graph paper.</p> <p>The assistive technology device needs to be familiar to the student and/or consistent with the child’s IEP or 504 plan. Access to the internet must be disabled on assistive technology devices.</p> <p>CAT: All scratch paper must be collected and securely destroyed at the end of each CAT assessment session to maintain test security. All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session.</p> <p>Performance Tasks: For mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper, whiteboards, and/or assistive technology devices may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch or graph paper must be collected and securely destroyed, whiteboards must be erased, and notes on assistive technology devices must be deleted to maintain test security.</p>
Thesaurus (for ELA performance task full writes)	<p>A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.</p>

Appendix A provides a summary of the universal tools, designated supports, and accommodations (both embedded and non-embedded) available for the Smarter Balanced assessments.

SECTION II: SMARTER BALANCED DESIGNATED SUPPORTS

WHAT ARE DESIGNATED SUPPORTS?

Designated supports for the Smarter Balanced assessments are those features that are available for use by **any student** for whom the need has been indicated by an educator or team of educators (with parent/guardian and student input as appropriate). The designated supports described in this section are not modifications; rather, determinations regarding their use should be based on an individual student's learning profile and unique needs. Designated supports all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the UAAG. It is recommended that a consistent process be used to determine the need for these supports for individual students. All educators making these decisions should be trained on the process and should be made aware of the range of designated supports available. Smarter Balanced members have identified digitally embedded and non-embedded designated supports for students for whom an adult or team has indicated a need for the support.

Designated supports need to be identified prior to assessment administration. Embedded and non-embedded supports must be entered into the test registration tool. Any non-embedded designated supports must be arranged for prior to testing and provided during testing by staff at the local level.

WHO MAKES DECISIONS ABOUT DESIGNATED SUPPORTS?

Informed adults make decisions about designated supports. Ideally, the decisions are made by all educators familiar with the student's characteristics and needs, and include those supports that the student has been using during instruction and for other assessments. Student input about the decision, particularly for older students, is also recommended.

The use of an *Individual Student Assessment Accessibility Profile* (ISAAP), created and provided by Smarter Balanced, is one process that may be used to determine which designated supports should be available to an individual student. Schools may choose to use another decision-making process. **Regardless of the process used, all embedded designated supports must be activated prior to testing by entering information into the test registration tool. Refer to your state's policies and procedures.**

EMBEDDED DESIGNATED SUPPORTS

Table 3 lists the embedded designated supports available to all students for whom the need has been indicated. It includes a description of each support along with recommendations for when the support might be needed.

Table 3. Embedded Designated Supports

Embedded Designated Support	Description	Recommendations for Use
Color contrast	This support enables students to adjust the screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of the font and background.	Students with attention difficulties may need this support to view test content. This support may also be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the students' needs.
Illustration glossaries (for math stimuli and items)	Illustration glossaries are a language support. The illustration glossaries are provided for selected construct-irrelevant terms for math. Illustrations for these terms appear on the computer screen when students select them. Students with the illustration glossary setting enabled can view the illustration glossary. Students can also adjust the size of the illustration and move it around the screen.	Illustration glossaries for specific items are available to students who are: <ul style="list-style-type: none"> ▶ advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities). ▶ deaf or hard of hearing, but who are not proficient in American Sign Language (ASL). <p>The use of this support may result in the student needing additional overall time to complete the assessment.</p>
Masking	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students can focus their attention on a specific part of a test item by masking.	Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support may also be needed by students with print disabilities (including learning disabilities) or visual impairments. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus.

Embedded Designated Support	Description	Recommendations for Use
<p>Mouse pointer (size and color)</p>	<p>This embedded support allows the mouse pointer to be set to a larger size and for the color to be changed. A Test Administrator sets the size and color of the mouse pointer prior to testing.</p>	<p>Students who are visually impaired and need additional enlargement or a mouse pointer in a different color to find their mouse pointer more readily on the screen may benefit from the mouse pointer support. Students who have visual perception challenges may also find this beneficial. The size and color are set during registration and cannot be changed during the administration of the assessment. Students should have ample opportunity to practice during daily instruction with the size and color to determine their preference.</p> <p>The mouse pointer can be used with the zoom universal tool. If students are using a magnification program (see designated support, magnification), the mouse pointer may not be needed because an enlarged mouse pointer is built into the magnification programs.</p>
<p>Streamline</p>	<p>This designated support provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.</p>	<p>This designated support may benefit a small number of students who have specific learning and/or reading disabilities and/or visual impairment, by presenting the text in a more sequential format. Students should have familiarity interacting with items in streamline format.</p>

Embedded Designated Support	Description	Recommendations for Use
<p>Text-to-speech in English</p> <p>(for math stimuli and items; ELA Claim 1, 2, 3, and 4 items; and ELA performance tasks)</p> <p>Text-to-speech is not available for ELA Claim 1 reading passages or for items that require students to demonstrate the correct use of standard English capitalization, punctuation, and spelling.</p> <p>(See Embedded Accommodations for ELA reading passages.)</p>	<p>Text is read aloud to the student via embedded text-to-speech technology. The student can control the speed as well as raise or lower the volume of the voice via a volume control.</p>	<p>Students who are struggling readers or have visual impairments may need assistance accessing the assessment by having all or portions of the assessment read aloud.</p> <p>This support may also be needed by students with reading-related disabilities or by students who are blind and are advancing toward English braille proficiency. Students would need to use this support regularly during instruction to meaningfully benefit from it on assessments. Students who use text-to-speech will need headphones unless tested individually in a separate setting.</p>

Embedded Designated Support	Description	Recommendations for Use
<p>Text-to-speech in Spanish</p> <p>(for math stimuli and items)</p>	<p>Text in Spanish is read aloud to the student via embedded text-to-speech technology. The student can control the speed as well as raise or lower the volume of the voice via a volume control.</p>	<p>Students who are struggling readers or have visual impairments, whose primary language is Spanish, and who use dual language supports in the classroom may need assistance accessing the assessment by having all or portions of the assessment read aloud.</p> <p>This support may also be needed by students with reading-related disabilities or by students who are advancing toward English braille proficiency. This support will likely be confusing and may impede the performance of students who are not orally fluent in Spanish or do not regularly use this support during instruction. Students who use text-to-speech in Spanish will need headphones unless tested individually in a separate setting.</p>
<p>Text-to-speech for responses to open-ended items</p> <p>(for math and ELA)</p>	<p>Students enter their responses to open-ended items (short answer or writing extended-response), and the text is read aloud via embedded text-to-speech technology. The student can control the speed as well as the volume of the voice.</p>	<p>This tool is available to students who have text-to-speech assigned as a designated support or accommodation.</p>
<p>Translated test directions in Spanish</p> <p>(for math stimuli and items)</p>	<p>Translated test directions are part of the translated math content and are available to students who use the English/Spanish dual language full translations designated support.</p>	<p>Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) may use the translated test directions support. This support should only be used for students who are proficient readers in Spanish and not proficient in English.</p>

Embedded Designated Support	Description	Recommendations for Use
<p>Translated glossaries (for math stimuli and items)</p>	<p>Translated glossaries are a language support provided for selected construct-irrelevant terms for math. Translations for these terms appear on the computer screen when students click on them. Students with the language glossary setting enabled can view the translated glossary. Students can also select the audio icon next to the glossary term and listen to the audio recording of the term.</p>	<p>Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translated glossaries for specific items. The use of this support may result in the student needing additional overall time to complete the assessment.</p>
<p>Full Spanish translation (dual language English/Spanish) (for math stimuli and items)</p>	<p>Full Spanish translation is a linguistic support that is available to some students; this support provides the full Spanish translation of math stimuli and items.</p>	<p>For students whose primary language is Spanish and who use dual language supports in the classroom, use of the dual language translation may be appropriate. Students participate in the assessment regardless of the language. This support will increase reading load and cognitive load. The use of this support may result in the student needing additional overall time to complete the assessment.</p>
<p>Turn off any universal tools</p>	<p>This support involves disabling any universal tools that might be distracting or that students do not need to use or are unable to use.</p>	<p>Students who are easily distracted (whether designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools. Knowing which specific tools may be distracting is important for determining which tools to turn off.</p>

NON-EMBEDDED DESIGNATED SUPPORTS

Some designated supports may need to be provided outside of the digital-delivery system. These supports, shown in Table 4, are to be provided locally to those students unable to use the designated supports when provided digitally.

Table 4. Non-Embedded Designated Supports

Non-Embedded Designated Support	Description	Recommendations for Use
Amplification	The student adjusts the volume control beyond the computer’s built-in settings using headphones or other non-embedded devices.	Students may use amplification assistive technology (e.g., headphones, FM system) to increase the volume provided on the assessment platform. Use of this resource likely requires a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security.
Bilingual dictionary (for ELA performance task full writes)	<p>A bilingual/dual language word-to-word dictionary is a language support.</p> <p>A bilingual/dual language word-to-word dictionary can be provided for the full-write portion of an ELA performance task. A full write is the second part of a performance task.</p>	For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.

Non-Embedded Designated Support	Description	Recommendations for Use
Color overlays	Color transparencies are placed over a paper-and-pencil assessment.	Students with attention difficulties may need this support to view test content. This support may also be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the students' needs.
Illustration glossaries (for math stimuli and items, paper-and-pencil assessment)	Illustration glossaries are a language support. The illustration glossaries are provided for selected construct-irrelevant terms for math. Illustrations for these terms appear in a supplement to the Smarter Balanced paper-and-pencil test and are identified by item number.	<p>Illustration glossaries for specific items are available to students who are:</p> <ul style="list-style-type: none"> ▶ advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities). ▶ deaf or hard of hearing, but who are not proficient in American Sign Language (ASL). <p>The use of this support may result in the student needing additional overall time to complete the assessment.</p>
Magnification	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, navigation buttons, and mouse pointer) may be adjusted by the student with an assistive technology device or software. Magnification allows the student to increase the size and change the color contrast, including the size and color of the mouse pointer, to a level not provided for by the zoom universal tool, color contrast designated support, and/or mouse pointer designated support.	Students who are used to viewing enlarged text or graphics, or navigation buttons, with or without changes to color contrast, may need magnification to comfortably view content. This support may also meet the needs of students with visual impairments and other print disabilities. The use of this designated support may result in the student needing additional overall time to complete the assessment.

Non-Embedded Designated Support	Description	Recommendations for Use
Medical supports	<p>Students may have access to medical supports for medical purposes (e.g., glucose monitor, Bluetooth hearing aids). The medical support may include a cell phone and should only support the student during testing for medical reasons.</p>	<p>Educators should follow local policies regarding medical supports and ensure that students' health is the highest priority. Electronic medical support settings must restrict access to other applications, or the Test Administrator must closely monitor the use of the medical support to maintain test security. Use of medical supports may require a separate setting to avoid distractions to other test takers and to ensure test security.</p>
Noise buffers	<p>This support includes ear mufflers, white noise machines, and/or other equipment used to block external sounds.</p>	<p>A student (not a group of students) uses this support to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.</p>

Non-Embedded Designated Support	Description	Recommendations for Use
<p>Patty paper (for math, all grade levels)</p>	<p>Patty paper is a thin translucent paper, often used in classrooms, that allows students to explore and visualize geometric concepts through folding, tracing, and symmetry activities.</p>	<p>Students who benefit from making abstract ideas more concrete—as well as those who experience test anxiety or processing challenges—may find patty paper helpful. This low-tech resource offers them a flexible way to check their thinking and reduce cognitive load during problem-solving. English language learners may also benefit from its hands-on nature, which lessens reliance on language. Younger students can use the tactile experience to strengthen their understanding of foundational geometry concepts. This support should only be used for students who use patty paper during instruction.</p>
<p>Printed test directions in English</p>	<p>Available as a supplement to the <i>Smarter Balanced Test Administration Manual</i>, a printed copy of the oral test directions in English may be provided to the student.</p>	<p>Students for whom printed reading supports for verbally delivered directions are needed to follow along with the verbal directions may benefit from this support. Students who are multilingual or have hearing or auditory-processing difficulties, with or without reading-related disabilities, may need this support in English.</p> <p>A student should have the option of asking the Test Administrator to slow down or repeat any verbal direction provided. The use of this support may result in the student needing additional overall time to complete the assessment.</p>

Non-Embedded Designated Support	Description	Recommendations for Use
<p>Read aloud (for math stimuli and items; ELA Claim 1, 2, 3, and 4 items; and ELA performance tasks)</p> <p>Read aloud is not allowed for ELA Claim 1 reading passages.</p> <p>Read aloud is not allowed for ELA Claim 2 spelling items.</p> <p>(See Non-Embedded Accommodations for guidelines on ELA reading passages.)</p>	<p>Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the <i>Smarter Balanced Test Administration Manual</i> and the <i>Read Aloud Guidelines</i> (see Appendix D). All or portions of the content may be read aloud.</p>	<p>Students who are struggling readers or have visual impairments may need assistance accessing the assessment by having all or portions of the assessment read aloud.</p> <p>This support may also be needed by students with reading-related disabilities or by students who are blind and are advancing toward English braille proficiency. If not used regularly during instruction, this support is likely to be confusing and may impede student performance on assessments. Readers should be provided to students on an individual basis—not to a group of students.</p> <p>A student should have the option of asking a reader to slow down or repeat the text. The use of this support may result in the student needing additional overall time to complete the assessment and/or may require the use of a separate setting.</p>

Non-Embedded Designated Support	Description	Recommendations for Use
<p>Read aloud in Spanish (for mathematics, all grades)</p>	<p>Spanish text is read aloud to a student who is orally fluent in Spanish by a trained and qualified human reader who follows the administration guidelines provided in the <i>Smarter Balanced Test Administration Manual</i> and the <i>Read Aloud Guidelines</i> (see Appendix D). All or portions of the content may be read aloud.</p>	<p>Students receiving the translations (dual language) designated support and who are struggling readers or have visual impairments may need assistance accessing the assessment by having all or portions of the assessment read aloud.</p> <p>This support may also be needed by students with reading-related disabilities. If not used regularly during instruction, this support is likely to be confusing and may impede student performance on assessments.</p> <p>A student should have the option of asking a reader to slow down or repeat the text. The use of this support may result in the student needing additional overall time to complete the assessment and/or may require the use of a separate setting.</p>
<p>Scribe (for all items except ELA performance task full write) (See Accommodations for ELA performance task full write.)</p>	<p>Students dictate their responses in a variety of ways (e.g., speech, American Sign Language (ASL), braille, Augmentative and Alternative Communication (AAC) devices) to a human who records verbatim what students dictate. The scribe must be trained and qualified and must follow the administration guidelines provided in the <i>Smarter Balanced Test Administration Manual</i>.</p>	<p>Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses, may need to dictate their responses in their accustomed method of communication to a human, who then records the students' responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment.</p>

Non-Embedded Designated Support	Description	Recommendations for Use
Sensory items	Sensory items may include fidget toys, stress balls, putty, textured items, foot rockers, seat cushions, or other similar objects.	<p>Students who use tactile, movement-based, or other sensory supports to maintain focus and self-regulation during instruction may also benefit from access to these same supports during testing.</p> <p>Sensory items should be non-disruptive and used in a way that does not interfere with the student’s testing or that of others.</p>

Non-Embedded Designated Support	Description	Recommendations for Use
Separate setting	The test location is altered so that the student is tested in a setting different from that made available to most students.	<p>Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group. The student may read aloud to self, use a device requiring voicing (e.g., a WhisperPhone), or use amplification. It may also include a calming device or support as recommended by educators and/or specialists. Or the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher’s desk, or in the front of a classroom).</p> <p>Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the <i>Smarter Balanced Test Administration Manual</i>, can act as test proctor (Test Administrator) when a student requires it.</p>

Non-Embedded Designated Support	Description	Recommendations for Use
Simplified test directions	<p>The Test Administrator simplifies the test directions found in the <i>Smarter Balanced Test Administration Manual</i>. The Test Administrator must follow the <i>Guidelines for Simplified Test Directions</i> when offering this resource (available at: https://portal.smarterbalanced.org/hubfs/guidelines-for-simplified-test-directions-in-the-test-administration-manual.pdf).</p>	<p>Students who need additional support understanding the test directions may benefit from this resource.</p> <p>This designated support may require testing in a separate setting to avoid distracting other test takers.</p>
Translated test directions	<p>Test directions are translated into each of the languages currently supported and are available as a PDF. A bilingual adult can read the translated test directions aloud to the student.</p>	<p>Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translated test directions. In addition, a bilingual adult trained in the <i>Smarter Balanced Test Administration Manual</i> can read the test directions aloud to the student. The use of this support may result in the student needing additional overall time to complete the assessment.</p>
Translated test directions in American Sign Language (ASL)	<p>Test directions that include test administration scripts are translated into an ASL video. The ASL human signer and the signed test content are viewed at the same time. Students may view portions of the ASL video as often as needed.</p>	<p>Some students who are deaf or hard of hearing and who typically use ASL may need this support when accessing text-based directions in the assessment. The use of this designated support may result in the student needing additional overall time to complete the assessment.</p>

Non-Embedded Designated Support	Description	Recommendations for Use
Translated glossaries (for math stimuli and items, paper-and-pencil assessment)	Translated glossaries are a language support provided for selected construct-irrelevant terms for math. For Smarter Balanced paper-and-pencil assessments, glossary terms are listed by item and include the English term and its translated equivalent.	Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translated glossaries for specific items. The use of this support may result in the student needing additional overall time to complete the assessment.

Appendix A provides a summary of the universal tools, designated supports, and accommodations (both embedded and non-embedded) available for the Smarter Balanced assessments.

SECTION III: SMARTER BALANCED ACCOMMODATIONS

WHAT ARE ACCOMMODATIONS?

Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. The accommodations described in this section are not modifications. Accommodations all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the UAAG. They allow students to show what they know and can do. Smarter Balanced members have identified digitally embedded and non-embedded accommodations for students for whom there is documentation of the need for the accommodations in an Individualized Education Program (IEP) or 504 plan. One exception to the IEP or 504 requirement is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text or the scribe accommodations (if they have had sufficient experience with the use of these), as noted in this section.

Determination of which accommodations an individual student will have available to them for the assessment is necessary because these accommodations must be made available before the assessment, either by entering information into the test registration tool (for embedded accommodations) or by ensuring that the materials or setting are available for the assessment (for non-embedded accommodations).

The Smarter Balanced Test Administration and Student Access Work Group recognized that accommodations could increase cognitive load or create other challenges for students who do not need them or who have not had experience using them. Because of this possibility, Smarter Balanced members agreed that a student's parent/guardian should know about the availability of specific accommodations through a parent/guardian report. This would ensure that parents/guardians are aware of the conditions under which their child participated in the assessment. Information included in the parent/guardian report should not be the basis for any educational decisions (such as eligibility for an advanced placement class) nor for documenting/reporting the use of the accommodation elsewhere (such as on a transcript).

WHO MAKES DECISIONS ABOUT ACCOMMODATIONS?

IEP teams and educators make decisions about accommodations. These teams (or educators for 504 plans) provide evidence of the need for accommodations and ensure that they are noted in the IEP or 504 plan.

The IEP team (or educator developing the 504 plan) is responsible for ensuring that information from the IEP is entered into the test registration tool so that all embedded accommodations can be activated prior to testing. This can be accomplished by identifying one person from the team to enter information into the test registration tool, or by providing information to the test coordinator who enters into the test registration tool a form that lists all accommodations and designated supports needed by individual students on IEPs or 504 plans.

EMBEDDED ACCOMMODATIONS

Table 5 lists the embedded accommodations available for the Smarter Balanced assessments for those students for whom the accommodations are documented in an IEP or 504 plan. The table includes a description of each accommodation along with recommendations for when the accommodation might be needed and how it can be used. For those accommodations that may be considered controversial, a description of considerations about the use of the accommodation is provided.

Table 5. Embedded Accommodations

Embedded Accommodation	Description	Recommendations for Use
American Sign Language (ASL) (for ELA listening passages and items, and math stimuli and items)	Test content is translated into an ASL video. The ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed.	<p>Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment.</p> <p>For many students who are deaf or hard of hearing, viewing signs is their only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio in a listening test.</p>

Embedded Accommodation	Description	Recommendations for Use
<p>Braille (ELA and math)</p>	<p>Braille is a raised-dot code that individuals read with their fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (e.g., paper or thermoform).</p> <p>Contracted and non-contracted braille is available; Nemeth and UEB Math code(s) are available for math.</p>	<p>Students with visual impairments may read text via braille. Tactile overlays and graphics may also be used to assist the student in accessing content through touch.</p> <p>Due to limitations with refreshable braille technology and math braille codes, refreshable braille is available only for ELA. For math, braille will be presented via embosser; embosser-created braille can be used for ELA also. Alternative text descriptions are embedded in the assessment for all graphics.</p> <p>The type of braille presented to the student (contracted or non-contracted) is set in the test registration tool. The use of this accommodation may result in the student needing additional overall time to complete the assessment.</p>
<p>Braille transcript (for ELA listening passages)</p>	<p>A braille transcript of the closed captioning has been created for the listening passages. The braille transcripts are available in the following braille codes:</p> <p>ELA</p> <ul style="list-style-type: none"> ▶ UEB uncontracted ▶ UEB contracted 	<p>Students may have difficulty hearing the listening portion of the passage and do not have enough functional vision to read the closed captioning provided for the passage.</p> <p>These students who are visually impaired or blind and deaf or hard of hearing AND who use braille may have access to braille transcripts. These students must be registered in the test registration tool for both braille and closed captioning. The use of this accommodation may result in the student needing additional overall time to complete the assessment.</p>

Embedded Accommodation	Description	Recommendations for Use
<p>Closed captioning (for ELA listening passages)</p>	<p>Printed text appears on the computer screen at the same time that audio materials are presented.</p>	<p>Students who are deaf or hard of hearing and who typically access information presented via audio by reading words that appear in synchrony with the audio presentation may need this support to access audio content.</p> <p>For many students who are deaf or hard of hearing, viewing words (sometimes in combination with reading lips and ASL) is how they access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio in a listening test.</p>

Embedded Accommodation	Description	Recommendations for Use
<p>Speech-to-text in English</p> <p>(for ELA and math open-ended items, and ELA performance task full writes)</p>	<p>Embedded voice recognition allows students to use their voices as input devices to the computer to dictate their responses. Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices instead of embedded speech-to-text (see Non-embedded Speech-to-text).</p>	<p>Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software and have had many opportunities to use it prior to testing. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential.</p> <p>For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard.</p> <p>It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.</p>

Embedded Accommodation	Description	Recommendations for Use
<p>Speech-to-text in Spanish</p> <p>(for math open-ended items)</p>	<p>Embedded voice recognition allows students to use their voices as input devices to the computer to dictate their responses. Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices instead of embedded speech-to-text (see Non-embedded Speech-to-text in Spanish).</p>	<p>Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software and have had many opportunities to use it prior to testing. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential.</p> <p>For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard.</p> <p>It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.</p>
<p>Text-to-speech</p> <p>(for ELA reading passages, all grades; and directions in ELA listening passages, all grades)</p>	<p>Text is read aloud to the student via embedded text-to-speech technology. The student can control the speed as well as raise or lower the volume of the voice via a volume control.</p>	<p>This accommodation is appropriate for a very small number of students. Text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 plan. Students who use text-to-speech will need headphones unless tested individually in a separate setting.</p>

Embedded Accommodation	Description	Recommendations for Use
<p>Word completion (for ELA and math)</p>	<p>Word completion allows students to 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 delivered via an embedded software program. The program must use only single word completion. Functionality such as phrase prediction, predict ahead, or next word will be unavailable.</p> <p>The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program, to read back the information that the student has written.</p> <p>If further supports are needed for speech output, see text-to-speech or read aloud policies. Students who use word completion in conjunction with speech output will need headphones unless tested individually in a separate setting.</p>	<p>Students who have documented motor or orthopedic impairments that severely impair their ability to provide written or typed responses without the use of assistive technology may use word completion. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word completion. Students will need to be familiar with the software and have had many opportunities to use it in daily instruction. Use of word completion does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word completion also be able to develop planning notes and review their writing with or without text-to-speech.</p>

NON-EMBEDDED ACCOMMODATIONS

Table 6 lists the non-embedded accommodations available for the Smarter Balanced assessments for those students for whom the accommodations are documented in an IEP or 504 plan. The table includes a description of each accommodation along with recommendations for when the accommodation might be needed and how it can be used. For those accommodations that may be considered controversial, a description of considerations about the use of the accommodation is provided.

Table 6. Non-Embedded Accommodations

Non-Embedded Accommodation	Description	Recommendations for Use
100s number table	A paper-based table listing numbers 1–100 will be available from Smarter Balanced for reference.	Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 plan.
Abacus	This tool may be used in place of scratch paper for students who typically use an abacus.	Some students, including students with visual impairments or with documented processing impairments who typically use an abacus, may use an abacus in place of scratch paper.
Alternate response options (For Augmentative and Alternative Communication (AAC) devices, see Scribe on page 40.)	Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, Filter Keys, adapted mouse, touch screen, head wand, and switches.	Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.

Non-Embedded Accommodation	Description	Recommendations for Use
<p>Braille (paper-and-pencil assessment)</p>	<p>Braille is a raised-dot code that individuals read with their fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (e.g., paper or thermoform). The following braille codes are available for paper-and-pencil assessments:</p> <p>ELA</p> <ul style="list-style-type: none"> ▶ UEB uncontracted ▶ UEB contracted <p>Mathematics</p> <ul style="list-style-type: none"> ▶ UEB uncontracted with Nemeth ▶ UEB contracted with Nemeth ▶ UEB uncontracted with UEB Math ▶ UEB contracted with UEB Math 	<p>Students with visual impairments may read text via braille. Tactile overlays and graphics may also be used to assist the student in accessing content through touch.</p> <p>The type of braille presented to the student (contracted or non-contracted) is set in the test registration tool. The use of this accommodation may result in the student needing additional overall time to complete the assessment.</p>
<p>Calculator (for calculator-allowed items only, grades 6–8 and HS)</p>	<p>A non-embedded, stand-alone calculator can be used by students needing a specialized calculator, such as a braille calculator or a talking calculator, that is currently unavailable within the assessment platform.</p>	<p>Students who are unable to use the embedded calculator for calculator-allowed items can use the calculator that they typically use, such as a braille calculator or a talking calculator.</p> <p>Test Administrators should ensure that the calculator is available only for designated calculator items and that calculator functions are consistent with those of the embedded calculator for each grade level.</p> <p>The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed.</p>
<p>Multiplication table</p>	<p>A paper-based multiplication table containing numbers 1–12 will be available from Smarter Balanced for reference.</p>	<p>Students with a documented and persistent calculation disability (i.e., dyscalculia) may find this accommodation beneficial.</p>

Non-Embedded Accommodation	Description	Recommendations for Use
Print on demand	<p>Paper copies of either passages/stimuli and/or items are printed for students. For those students needing a paper copy of a passage or stimulus, permission for the students to request printing must first be set in the test registration tool. For those students needing a paper copy of one or more items, the member’s help desk must be contacted by the school or district coordinator to have the accommodation set for the student.</p>	<p>Some students with disabilities may need paper copies of either passages/ stimuli and/or items. A very small percentage of students need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment.</p>
<p>Raised-line drawings/Tactile graphics</p> <p>(for math)</p>	<p>This technology provides graphics created with thicker printed lines in addition to raised dots.</p>	<p>These graphics will be available as an option for the package of pre-embossed materials that accompany the Math Hybrid Adaptive Test (HAT).</p> <p>The student’s IEP team will determine which option (raised-line drawings or regular embossed graphics) is best for the student.</p>
<p>Read aloud</p> <p>(for ELA reading passages, all grades; and directions in ELA listening passages, all grades)</p> <p>(See Designated Supports for ELA items and math items.)</p>	<p>Text is read aloud to the student via an external screen reader or by a trained and qualified human reader who follows the administration guidelines provided in the <i>Smarter Balanced Test Administration Manual</i> and the <i>Read Aloud Guidelines</i> (see Appendix D). All or portions of the content may be read aloud. Members can refer to the <i>Guidelines for Choosing TTS or Read Aloud in Grades 3–5</i> when deciding if this accommodation is appropriate for a student.</p>	<p>This accommodation is appropriate for a very small number of students.</p> <p>Read aloud is available as an accommodation for students whose need is documented in an IEP or 504 plan. A student should have the option of asking a reader to slow down or repeat the text. The use of this accommodation may result in the student needing additional time to complete the assessment and/or may require the use of a separate setting.</p>

Non-Embedded Accommodation	Description	Recommendations for Use
<p>Scribe</p> <p>(for ELA performance task full write)</p> <p>(See Designated Supports for math and other ELA items.)</p>	<p>Students dictate their responses in a variety of ways (e.g., speech, American Sign Language (ASL), braille, Augmentative and Alternative Communication (AAC) devices) to a human who records verbatim what students dictate. The scribe must be trained and qualified and must follow the administration guidelines provided in the <i>Smarter Balanced Test Administration Manual</i>.</p>	<p>Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses, may need to dictate their responses in their accustomed method of communication to a human, who then records the students' responses verbatim on the ELA performance task full write. The full write is the second part of the performance task.</p> <p>The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.</p>

Non-Embedded Accommodation	Description	Recommendations for Use
<p>Speech-to-text in English</p> <p>(for ELA and math open-ended items, and ELA performance task full write)</p>	<p>Voice recognition allows students to use their voices as input devices to the computer to dictate their responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices.</p>	<p>Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software and have had many opportunities to use it prior to testing. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential.</p> <p>If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.</p> <p>For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard.</p> <p>It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.</p>

Non-Embedded Accommodation	Description	Recommendations for Use
<p>Speech-to-text in Spanish</p> <p>(for math open-ended items)</p>	<p>Voice recognition allows students to use their voices as input devices to the computer to dictate their responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices.</p>	<p>Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software and have had many opportunities to use it prior to testing. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential.</p> <p>If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.</p> <p>For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard.</p> <p>It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.</p>

Non-Embedded Accommodation	Description	Recommendations for Use
<p>Word completion (for ELA and math)</p>	<p>Word completion allows students to 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 delivered via a non-embedded software program. The program must use only single word completion. Functionality such as phrase prediction, predict ahead, or next word will be unavailable.</p> <p>The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program, to read back the information that the student has written.</p> <p>If further supports are needed for speech output, see text-to-speech or read aloud policies. Students who use word completion in conjunction with speech output will need headphones unless tested individually in a separate setting.</p> <p>Students may use their own assistive technology devices.</p>	<p>Students who have documented motor or orthopedic impairments that severely impair their ability to provide written or typed responses without the use of assistive technology may use word completion. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word completion. Students will need to be familiar with the software and have had many opportunities to use it in daily instruction. Use of word completion does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word completion also be able to develop planning notes and review their writing with or without text-to-speech.</p> <p>If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.</p>

Appendix A provides a summary of the universal tools, designated supports, and accommodations (both embedded and non-embedded) available for the Smarter Balanced assessments.

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APPENDIX A: SUMMARY OF SMARTER BALANCED UNIVERSAL TOOLS, DESIGNATED SUPPORTS, AND ACCOMMODATIONS

Embedded Universal Tools, Designated Supports, and Accommodations

Universal Tools	Designated Supports	Accommodations
Breaks	Color contrast	American Sign Language (ASL) ¹²
Calculator ¹	Illustration glossaries ⁷	Braille
Digital notepad	Masking	Braille transcript
English dictionary ²	Mouse pointer	Closed captioning ¹³
English glossary	Streamline	Speech-to-text in English
Expandable passages and/or items	Text-to-speech in English ⁸	Speech-to-text in Spanish
Global notes ³	Text-to-speech in Spanish	Text-to-speech ¹⁴
Highlighter	Text-to-speech for responses to open-ended items	Word completion
Keyboard navigation	Translated test directions in Spanish ⁹	
Line reader	Translated glossaries ¹⁰	
Mark for review	Full Spanish translation (dual language English/Spanish) ¹¹	
Math tools ⁴	Turn off any universal tools	
Spell check		
Strikethrough		
Thesaurus ⁵		
Writing tools ⁶		
Zoom		

¹ For calculator-allowed items only in grades 6–8 and HS

² For ELA performance task full writes

³ For ELA performance tasks

⁴ Includes embedded ruler, embedded protractor

⁵ For ELA performance task full writes

⁶ Includes bold, italic, underline, indent, cut, paste, spell check, bullets, undo/redo

⁷ For math stimuli and items

⁸ For math stimuli and items, and ELA items (not for ELA reading passages)

⁹ For math stimuli and items

¹⁰ For math stimuli and items

¹¹ For math stimuli and items

¹² For ELA listening items and math items

¹³ For ELA listening passages

¹⁴ For ELA reading passages, all grades

Non-Embedded Universal Tools, Designated Supports, and Accommodations

Universal Tools	Designated Supports	Accommodations
Breaks English dictionary ¹⁵ Scratch paper/Graph paper ¹⁶ Thesaurus ¹⁷	Amplification Bilingual dictionary ¹⁸ Color overlays Illustration glossaries ¹⁹ Magnification Medical supports Noise buffers Patty paper Printed test directions in English Read aloud ²⁰ Read aloud in Spanish ²¹ Scribe ²² Sensory items Separate setting Simplified test directions Translated test directions Translated test directions in American Sign Language (ASL) Translated glossaries ²³	100s number table Abacus Alternate response options ²⁴ Braille ²⁵ Calculator ²⁶ Multiplication table Print on demand Raised-line drawings/ Tactile graphics Read aloud ²⁷ Scribe ²⁸ Speech-to-text in English Speech-to-text in Spanish Word completion

¹⁵ For ELA performance task full writes

¹⁶ For math items, graph paper required in grade 6 and above

¹⁷ For ELA performance task full writes

¹⁸ For ELA performance task full writes

¹⁹ For math items, Smarter Balanced paper-and-pencil assessment

²⁰ For math stimuli and items, and ELA items (not for ELA reading passages)

²¹ For math, all grades

²² For all items except ELA performance task full writes

²³ For math items, Smarter Balanced paper-and-pencil assessment

²⁴ Includes adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, Filter Keys, adapted mouse, touch screen, head wand, and switches

²⁵ For math and ELA Smarter Balanced paper-and-pencil assessment

²⁶ For calculator-allowed items only, grades 6–8 and HS

²⁷ For ELA reading passages, all grades

²⁸ For ELA performance task full writes

APPENDIX B: RESEARCH-BASED LESSONS LEARNED ABOUT UNIVERSAL DESIGN, ACCESSIBILITY TOOLS, AND ACCOMMODATIONS

More than half of all Consortium members participated in research spurred by the opportunity that members had to develop alternate assessments based on modified achievement standards (AA-MAS). The research conducted since 2007 provides numerous findings that are relevant to the next-generation assessments. Lessons learned from this research that are relevant to the Smarter Balanced Assessment System are highlighted here.²⁹

WHO MIGHT BENEFIT FROM ACCESSIBILITY FEATURES IDENTIFIED BY AA-MAS RESEARCH?

Several studies explored the characteristics of students who might benefit from an AA-MAS and the accessibility features incorporated in the assessment. These studies consistently found the following:

- ▶ Students with and without an Individualized Education Program (IEP) or 504 plan would likely benefit from assessments with increased accessibility features.
- ▶ Students identified for the AA-MAS or who were among the lowest performing students in a member state/territory tended to be males, ethnic or racial minorities, English learners, or from low socioeconomic backgrounds.
- ▶ Students identified for the AA-MAS tended to have difficulty with:
 - Print materials
 - High vocabulary load materials
 - Directions
 - Multistep problem-solving
- ▶ Students identified for the AA-MAS tended to have:
 - Distractibility
 - Limited metacognitive skills
 - Poor organizational skills
 - Poor self-monitoring skills
 - A slower work pace
 - Limited working memory capacity

²⁹ The research used to develop this summary was highlighted in the document *Lessons Learned in Federally Funded Projects That Can Improve the Instruction and Assessment of Low Performing Students with Disabilities*, edited by M. Thurlow, S. Lazarus, and S. Bechard (2012), available at <https://nceo.umn.edu/docs/OnlinePubs/LessonsLearned.pdf>, and presentations by the authors of three of the chapters in the *Lessons Learned* report, Sue Bechard, Vince Dean, Sheryl Lazarus, and Shelly Loving-Ryder, along with representatives from the two general assessment consortia (PARCC–Tamara Reavis; Smarter Balanced–Magda Chia).

WHAT CHANGES CAN BE MADE TO TEST ITEMS AND TESTS THAT DO NOT CHANGE THE CONSTRUCT BEING ASSESSED?

Many studies examined the effects of changes to test items or the tests themselves. Among those changes that did not violate the construct were:

- ▶ Enhanced directions
- ▶ Increased size of text and visuals
- ▶ Increased white space
- ▶ Simplified formats, including simplified visuals
- ▶ Underlining

Among those changes that might not violate the construct, depending on how the construct was specifically defined, were:

- ▶ Adding visuals
- ▶ Bolding text
- ▶ Simplifying language in item stems
- ▶ Changing distractors by editing the attractive distractor or changing the order of distractors
- ▶ Chunking text by embedding questions within a passage
- ▶ Reordering items
- ▶ Providing thought questions or hint boxes
- ▶ Providing scaffolding for vocabulary, definition, context, inference, or complex questions

Other findings highlighted the need for individualized decisions about some accessibility features. For example:

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

Researchers found that students needed to have the opportunity to practice new item types and new accessibility features. In addition, their research emphasized the benefits of cognitive labs and item tryouts with students.

WHAT CAN TEST DEVELOPERS DO TO BUILD ON THE LESSONS LEARNED FROM AA-MAS RESEARCH AND IMPLEMENTATION?

Many studies and AA-MAS implementation efforts pointed to several considerations for test developers. For example:

- ▶ Require item-writer training that focuses on universal design and accessibility principles.
- ▶ Develop items from scratch rather than attempting to modify existing items to increase universal design and accessibility characteristics.
- ▶ Ensure that all users understand the purpose of the assessment through professional development activities.
- ▶ Always consider format changes that might increase the accessibility of items and tests, but make changes to content and cognitive load only after careful delineation of the purpose and content targets of the assessment.
- ▶ Engage in research on the effects of individual changes and combinations of changes intended to increase universal design and accessibility.
- ▶ Implement innovative items with caution—and only after exploring the accessibility implications of the innovative items.

APPENDIX C: FREQUENTLY ASKED QUESTIONS

Smarter Balanced members identified frequently asked questions (FAQs) and developed applicable responses to support the information provided in the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* (UAAG). These questions and responses, as well as the information in the *Guidelines* document, apply to the Smarter Balanced interim and summative assessments.

Members may use these FAQs to assist districts and schools in understanding the universal tools, designated supports, and accommodations available for the Smarter Balanced assessments. Schools may use them with decision-making teams (including parents) as decisions are made and implemented with respect to the use of the UAAG.

Additional information to aid in the implementation of the *Guidelines* is available in the *Individual Student Assessment Accessibility Profile (ISAAP) Module*, the *Test Administration Manual*, and the *Implementation Guide*. These documents may be found on the Smarter Balanced website (<https://www.smarterbalanced.org/>).

The FAQs are organized into four sections. First are general questions. Second is a set of questions about specific universal tools and designated supports. Questions that pertain specifically to English learners (ELs) comprise the third set of FAQs, and questions that pertain specifically to students with disabilities comprise the fourth set of FAQs.

INDEX OF FAQs

General FAQs

1. What are the differences among the three categories of universal tools, designated supports, and accommodations?
2. Which students should use each category of universal tools, designated supports, and accommodations?
3. What is the difference between embedded and non-embedded approaches? How might educators decide what is most appropriate?
4. Who determines how non-embedded accommodations (such as read aloud) are provided?
5. Are any students eligible to use text-to-speech or read aloud for ELA reading passages on the Smarter Balanced assessments?
6. Why are some accommodations that were allowed on previous assessments not listed in the UAAG?
7. Under what conditions may a member elect not to provide a Smarter Balanced–approved accommodation to its students?
8. Can members allow additional universal tools, designated supports, or accommodations to individual students on a case-by-case basis?
9. What is to be done for special cases of “sudden” physical disability?
10. Who reviewed the UAAG?
11. Where can a person go to get more information about making decisions on the use of designated supports and accommodations?
12. What security measures need to be taken before, during, and after the assessment for students who use universal tools, designated supports, and/or accommodations?

13. Who is supposed to input information about designated supports and accommodations into the test registration tool? How is the information verified?
14. Are there any supplies that schools need to provide so that universal tools, designated supports, and accommodations can be appropriately implemented?
15. What happens when accommodations listed in the UAAG do not match any accommodations presented in the student's IEP or 504 plan?
16. Are there accessibility resources that members have discussed and agreed not to include in the Smarter Balanced test?

Universal Tools and Designated Supports FAQs (Available to All Students)

17. What are the process and timeline for updating and making changes to the UAAG?
18. Is the digital notepad universal tool fully available for ELA and math? Will a student's notes be saved if the student takes a 20-minute break?
19. For the global notes universal tool, if a student takes a 20-minute break, do the notes disappear?
20. For the highlighter universal tool, if a student pauses a test for 20 minutes, do the highlighter marks disappear?
21. How are students made aware that the spell check universal tool is available when moving from item to item?
22. For the zoom universal tool, is the default size specific to certain devices? Will the *Test Administration Manual* provide directions on how to do this adjustment?
23. For the English glossary universal tool, how are terms with grade- and context-appropriate definitions made evident to the student?
24. For the mark for review universal tool, will selections remain visible after a 20-minute break?
25. Can universal tools be turned off if it is determined that they will interfere with the student's performance on the assessment?

FAQs Pertaining to English Learners (ELs)

26. How are the language access needs of ELs addressed in the UAAG?
27. Why are resources to support English-language proficiency needs classified as universal tools and designated supports?
28. Is text-to-speech available for ELs to use?
29. What languages are available to ELs in text-to-speech?
30. For which content areas will the Consortium provide translation supports for students whose primary language is not English?
31. Does a student need to be identified as an English learner to receive translation and language supports? What about foreign language exchange students?
32. For the translated test directions designated support, what options are available to students who are advancing toward English language proficiency and need support with understanding test directions? Can a human reader of directions in the native language be provided?
33. How is the translated glossary non-embedded designated support different from the bilingual dictionary?
34. Will translations be available in language dialects/variants?

FAQs Pertaining to Students with Disabilities

35. What accommodations are available to students with disabilities (including ELs with disabilities)?
36. Is an embedded ASL accommodation available on ELA items that are not part of the listening portion of the test?
37. Will sign languages other than ASL (including signing in other languages) be available?
38. Can interpreters be used for students who are deaf or hard of hearing who do not use ASL?
39. What options do districts have for administering Smarter Balanced assessments to students who are blind?
40. Why is the non-embedded abacus an accommodation for the non-calculator items? Doesn't an abacus serve the same function as a calculator?
41. Can students without documented disabilities who have had a sudden injury use any of the Smarter Balanced accommodations?
42. How will the Test Administrator know prior to testing that the print on demand accommodation may be needed?
43. For the print on demand accommodation, how are student responses recorded—by a scribe or some other method?
44. How do member officials monitor training and qualifications for the non-embedded read aloud accommodation?
45. For students taking the paper-and-pencil test, can read aloud be provided in small groups?
46. If students are using their own devices that incorporate word completion, will this impact their score?
47. How are assistive technology (AT) devices certified for use for the Smarter Balanced assessments?
48. What kind of medical supports may be used by students? What monitoring is needed?
49. For the text-to-speech designated support and the text-to-speech accommodation, can the student have their responses read back to them?

GENERAL FAQs

1. What are the differences among the three categories of universal tools, designated supports, and accommodations?

Universal tools are access features that are available to all students based on student preference and selection. Designated supports for the Smarter Balanced assessments are those features that are available for use by any student (including English learners, students with disabilities, and English learners with disabilities) for whom the need has been indicated by an educator or team of educators (with parent/guardian and student input as appropriate). Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments by generating valid assessment results for students who need them and allowing these students the opportunity to show what they know and can do. The UAAG identifies accommodations for students for whom there is documentation of the need for the accommodations in an Individualized Education Program (IEP) or 504 plan.

Universal tools, designated supports, and accommodations may be either embedded in the test administration system or provided locally (non-embedded).

2. Which students should use each category of universal tools, designated supports, and accommodations?

Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. Designated supports are available only to students for whom an adult or team (consistent with member-designated practices) has indicated the need for these supports (as well as those students for whom the need is documented).

Accommodations are available only to those students with documentation of the need through either an Individualized Education Program (IEP) or a 504 plan. Students who have an IEP or 504 accommodation plan may also use designated supports and universal tools.

What Tools Are Available to My Student?

	All Students	English Learners (ELs)	Students with Disabilities	ELs with Disabilities
Universal Tools	Yes	Yes	Yes	Yes
Designated Supports	Yes ³⁰	Yes ³¹	Yes	Yes
Accommodations	No	No	Yes	Yes

3. What is the difference between embedded and non-embedded approaches? How might educators decide what is most appropriate?

Embedded versions of the universal tools, designated supports, and accommodations are provided digitally through the test delivery system, while non-embedded versions are provided at the local level through means other than the test delivery system. The choice between embedded and non-embedded universal tools and designated supports should be based on the individual student’s needs. The decision should reflect the student’s prior use of, and experience with, both embedded and non-embedded universal tools, designated supports, and accommodations during instruction and assessments (i.e., practice tests or optional interim assessments). It is important to note that although print on demand is a non-embedded accommodation, permission for students to request printing must first be set in the test registration tool.

4. Who determines how non-embedded accommodations (such as read aloud) are provided?

IEP teams and educators make decisions about non-embedded accommodations. These teams (or educators for 504 plans) provide evidence of the need for accommodations and ensure that they are noted in the IEP or 504 plan. Members are responsible for ensuring that districts and schools follow Smarter Balanced guidance on the implementation of these accommodations.

³⁰ Only for instances where an adult (or team) has deemed the supports appropriate for a specific student’s testing needs.

³¹ Only for instances where an adult (or team) has deemed the supports appropriate for a specific student’s testing needs.

5. Are any students eligible to use text-to-speech or read aloud for ELA reading passages on the Smarter Balanced assessments?

For students in all grades, text-to-speech or read aloud is available on ELA reading passages as a non-embedded accommodation for students whose need is documented in an IEP or 504 plan, subject to each member’s laws, regulations, and policies. Text-to-speech and read aloud are available on reading passages in all grades. Text-to-speech and read aloud for ELA reading passages are not available to ELs (unless the student has an IEP or 504 plan). Whenever text-to-speech is used, appropriate headphones must be available to the student, unless the student is tested individually in a separate setting. Similarly, if the student receives a read aloud accommodation, the student may need to be tested in a small group or individual setting (also see FAQ 45).

6. Why are some accommodations that were allowed on previous assessments not listed in the UAAG?

After examining the latest research and conducting numerous discussions with external and member experts, Smarter Balanced members approved a list of universal tools, designated supports, and accommodations applicable to the current design and constructs being measured by its tests and items within them.

Upon review of new research findings or other evidence applicable to accessibility and accommodations considerations, the list of specific universal tools, designated supports, and accommodations approved by Smarter Balanced may be subject to change. The Consortium has established a standing committee, including representatives from Governing members, to review suggested adjustments to the list of universal tools, designated supports, and accommodations to determine whether changes are warranted.

Proposed changes to the list of universal tools, designated supports, and accommodations are brought to Governing members for review, input, and vote for approval. Furthermore, members may issue temporary approvals (i.e., for one summative assessment administration) for individual students.

Member leads will evaluate formal requests for temporary approvals and determine whether the request poses a threat to the measurement of the construct. The formal requests will include documentation of the student need, the specific nature of the universal tools, designated supports, or accommodations, and the plan for follow-up monitoring of use. Upon issuing a temporary approval, the member will send documentation of the approval to the Consortium. The Consortium will consider all member-approved temporary accommodations as part of the annual Consortium UAAG review process. The Consortium will provide members with a list of the temporary accommodations issued by members that are not Consortium-approved accommodations. In subsequent years, members will not be able to offer as a temporary accommodation any temporary accommodation that has been rejected by the Consortium.

7. Under what conditions may a member elect not to provide a Smarter Balanced–approved accommodation to its students?

The Consortium recognizes that there should be a careful balance between the need for uniformity among members and the need for members to maintain their autonomy. To maintain this balance, members may elect not to make an accommodation available that conflicts with the individual member’s laws, regulations, or policies.

8. Can members allow additional universal tools, designated supports, or accommodations to individual students on a case-by-case basis?

Yes, only in certain restricted and emergent circumstances. To address emergent issues that arise at the local level, authorized staff members will have the authority to provide temporary approvals for individual students. Authorized staff members include only those individuals who are familiar with the constructs that the Smarter Balanced assessments are measuring, so that students are not inadvertently provided with universal tools, designated supports, or accommodations that violate the constructs being measured.

The temporary approvals for individual students will be submitted to Smarter Balanced for review. Temporary approvals accepted by Smarter Balanced will be incorporated into the official guidelines released by Smarter Balanced in the following year or continue to be investigated for acceptance. Authorized staff members are not to add any universal tools, designated supports, or accommodations to the UAAG; only the Smarter Balanced Assessment Consortium may do so.

9. What is to be done for special cases of “sudden” physical disability?

One exception to the IEP or 504 requirement is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. For these situations, students may use the speech-to-text or scribe accommodations (if deemed appropriate based on the student having had sufficient experience with the use of the accommodations).

10. Who reviewed the UAAG?

In addition to individuals and officials from the Smarter Balanced Governing members, several organizations and their individual members provided written feedback during the creation of the UAAG. Furthermore, Smarter Balanced facilitates an annual process to solicit feedback from both members and interest holders.

11. Where can a person go to get more information about making decisions on the use of designated supports and accommodations?

Practice and training tests provide students with experiences that are critical for success in navigating the platform easily. The practice and training tests may be particularly important for those students who will be using designated supports or accommodations because the practice tests can provide data that may be useful in determining whether a student might benefit from the use of a particular designated support or accommodation. It is important that students have ample opportunities to use selected designated supports and accommodations in daily instruction. Practice and training tests are available on the website at Practice Tests and Sample Questions (<https://smarterbalanced.org/our-system/students-and-families/samples/>).

In addition, it is recommended that decision makers refer to professional development materials provided by Smarter Balanced or state offices on the *Individual Student Assessment Accessibility Profile (ISAAP)* or member-developed process, as well as other member-developed materials consistent with the *Smarter Balanced Implementation Guide*.

Additional information on the decision-making process, and ways to promote a thoughtful process rather than an automatic reliance on a checklist or menu, is available through materials developed by groups of members.³²

12. What security measures need to be taken before, during, and after the assessment for students who use universal tools, designated supports, and/or accommodations?

Test security involves maintaining the confidentiality of test questions and answers and is critical in ensuring the integrity of a test and validity of test results. Ensuring that only authorized personnel have access to the test and that test materials are kept confidential is critical in technology-based assessments. In addition, it is important to guarantee that (a) students are seated in such a manner that they cannot see one another’s terminals, (b) students are not able to access any unauthorized programs or the internet while they are taking the assessment, and (c) students are not able to access any externally saved data or computer shortcuts while taking the test. Prior to testing, the IEP team should check the compatibility of assistive technology devices and make appropriate adjustments, if necessary. When a non-embedded designated support or accommodation is used that involves a human having access to items (e.g., reader, scribe), procedures must be in place to ensure that the individual understands and has agreed to security and confidentiality requirements. Test Administrators need to (a) keep testing materials in a secure place to prevent unauthorized access, and (b) keep all test content confidential and refrain from sharing information or revealing test content.

Printed test stimuli and items, including embossed braille printouts, must be collected and inventoried at the end of each test session and securely shredded immediately. DO NOT keep printed test stimuli and items for future test sessions.

The following test materials must be securely stored between each testing session and destroyed immediately after the student’s completion of the test:

³² The following materials were developed by collaboratives of members to address decision-making for students with disabilities, English learners (ELs), and ELs with disabilities:

- *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities* (3rd ed.). Washington, DC: Assessing Special Education Students State Collaborative on Assessment and Student Standards, Council of Chief State School Officers.
- *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners*. Washington, DC: Assessing English Language Learners State Collaborative on Assessment and Student Standards, Council of Chief State School Officers.
- *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners with Disabilities*. Washington, DC: Assessing Special Education Students and English Language Learners State Collaboratives on Assessment and Student Standards, Council of Chief State School Officers.

- ▶ Scratch paper, graph paper, and all other paper handouts written on by students during testing (Please note, for mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed to maintain test security. If the student is using an assistive technology device, the Test Administrator must ensure that all test materials are deleted from the device.);
- ▶ Any reports or other documents that contain personally identifiable student information; and
- ▶ Printed test stimuli and items.

Additional information on this topic is provided in the *Test Administration Manual (TAM)*.

13. Who is supposed to input information about designated supports and accommodations into the test registration tool? How is the information verified?

Generally, a school or district will designate a person to enter information into the test registration tool. Often this person is a test coordinator. For those students for whom an IEP team (or educator developing the 504 plan) is identifying designated supports as well as accommodations, that team or educator is responsible for ensuring that information from the IEP (or 504 plan) is entered appropriately so that all embedded accommodations can be activated prior to testing.

Entry of information for IEP and 504 students can be accomplished by identifying one person from the team to enter information or by providing information to the person designated by the school or district to enter data into the test registration tool. For students who are ELs, an educator who knows the student well and is familiar with the instructional supports used in the classroom should provide information to the person designated to enter information into the test registration tool.

14. Are there any supplies that schools need to provide so that universal tools, designated supports, and accommodations can be appropriately implemented?

Schools should determine the number of headphones they will provide (for text-to-speech, as well as for the listening test) and other non-embedded universal tools (e.g., thesaurus), designated supports (e.g., bilingual dictionary), and accommodations (e.g., multiplication table) for students. An alternative is to identify these as items that students will provide on their own.

15. What happens when accommodations listed in the UAAG do not match any accommodations presented in the student’s IEP or 504 plan?

IEP or 504 teams should consider the accommodations a student needs bearing in mind the UAAG. If it is decided that a specific accommodation is needed that is not included in the UAAG, the team should submit a request for a temporary approval to the member. The member contact will judge whether the proposed accommodation poses a threat to the constructs measured by the Smarter Balanced assessments; based on that judgment, the member contact will either issue a temporary approval or will deny the request.

Temporary approvals will be forwarded to a standing committee; this committee makes a recommendation to the Governing members about future incorporation of new accommodations into the UAAG.

16. Are there accessibility resources that members have discussed and agreed not to include in the Smarter Balanced test?

There are several accessibility resources that members discussed with external experts and agreed **not** to include in the Smarter Balanced test:

- ▶ Translated “word list” for ELA tests
- ▶ Bilingual dictionary for ELA items (except for the full-write portion of the ELA performance task; the full write is the second part of a performance task)
- ▶ Calculator on mathematics items in grades 3–5
- ▶ External protractor/ruler for online mathematics tests
- ▶ Graphic organizers that are not created by the student (see Scratch paper/Graph paper policy)

Members also agreed to keep the current scribing policy; members agreed not to restrict it. Members also agreed not to change the font style.

UNIVERSAL TOOLS AND DESIGNATED SUPPORTS FAQs (AVAILABLE TO ALL STUDENTS)

17. What are the process and timeline for updating and making changes to the UAAG?

Smarter Balanced asks members to request changes to the UAAG once each year. The process for making changes to the UAAG is initiated by a survey that Smarter Balanced administers in January and February. Member leads or designees submit requests via the survey. Upon collecting the survey results, Smarter Balanced engages in a process during February and March to examine research, solicit feedback from external experts and advisory committees, and discuss the requests with the UAAG Committee. Any new policy and/or change to an existing policy that the UAAG committee recommends is brought to member leads for a vote. Smarter Balanced then updates the UAAG, as necessary, and posts the updated version the last week of June.

18. Is the digital notepad universal tool fully available for ELA and math? Will a student’s notes be saved if the student takes a 20-minute break?

The digital notepad is available on all items across both content areas. So long as a student or Test Administrator activates the test within the 20-minute break window, the notes will still be there. There is no limit on the number of breaks that a student can take in one test sitting.

19. For the global notes universal tool, if a student takes a 20-minute break, do the notes disappear?

Global notes, which are used for ELA performance tasks only, will always be available until the student submits the test, regardless of how long a break lasts or how many breaks are taken.

20. For the highlighter universal tool, if a student pauses a test for 20 minutes, do the highlighter marks disappear?

If a student is working on a passage or stimulus on a screen and pauses the test for 20 minutes to take a break, the student will still have access to the information visible on that particular screen. However, students do lose access to any information highlighted on a previous screen.

21. How are students made aware that the spell check universal tool is available when moving from item to item?

When appropriate, items include universal tools available for students to use. For the spell check tool, a line will appear under misspelled words.

22. For the zoom universal tool, is the default size specific to certain devices? Will the *Test Administration Manual* provide directions on how to do this adjustment?

The default size is available to all students and is not specific to certain devices. Information on how to use the zoom universal tool is included in the directions at the beginning of each test. Please note that in addition to zoom, students may have access to magnification and an enlarged mouse pointer, which are non-embedded designated supports.

23. For the English glossary universal tool, how are terms with grade- and context-appropriate definitions made evident to the student?

Selected terms have a light rectangle around them. A student can click on a term, and a pop-up window will appear with a definition of the term.

24. For the mark for review universal tool, will selections remain visible after a 20-minute break?

If a student takes a break for longer than 20 minutes, the student will not be able to access items from previous screens.

25. Can universal tools be turned off if it is determined that they will interfere with the student's performance on the assessment?

Yes. If an adult (or team) determines that a universal tool might be distracting or that students do not need to use them or are unable to use them, that universal tool can be turned off. This information must be noted in the test registration tool prior to test administration.

FAQs PERTAINING TO ENGLISH LEARNERS (ELs)

26. How are the language access needs of ELs addressed in the UAAG?

The language access needs of ELs are addressed through the provision of numerous universal tools and designated supports. These include universal tools, such as English glossaries, English dictionaries, and thesauri for full writes, and designated supports such as translated test directions and glossaries. These are not considered accommodations in the Smarter Balanced Assessment System.

27. Why are resources to support English-language proficiency needs classified as universal tools and designated supports?

- ▶ Resources that support students' needs regarding English language proficiency are different from resources that support students' needs associated with disabilities. Historically, assessment systems have confounded these two types of student needs.
 - ▶ Students who are not formally classified as English learners may benefit from access to language supports on Smarter Balanced assessments. Therefore, associating language supports exclusively with formal English learner classification is unnecessarily limiting and potentially harmful.
 - ▶ Smarter Balanced makes available resources to support English-language proficiency needs as embedded universal tools and designated supports to ensure that the greatest number of students has access to these resources.
 - ▶ English learners who also have disabilities can be provided access to accommodations as identified in their IEP or 504 plan.
-

28. Is text-to-speech available for ELs to use?

Text-to-speech is available as a designated support to all students (including ELs) for whom an adult or team has indicated it is needed for math items and for ELA items (but not ELA reading passages). Text-to-speech for ELA reading passages is available to an EL in all grades only if the student has an IEP or 504 plan. The student should be familiar with using text-to-speech during instruction.

For text-to-speech to be available for an EL, it must be entered into the test registration tool prior to test administration.

29. What languages are available to ELs in text-to-speech?

Text-to-speech is currently available in English and in Spanish. However, the translated glossaries include an audio component that is automatically available to any student with the translated glossaries embedded designated support.

30. For which content areas will the Consortium provide translation supports for students whose primary language is not English?

For mathematics, the Consortium will provide full translations in American Sign Language (ASL) and in Spanish. The English/Spanish dual-language feature offers the ability to toggle among English, Spanish, or both languages with the Spanish translation presented directly above the English item. Additionally, primary language pop-up translated glossaries will be available in 13 languages and dialects/variants: Arabic, Burmese, Cantonese, Filipino, Hmong, Korean, Mandarin, Punjabi, Russian, Somali, Spanish, Ukrainian, and Vietnamese.

Only translations that have gone through the translation process outlined in the *Smarter Balanced Translation Accommodations Framework for Testing English Language Learners in Mathematics* would be an accepted support.

For the listening portion of the English language arts assessment, Smarter Balanced will provide full translations in ASL delivered digitally through the test delivery system.

31. Does a student need to be identified as an English learner to receive translation and language supports? What about foreign language exchange students?

Translations and language supports are provided as universal tools and designated supports. Universal tools are available to all students. Designated supports are available to those students for whom an adult (or team) has determined a need for the support. Thus, these are available to all students, regardless of their status as an EL. Foreign language exchange students would have access to all universal tools and those designated supports that have been indicated by an adult (or team).

32. For the translated test directions designated support, what options are available to students who are advancing toward English language proficiency and need support with understanding test directions? Can a human reader of directions in the native language be provided?

If a student would benefit from a read aloud/text-to-speech designated support in another language, then the test directions should be provided in that other language. Available as supplements to the *Test Administration Manual*, the directions include translated test administration scripts. The reader or text-to-speech device should be able to provide the directions in the student's language without difficulty due to accent or register. To ensure quality and standardized directions, the reader or text-to-speech device should only use directions that have undergone professional translation by the Consortium prior to testing. Smarter Balanced provides a PDF of the translated test directions in 20 languages: Arabic, Burmese, Cantonese, Dakota, French, Haitian-Creole, Hmong, Ilokano, Japanese, Korean, Lakota, Mandarin, Punjabi, Russian, Somali, Spanish, Tagalog, Ukrainian, Vietnamese, and Yup'ik.

33. How is the translated glossary non-embedded designated support different from the bilingual dictionary?

The translated glossary non-embedded designated support (for math only) includes the customized translation of pre-determined construct-irrelevant terms that are most challenging to English learners. The translation of the terms is context specific and grade appropriate. Bilingual dictionaries often do not provide context-specific information, nor are they customized. In addition, the translated glossary includes an audio support.

34. Will translations be available in language dialects/variants?

Translated glossaries (for math only) will be available in 13 languages and dialects/variants: Arabic, Burmese, Cantonese, Filipino, Hmong, Korean, Mandarin, Punjabi, Russian, Somali, Spanish, Ukrainian, and Vietnamese.

FAQs PERTAINING TO STUDENTS WITH DISABILITIES

35. What accommodations are available to students with disabilities (including ELs with disabilities)?

Students with disabilities (including those who are ELs) can use embedded accommodations (e.g., American Sign Language (ASL), braille) and non-embedded accommodations (e.g., abacus, alternate response options, speech-to-text, word completion) that have been documented in an IEP or 504 plan. These students may also use universal tools and designated supports. A full list of accommodations can be found in the UAAG, Tables 5 and 6.

36. Is an embedded ASL accommodation available on ELA items that are not part of the listening portion of the test?

The embedded ASL accommodation is not currently available on any ELA items that are not part of the listening claim. For the listening portion of the test, a student who is deaf or hard of hearing who has a documented need in an IEP or 504 plan may use the embedded ASL accommodation.

37. Will sign languages other than ASL (including signing in other languages) be available?

Currently, only ASL is available.

38. Can interpreters be used for students who are deaf or hard of hearing who do not use ASL?

Smarter Balanced has consulted with external experts who have unanimously advised against this practice. Research indicates severe challenges with standardization and quality.

39. What options do districts have for administering Smarter Balanced assessments to students who are blind?

Students who are blind, and who prefer to use braille, should have access to either screen reader support with refreshable braille (only for ELA) or screen reader support with on-site embosser-created braille (for ELA or math). Students who are blind may also take a paper-and-pencil form of the assessment in braille. Various braille codes are offered for both online and paper-and-pencil braille.

For those students who are blind and prefer to use text-to-speech, access to text-to-speech should be provided for the math test and for ELA items only (text-to-speech is not available on ELA reading passages without a specific documented need in the student's IEP or 504 plan).

Non-embedded read aloud accommodation in all grades is available to students who have an indicated need on ELA reading passages in their IEP or 504 plan. Students should participate in the decision about the accommodation they prefer to use and should be allowed to change during the assessment if they ask to do so. Students can have access to both braille and text-to-speech that are embedded in the Smarter Balanced Assessment System.

40. Why is the non-embedded abacus an accommodation for the non-calculator items? Doesn't an abacus serve the same function as a calculator?

Using an abacus is similar to the sighted student using paper and pencil to write a problem and do calculations. The student using the abacus must understand number sense and must know how to do calculations with an abacus.

41. Can students without documented disabilities who have had a sudden injury use any of the Smarter Balanced accommodations?

Students without documented disabilities who have experienced a physical injury that impairs their ability to use a computer may use some accommodations, provided they have had sufficient experience with them. Both speech-to-text and scribe are accommodations that are available to students who have experienced a physical injury such as a broken hand or arm, or students who have become blind through an injury and have not had sufficient time to learn braille. Prior to testing a student with a sudden physical injury, regardless of whether a 504 plan is started, Test Administrators should contact their district test coordinator or other authorized individuals to ensure that the test registration system accurately describes the student's status and any accommodations that the student requires.

42. How will the Test Administrator know prior to testing that the print on demand accommodation may be needed?

The Test Administrator will know this information prior to testing because accommodations need to be documented beforehand and print on demand is an accommodation. Any accommodations—including both embedded and non-embedded accommodations—need to be entered into the test registration tool.

The print on demand accommodation applies to either passages/stimuli and/or items.

43. For the print on demand accommodation, how are student responses recorded—by a scribe or some other method?

The method of recording student responses depends on documentation in the IEP or 504 plan (e.g., after first recording responses on the paper version, the student could enter responses into the computer, or the scribe could enter responses into the computer). All individuals acting as a scribe must have read, agreed to, and signed a test security agreement.

44. How do member officials monitor training and qualifications for the non-embedded read aloud accommodation?

Members will need to develop processes and procedures to monitor training and the qualifications of individuals who provide the read aloud accommodation when text-to-speech is not appropriate for a student. Member officials can use the *Smarter Balanced ELA Audio Guidelines* (<https://portal.smarterbalanced.org/hubfs/44715956/ela-audio-guidelines.pdf>) and the *Smarter Balanced Mathematics Audio Guidelines* (<https://portal.smarterbalanced.org/hubfs/44715956/mathematics-audio-guidelines.pdf>) available online to obtain additional information about recommended processes to follow. Members can also use the *Smarter Balanced Read Aloud Guidelines* (see Appendix D).

45. For students taking the paper-and-pencil test, can read aloud be provided in small groups?

For a paper-and-pencil test, read aloud can be administered to a small group of students so long as the students are taking the same test (e.g., grade, content area) and the students have experience testing under this condition. The number of students in the small group should allow a student to ask the reader to slow down or to repeat the text without the request distracting others. For online assessments, readers should be provided to students on an individual basis.

46. If students are using their own devices that incorporate word completion, will this impact their score?

Word completion is an allowable non-embedded accommodation. The students' score will not be affected under these circumstances. Students using these devices must still use their knowledge and skills to review and edit their answers.

47. How are assistive technology (AT) devices certified for use for the Smarter Balanced assessments?

Assistive technology device manufacturers may use the Smarter Balanced practice test through a secure browser as a method of determining whether a device works with the assessment. In addition, schools and districts can use the practice test through a secure browser to evaluate devices to ensure that their functions are consistent with those allowed in the UAAG.

48. What kind of medical supports may be used by students? What monitoring is needed?

Medical supports would encompass any supports that have been prescribed or recommended by a medical professional who supports the student's health. The student's health and well-being are the highest priority. Medical supports may require the use of an app on a cell phone or tablet. These supports are not exhaustive but may include glucose monitors, durable medical equipment, hearing aids, FM systems, service animals, etc. The use of medical supports may require a separate setting or additional monitoring by the Test Administrator to ensure that the student is not accessing the internet for any other purpose.

49. For the text-to-speech designated support and the text-to-speech accommodation, can the student have their responses read back to them?

Text-to-speech is available as a designated support to all students for whom an adult or team has indicated it is needed for math and ELA items (but not ELA reading passages). Text-to-speech for ELA reading passages is available to students as an accommodation in all grades only if the student has an IEP or 504 plan.

Both policies allow text to be read to the student, including student responses for open-ended items (i.e., short answer and extended response). In order for text-to-speech (designated support or accommodation) and text-to-speech for student responses to be available to a student, they must be entered into the test registration tool prior to test administration.

APPENDIX D: READ ALOUD GUIDELINES

Available at: <https://portal.smarterbalanced.org/hubfs/44715956/read-aloud-guidelines.pdf>

When a student cannot access text-to-speech, an embedded resource available on the Smarter Balanced assessments, the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow the *Smarter Balanced Read Aloud Guidelines* presented here. The guiding principle in reading aloud is to ensure that the student has access to test content.

On Smarter Balanced assessments, test readers are allowable across all grades as a **designated support** for mathematics stimuli and items and ELA items as appropriate (not ELA reading passages). Test readers are allowable for ELA reading passages in addition to items as a **documented accommodation** in all grades.

Note that this accommodation is appropriate for a very small number of students (estimated to be approximately 1–2 percent of students with disabilities participating in a general assessment).

For more information about the use of test readers, please see the sections that follow.

QUALIFICATIONS FOR TEST READERS

- ▶ The test reader should be an adult who is familiar with the student and who is typically responsible for providing this support during educational instruction and assessments.
- ▶ Test readers must be trained in the administration of the assessment in accordance with member policy and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- ▶ Test readers must be trained in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and Consortium member test administration manuals, guidelines, and related documentation.

PREPARATION

- ▶ Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- ▶ Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test.
- ▶ Test readers should have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on Smarter Balanced assessments.
- ▶ Test readers should be aware of and familiar with all additional supports and/or accommodations provided to a student in accordance with the student’s Individualized Education Program (IEP) or 504 plan. This will ensure that there are plans in place for providing all the designated support and accommodation needed.
- ▶ In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the UAAG.

- ▶ Test readers should be familiar with any assistive technology or approved supports that the student requires.
- ▶ Test readers should have extensive practice in providing read aloud support and must be familiar and comfortable with the process before working directly with a student.
- ▶ The reader should be knowledgeable of procedures for reading aloud text by content area (see tables and examples below).
- ▶ The test reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test reader script is included at the end of the *Read Aloud Guidelines*.
- ▶ Unless otherwise specified by a student’s IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. Test readers should be ready with an appropriate script that reinforces the parameters during the test session.

GENERAL GUIDELINES

- ▶ The test reader’s support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- ▶ Read each question exactly as written and as clearly as possible.
- ▶ Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- ▶ Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in the text.
- ▶ Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student’s questions by repeating the item, words, or instructions verbatim, as needed.
- ▶ Do not paraphrase, interpret, define, or translate any items, words, or instructions, as this would be a violation of test security.
- ▶ Spell any words requested by the student.
- ▶ Adjust your reading speed and volume if requested by the student.

POST-ADMINISTRATION

- ▶ The test reader must collect scratch paper, graph paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the Test Administrator in accordance with Smarter Balanced and Consortium member policies and procedures.
- ▶ The test reader must not discuss any portion of the test with others.

ENGLISH USAGE/CONVENTIONS

- ▶ Punctuation: Read all text as punctuated, unless reading the text compromises the construct being measured.
- ▶ Ellipses: When an ellipsis is used to signify missing text in a sentence, pause briefly, and read it as “dot, dot, dot.”
- ▶ Quotations: Quotation marks should be verbalized as “quote” and “end quote” at the beginning and end of quoted material, respectively.
- ▶ Emphasis: When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- ▶ Misspellings: In some cases, a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances, the student is required to respond in a specific way. When presented with intentionally misspelled words, test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.

IMAGES/GRAPHICS/DIAGRAMS

- ▶ Before describing an image or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image or graphic will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item. Typically, diagrams are imperative to student understanding and should be described in a logical order.
- ▶ Describe the image/graphic/diagram as concisely as possible following a logical progression. Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic/diagram.
- ▶ Read the title or caption, if available.
- ▶ Any text that appears in the body of the image/graphic/diagram may be read to a student. Read text in images/graphics/diagrams in the order most suited for the student’s needs. Often the reader moves from top to bottom, from left to right, in a clockwise direction, or from general to specific in accordance with teaching practices.

PASSAGES

- ▶ Read the passage in its entirety as punctuated (e.g., pauses at periods and commas; raised intonation for questions). Do not verbalize punctuation marks other than ellipses and quotation marks, as noted above.
- ▶ If the student requires or asks for a specific section of the passage to be reread with the punctuation indicated, the test reader should reread those specific lines within the passage and indicate all punctuation found within those lines as many times as requested by the student.
- ▶ When test questions refer to specific lines of a passage, read the lines referenced as though they are part of the item.

MATHEMATICAL EXPRESSIONS

- ▶ The test reader must read mathematical expressions precisely and with care to avoid misrepresentation for a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- ▶ Test readers must read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- ▶ In general, numbers and symbols can be read according to their common English usage for the student’s grade level.
- ▶ Additional examples may be found in the guidance tables below.
- ▶ Abbreviations and acronyms should be read as full words. For example, *10 cm* needs to be read as “ten centimeters.” Some abbreviations may be read differently by different readers. For example, cm^3 may be read as “cubic centimeters” or “centimeters cubed.”

Test Reader Guidance for Mathematics

Numbers

Description	Example(s)	Read as:
Large whole numbers	632,407,981	“six hundred thirty-two million, four hundred seven thousand, nine hundred eighty-one”
	45,000,689,112	“forty-five billion, six hundred eighty-nine thousand, one hundred twelve”
Decimal numbers	0.056	“zero point zero five six”
	4.37	“four point three seven”
Fractions—common	$\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{3}$, $\frac{4}{5}$	“one half, one fourth, two thirds, four fifths” Other common fractions include “sixths, eighths, tenths”
Fractions—not common—read as “numerator over denominator”	$\frac{14}{25}$	“fourteen over twenty-five”
	$\frac{487}{6972}$	“four hundred eighty-seven over six thousand nine hundred seventy-two”
Mixed numbers—read with “and” between whole number and fraction	$3\frac{1}{2}$	“three and one half”
	$57\frac{3}{4}$	“fifty-seven and three fourths”

Description	Example(s)	Read as:
Percents	62% 7.5% 0.23%	“sixty-two percent” “seven point five percent” “zero point two three percent”
Money—if it contains a decimal point, read as “dollars AND cents”	\$4.98 \$0.33 \$5368.00	“four dollars and ninety-eight cents” “thirty-three cents” “five thousand three hundred sixty-eight dollars”
Negative numbers—do NOT read the negative sign as “minus”	-3 $-\frac{5}{8}$ -7.56	“negative three” “negative five eighths” “negative seven point five six”
Dates (years)	1987 2005	“nineteen eighty-seven” “two thousand five”
Roman numerals	I II III IV	“Roman numeral one” “Roman numeral two” “Roman numeral three” “Roman numeral four”
Ratios	$x : y$	“x to y”
Square roots and cube roots	$\sqrt{6}$ $\sqrt[3]{16}$	“the square root of six” “the cube root of sixteen”

Operations

Description	Example(s)	Read as:
Addition—vertical or horizontal	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array}$ $13 + 27 =$ $13 + 27 = ?$	“thirteen plus twenty-seven equals” “thirteen plus twenty-seven equals question mark”

Description	Example(s)	Read as:
Subtraction—vertical or horizontal	$\begin{array}{r} 487 \\ -159 \\ \hline \end{array} \quad 487 - 159 =$ $487 - 159 = ?$	<p>“four hundred eighty-seven minus one hundred fifty-nine equals”</p> <p>“four hundred eighty-seven minus one hundred fifty-nine equals question mark”</p>
Multiplication—vertical or horizontal	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array} \quad 63 \times 49 =$ $63 \times 49 = ?$	<p>“sixty-three times forty-nine equals”</p> <p>“sixty-three times forty-nine equals question mark”</p>
Division—vertical or horizontal	$\frac{120}{15} = 8$ $120 \div 15 = 8$	<p>“one hundred twenty divided by fifteen equals eight”</p>
Operations with boxes	$3 + \square = 8$	<p>“three plus box equals eight”</p>

Expressions

Description	Example(s)	Read as:
Expressions containing variables (any letter may be used as a variable)	$N + 4$	<p>“‘N’ plus four”</p>
	$8x - 3$	<p>“eight ‘x’ minus three”</p>
	$4(y - 2) + 5 = 7$	<p>“four open parenthesis ‘y’ minus two close parenthesis plus five equals seven”</p>
	$V = \frac{4}{3}\pi r^3$	<p>“‘V’ equals four thirds pi ‘r’ cubed”</p>
	$\frac{ t - 2}{6} \leq 15$	<p>“the absolute value of ‘t’ (pause) minus two (pause) over six is less than or equal to fifteen”</p>
	$x^2y^3 = -36$	<p>“‘x’ squared ‘y’ cubed equals negative thirty-six” or “‘x’ to the second power times ‘y’ to the third power equals negative thirty-six”</p>
	$156x \geq 4$	<p>“one hundred fifty-six ‘x’ is greater than or equal to four”</p>

Description	Example(s)	Read as:
Functions and inverse functions (Read “of” instead of “parenthesis.”)	$f(x)$ $f(x + 2)$ $f(g(x))$	“F of x” “F of x plus 2” “F of g of x”
Coordinate pairs	the point $(-1, 2)$ the point A is at $(6, 3)$	“the point (pause) negative one comma two” “the point ‘A’ is at (pause) six comma three”
Answer choices with no other text	A. $(-3, -4)$	“‘A’ (pause) negative three comma negative four”

Comparing Lines, Shapes, and Angles

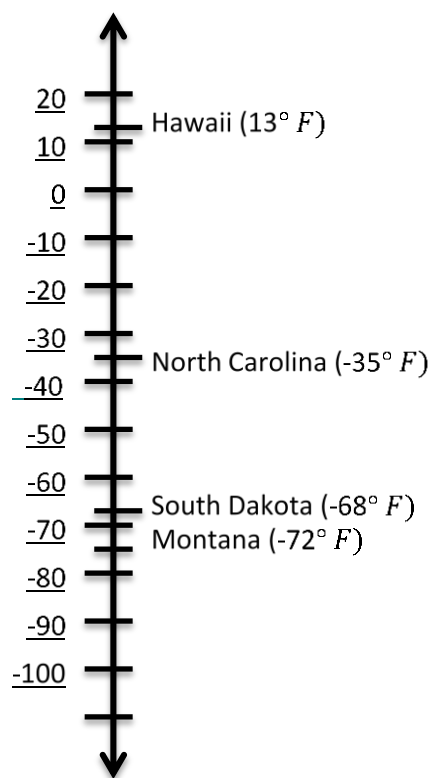
Description	Example(s)	Read as:
Parallels	$\overline{AB} \parallel \overline{CD}$	“line segment AB is parallel to line segment CD”
Perpendiculars	$\overline{AB} \perp \overline{CD}$	“line segment AB is perpendicular to line segment CD”
Similar and congruent	$\triangle ABC \sim \triangle DEF$ $\angle ABC \cong \angle DEF$	“triangle ABC is similar to triangle DEF” “angle ABC is congruent to angle DEF”
Lines, line segments, rays, arcs	\overleftrightarrow{BC} \overline{CD} \overrightarrow{BC} \widehat{BC}	“line BC” “line segment CD” “ray BC” “arc BC”

Trigonometry

Description	Example(s)	Read as:
Sine	$\sin 25^\circ$	"sine twenty-five degrees"
Cosine	$\cos 35^\circ$	"cosine thirty-five degrees"
Tangent	$\tan 10^\circ$	"tangent ten degrees"

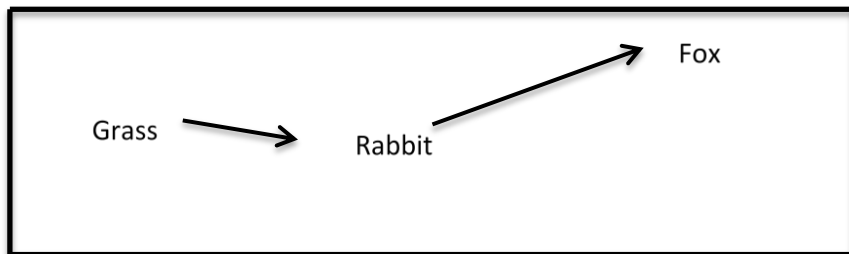
IMAGES/GRAPHICS/DIAGRAMS/TABLES

From Top to Bottom



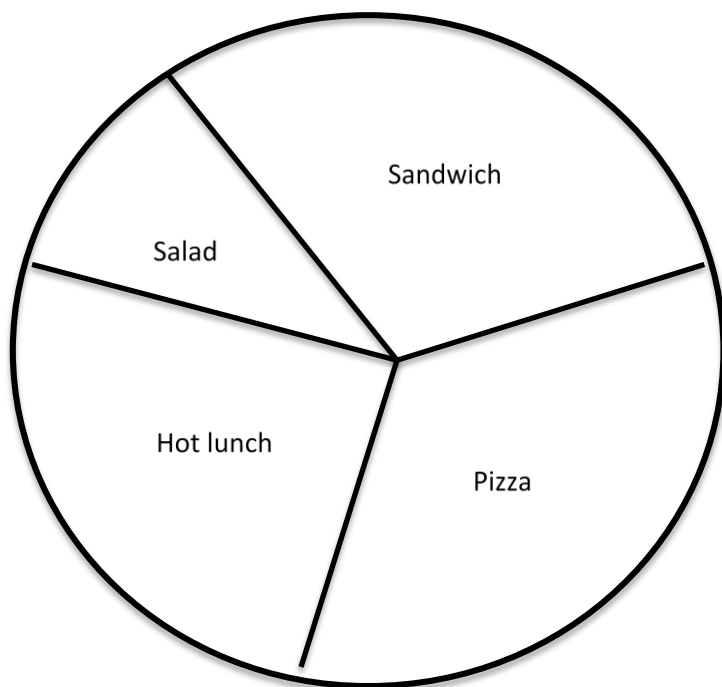
"From top to bottom, the figure is labeled: Hawaii thirteen degrees Fahrenheit, North Carolina negative thirty-five degrees Fahrenheit, South Dakota negative sixty-eight degrees Fahrenheit, Montana negative seventy-two degrees Fahrenheit."

From Left to Right



“From left to right, the figure reads: Grass, Rabbit, Fox.”

Clockwise (Start wherever it makes sense.)



“Clockwise from the top, the figure reads: Sandwich, Pizza, Hot lunch, Salad.”

Tables

- Read the title.
- Total up the columns and rows.
- Read the column/row headings (with directional language).
- Read the cell values (with directional language for the first row only).

Results from School Walk-a-Thon

Number of Students	Number of Miles Walked
30	112
46	214
37	98
41	189

“The title of the table is Results from School Walk-a-Thon. The table has two columns and four rows. From left to right, the column headings read Number of Students, Number of Miles Walked. From left to right, the first row reads thirty, one hundred twelve. The second row reads forty-six, two hundred fourteen. The third row reads thirty-seven, ninety-eight. The fourth row reads forty-one, one hundred eighty-nine.”

SUGGESTED TEST READER SCRIPT

To be used with student in advance of the day of testing.

Hi _____,

I'm the person who will be reading your test to you when you take your Smarter Balanced assessment next week in [math/ELA]. I wanted to let you know how we'll work together. When I'm reading a test to you, it's very different from when I'm reading to you during class time. I must follow certain rules.

- ▶ I cannot help you with any answers.
- ▶ I cannot click on anything on the screen.³³
- ▶ I will not be using different character voices or changes in my tone when I read. I will be using a very direct voice that does not change very much, no matter how exciting the story or test item gets.
- ▶ If there is a picture that has words in it, I will read those words. If you ask, I will reread the words as well.
- ▶ Sometimes there may be something about a word or phrase that might give you a hint if I read it out loud. In those cases, I will skip the word, point to it on screen [**or in your booklet if braille or print on demand], and continue to read.
- ▶ I can still help you with your [**list any assistive technology that the student may require that would need adult support—if that support is provided by you].
- ▶ You can ask me to reread parts of the test if you didn't hear me or need more time to think.
- ▶ You can ask me to pause my reading if you need to take a break.
- ▶ You can ask me to slow down or speed up my reading, or read louder or softer, if you are having trouble understanding what I read.
- ▶ I will only read certain types of punctuation, but if you need me to reread a sentence and tell you how it was punctuated, I can do that.
- ▶ If you ask me a question about the test, all I will say is: "Do your best work. I cannot help you with that."
- ▶ Do you have any questions for me about how we'll work together during the test?

³³ A reader may click on something on the screen only if this is an identified need in the student's IEP or 504 plan and the reader has received appropriate training on when and how to do so.

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APPENDIX E: SCRIBING PROTOCOL FOR SMARTER BALANCED ASSESSMENTS

A scribe is an adult who writes down what a student dictates in a variety of ways (e.g., speech, American Sign Language (ASL), braille, assistive communication device). The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content.

Scribes are allowable on Smarter Balanced assessments as a **documented accommodation** for ELA performance task full writes and as a **designated support** for mathematics and ELA items (except ELA performance task full writes). For information on documentation requirements and decision-making criteria for the use of scribes, please see the sections that follow.

QUALIFICATIONS FOR SCRIBES

- ▶ The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.
- ▶ Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.
- ▶ Scribes should have extensive practice and training in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and member test administration manuals, guidelines, and related documentation.

PREPARATION

- ▶ Scribes should read and sign a test security/confidentiality agreement prior to test administration.
- ▶ Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers. Scribes may wish to review the practice test to become familiar with the assessment.
- ▶ Scribes should be familiar with the Individualized Education Program (IEP) or 504 plan, if the student for whom they are scribing has a disability, so that there are plans in place for providing all needed designated supports and accommodations.
- ▶ Scribes should also have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on Smarter Balanced assessments.
- ▶ Scribes should review the *Scribing Protocol for Smarter Balanced Assessments* with the student at least one to two days prior to the test event.
- ▶ Scribes should practice the scribing process with the student at least once prior to the scribing session.

GENERAL GUIDELINES

- ▶ Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test takers or inadvertently reveal the student’s answers.
- ▶ If not in a separate setting, the scribe should be situated near enough (adhering to local health and safety protocol) to the student to prevent their conversations from reaching other students in the room.
- ▶ For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the embedded and non-embedded tools available for a given item and student.
- ▶ Scribes are expected to comply with student requests regarding the use of all available features within the test environment.
- ▶ Scribes may respond to procedural questions asked by the student (e.g., test directions and navigation within the test environment).
- ▶ Scribes may not respond to student questions about test items if their responses compromise the validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating their response during or after the dictation to the scribe.
- ▶ Scribes may ask the student to restate words or parts, as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.
- ▶ Scribes may not question or correct student choices, alert students to errors or mistakes, or prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way and must record exactly what the student has dictated.
- ▶ Students must be allowed to review and edit what the scribe has written. If necessary, the student can request that the scribe read aloud the completed text before final approval.

CONTENT AREA SPECIFIC GUIDELINES

Content Area	Guidelines
English language arts	<p data-bbox="451 1297 1094 1329">Selected-Response Items (single and multiple answer)</p> <ul style="list-style-type: none"> <li data-bbox="500 1356 1281 1423">▶ The student must point to or otherwise indicate the student’s selection(s) from the options provided. <li data-bbox="500 1440 1406 1539">▶ Scribes are expected to comply with student directions regarding screen and test navigation and the use of test platform features available for a given item. <li data-bbox="500 1556 1390 1623">▶ The student will confirm the selected answer and indicate to the scribe when the student is ready to move on to the next item. <p data-bbox="451 1654 935 1686">Constructed-Response Items (short text)</p> <ul style="list-style-type: none"> <li data-bbox="500 1713 1393 1812">▶ The scribe will write student responses verbatim on paper or on screen in an area where the student’s answers will not be accessible to other students. <li data-bbox="500 1829 1127 1860">▶ The scribe will spell all words exactly as dictated.

Content Area	Guidelines
	<ul style="list-style-type: none"> ▶ The scribe will not capitalize words or punctuate text. ▶ The scribe will orally confirm the spelling of homonyms and commonly confused homophones, e.g., <i>than</i> and <i>then</i>; <i>to</i>, <i>two</i>, and <i>too</i>; <i>there</i>, <i>their</i>, and <i>they're</i>. ▶ The student will proofread to add punctuation, capitalization, formatting, and other edits. ▶ The scribe will make student-requested changes, even if incorrect. ▶ The student will confirm the fidelity of the response. ▶ The student will indicate to the scribe when the student is ready to move on to the next item. <p>Long Essay (full write)</p> <ul style="list-style-type: none"> ▶ The scribe will write student responses verbatim on paper or on screen in an area where the student's answers will not be accessible to other students. ▶ The scribe will spell all words exactly as dictated. ▶ The scribe will not capitalize words or punctuate text. ▶ The scribe will orally confirm the spelling of homonyms and commonly confused homophones, e.g., <i>than</i> and <i>then</i>; <i>to</i>, <i>two</i>, and <i>too</i>; <i>there</i>, <i>their</i>, and <i>they're</i>. ▶ The student will proofread to add punctuation, capitalization, formatting, and other edits. ▶ The scribe will make student-requested changes, even if incorrect. ▶ The student will confirm the fidelity of the response. ▶ The student will indicate to the scribe when the student is ready to move on to the next item. ▶ Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.

Content Area	Guidelines
Mathematics	<p>Selected-Response Items (single and multiple answer)</p> <ul style="list-style-type: none"> ▶ The student must point to or otherwise indicate the student’s selection from the options provided. ▶ The scribe will comply with student directions, including requests regarding screen and test navigation and the use of test platform features available for the question. ▶ The student will confirm the student’s selections and indicate to the scribe when the student is ready to move on to the next item. <p>Constructed/Equation-Response Items</p> <ul style="list-style-type: none"> ▶ The student must point or otherwise direct the scribe in developing the student’s response. ▶ The scribe will input student work directly onscreen and in view of the student. ▶ For responses requiring equations, the student must specify where to place figures and operands. ▶ For responses requiring text, the scribe will spell all words exactly as dictated and conform to standard writing conventions. ▶ For responses requiring text, the student will proofread to add punctuation, capitalization, formatting, and other edits. ▶ The scribe will make student-requested changes, even if incorrect. ▶ The student will confirm the fidelity of the response. ▶ The student will indicate to the scribe when the student is ready to move on to the next item.

CONSIDERATIONS FOR STUDENTS ALSO USING ASL OR OTHER SIGN SYSTEM

- ▶ The scribe should be proficient in the sign system utilized (e.g., ASL) or the scribe should be working with an interpreter proficient in the sign system, as determined by the Consortium member.
- ▶ When a constructed response is required, the interpreter/scribe should convey the meaning behind the student’s indicated response.
- ▶ The interpreter/scribe should show the student the written response but NOT sign the response to the student.
- ▶ Probing or clarifying is allowed in the case of classifiers for students using ASL or other sign systems.
- ▶ Students may review the written or typed response on paper or on the computer screen and indicate any changes or revisions to the scribe.

CONSIDERATIONS FOR STUDENTS USING BRAILLE

- ▶ The scribe should be proficient in reading (visually or tactually) braille in all braille codes used by the student, as determined by the Consortium member.
- ▶ The scribe should enter the responses on paper or online exactly as the student has brailled. In addition to following the content-specific guidelines above, errors in braille code should not be corrected.
- ▶ The scribe may ask for the student to read back brailled responses for clarification if the brailled response is difficult to read due to student corrections.
- ▶ Students may review the written or typed response on paper or on the computer screen by either using the scribe to read back the entered response or using assistive technology. Students may indicate any changes or revisions to the scribe.

POST-ADMINISTRATION

- ▶ The scribe will submit online or paper-based student responses and collect scratch paper, graph paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the Test Administrator in accordance with Consortium and member policies and procedures.

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APPENDIX F: REVISION LOG

Updates to the UAAG are captured in this Revision Log. Updates are based on requests from members that do not impact policy. Any changes impacting policy require discussion and a vote by Governing members.

Updates captured in the Revision Log are separated into two categories:

- ▶ **Clarification:** Updates of this type add details to existing information included in the UAAG.
- ▶ **Increased Flexibility:** Updates of this type reflect explicatory information included in the UAAG that result in augmented access to Smarter Balanced assessments.

Revisions are captured in tracking tables according to category. In cases where both **Clarification** and **Increased Flexibility** edits are made, changes to the UAAG will be captured in the **Increased Flexibility** tracking table.

Clarification

Section	Page	Clarification: Description of Changes	Date	Version
Table 3	9	Consistently used the term “ELA reading passages” instead of “ELA passages” to clarify availability of text-to-speech as an embedded designated support.	3/12/14	1.2
Table 4	12	Consistently used the term “ELA reading passages” instead of “ELA passages” to clarify availability of read aloud as a non-embedded designated support.	3/12/14	1.2
Table 5	17	Consistently used the term “ELA reading passages” instead of “ELA passages” to clarify availability of text-to-speech as an embedded accommodation.	3/12/14	1.2
Table 6	19	Consistently used the term “ELA reading passages” instead of “ELA passages” to clarify availability of read aloud as a non-embedded accommodation.	3/12/14	1.2
Table 3	10	Added verbiage clarifying the audio component of translated glossaries.	8/1/14	2.1
Table 3	10	Added clarifying language for the translated test directions embedded designated support, “As an embedded designated support, translated test directions are automatically a part of the stacked translation designated support.”	11/5/14	2.2
Appendix C	32	Added question 16 to FAQs, which reflects information about a state vote addressing accessibility resources discussed and not included.	11/5/14	2.2

Section	Page	Clarification: Description of Changes	Date	Version
Global		References to Consortium “states” were changed to “members.”	6/1/15	3.1
Global		References to TIDE were changed to ART.	6/1/15	3.1
Figure 1		Updated graphic to reflect new resources.	6/1/15	3.1
Introduction	5	Updated to include all appendices (A–E) and descriptions.	6/1/15	3.1
Table 1	6	Inserted grade levels for which calculators are permitted.	6/1/15	3.1
Table 6	19			
Appendix A	23			
Table 4	15	Updated the description of non-embedded Translations (Glossaries) to reflect that it is a resource available only for paper-pencil tests.	6/1/15	3.1
Appendix C	36	Added question 43 to FAQs to clarify small-group administration of the Read Aloud.	6/1/15	3.1
Appendix D	39	Example added to guidance regarding misspellings in the Read Aloud Protocol.	6/1/15	3.1
Table 4	14	Updated description of Separate Setting to include, “or to use a device requiring voicing (e.g., a Whisper Phone).”	8/15/15	3.2
Appendix C	32	Added FAQ 17 to describe the process for updating the UAAG.	8/15/15	3.2
Introduction	9	Elementary and Secondary Education Act (ESEA) (reauthorized as the No Child Left Behind Act of 2001 – NCLB) replaced with: Every Student Succeeds Act (ESSA) of 2016 and/or ESSA	7/1/16	4.1
Introduction FAQ 2	3 27	To maintain consistency throughout the document, the description of DS updated to: Designated supports are available to students for whom the need has been indicated by an educator (or team of educators with parent/guardian and student).	7/1/16	4.1

Section	Page	Clarification: Description of Changes	Date	Version
Section Introductory Text	6 9 16	Added verbiage to introductory text to clarify impact of using accessibility resources: “The following [Universal Tools/Designated Supports/Accommodations] are not modifications. Universal tools all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the <i>Guidelines</i> .”	7/1/16	4.1
Table 4 Table 6	13 20	Read Aloud policy clarified and updated for consistency through document to indicate use of separate setting may be needed.	7/1/16	4.1
Table 5	18	Incorrect reference to “Read Aloud” corrected to Text-to-speech.	7/1/16	4.1
Table 6	21	To maintain consistency in the document, a footnote referencing appendix A was added.	7/1/16	4.1
FAQ 1	26	Formatting updated to increase readability.	7/1/16	4.1
FAQ 10	29	Verbiage updated to reflect more clearly the current process for soliciting feedback.	7/1/16	4.1
FAQ 11	29	Updated link to the Practice test	7/1/16	4.1
FAQ 12	30	Update verbiage to align with new policy on scratch paper, which includes use of white boards and assistive technology devices	7/1/16	4.1
FAQ 29	35	Updated the link to the translations’ accommodation framework	7/1/16	4.1
Global		English language learner updated to English learner	6/30/17	4.2
Global		Formatting updates to increase readability. Editorial changes to increase consistency within and across documentation and to include updated information and references.	6/30/17	4.2

Section	Page	Clarification: Description of Changes	Date	Version
Table 4	14	Added verbiage to Magnification, “Magnification allows increasing the size <u>and changing of the color contrast, including the size and color of the mouse pointer,</u> to a level not provided for by the zoom universal tool, <u>color contrast designated support, and/or mouse pointer designated support.</u> ”	6/30/17	4.2
Table 3, Table 4	11, 14	To Read aloud and Text-to-speech, added clarifying verbiage, “for math <u>stimuli and</u> items.”	6/30/17	4.2
Table 4	15	To Separate Setting, added verbiage, “use Amplification” and “It may also include a calming device or support as recommended by educators and/or specialists.”	6/30/17	4.2
Table 4	15	For Scribe, added clarifying verbiage, “(for all items except ELA performance task full write. (See Accommodations for ELA performance task full write))”	6/30/17	4.2
Table 5	18	Included updated verbiage on technology, “Due to limitations with refreshable braille technology and math” and “Alternative text descriptions are embedded in the assessment for all graphics.”	6/30/17	4.2
Table 6	20	Inserted grade levels to the 100s Number Table	6/30/17	4.2
Table 6	20	For Scribe, added clarifying verbiage, “(for ELA performance task full write.) (See Designated Supports for all items except ELA performance task full write)”	6/30/17	4.2
Global		Carried out minor editorial changes to the text of the document to remove spelling or grammatical errors and to increase consistency in terminology and capitalization.	6/28/18	6.1
FAQ 27	41	Added FAQ, Why are resources to support English language proficiency needs classified as universal tools and designated supports?	6/28/18	6.1
Read Aloud Protocol	49-53	Removed “numbers greater than 99, however, should be read as individual numbers” and updated the examples that follow for this removal	6/28/18	6.1

Section	Page	Clarification: Description of Changes	Date	Version
Read Aloud Protocol	50-52	Added examples for square roots, functions, comparing lines, shapes and angles, trigonometry, and images/graphics, diagrams. Removed example for graphic organizer.	6/28/18	6.1
Read Aloud Protocol	60	Updated reference links	6/28/18	6.1
Scribing Protocol	61	From the section guiding scribing for selected responses, removed “Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.”	6/28/18	6.1
Global		Carried out minor editorial changes to the text of the document to remove spelling or grammatical errors and to increase consistency in terminology and capitalization.	6/27/19	7.1
Table 4	15	Changed “Medical Device” to “Medical Supports” and updated the verbiage to reflect the change	6/27/19	7.1
Table 5	20	Updated verbiage for Braille, “Contracted and non-contacted Braille is available; Nemeth and UEB technical code(s) are available for math.”	6/27/19	7.1
Appendix A	28	Changed “Medical Device” to Medical Supports”	6/27/19	7.1
FAQ 11	39	Removed reference links	6/27/19	7.1
FAQ 32	44	Added Burmese, Hmong, and Somali	6/27/19	7.1
FAQ 34	46	Added Burmese, Hmong, and Somali; removed Tagalog and Ilokano	6/27/19	7.1
Appendix C	48	Added FAQ, What kind of medical supports may be used by students? What monitoring is needed?	6/27/19	7.1
Scribing Protocol		Updated reference links	6/27/19	7.1
Global		Carried out minor editorial changes to the text of the document to remove spelling or grammatical errors and to increase consistency in terminology and capitalization.	4/8/24	12.1
Global		Changed “stakeholder” to “interest holder.”	4/8/24	12.1

Section	Page	Clarification: Description of Changes	Date	Version
Global		Changed “word prediction” to “word completion” for a more accurate description of the feature.	4/8/24	12.1
Calculator	10	Added language to clarify that the use of a calculator offered with assistive technology devices is considered a non-embedded accommodation.	4/8/24	12.1
Writing Tools	12	Revised the description to clarify that writing tools are not available for ELA short-answer items.	4/8/24	12.1
Scratch/ Graph Paper	14	Added “Graph Paper” and revised the description to make it clear that graph paper is allowed at all grade levels but required beginning in grade 6.	4/8/24	12.1
Full Translations/ dual language	19	Added “Full” and “in English/Spanish” to avoid confusion with the translated glossaries.	4/8/24	12.1
Translated Test Directions	19	Revised descriptions to clarify that embedded translated test directions are available in Spanish, as part of the dual language English/Spanish resource.	4/8/24	12.1
Closed captioning	30	Revised the incorrect reference to ELA listening items to ELA listening passages.	4/8/24	12.1
Speech-to- Text	31	Added “in English” and specified availability in math and ELA.	4/8/24	12.1
Table 2	13	For English Dictionary, the description was updated to clarify that while an English dictionary must be available for all students, it does not have to be provided to every student.	4/15/25	13.1
Table 2	14	For scratch/graph paper, the description was updated to clarify that while scratch paper must be available for all students, it does not have to be provided to every student.	4/15/25	13.1
Table 3	19	Text-to-speech for responses to “short-answer items” was updated to “open-ended items” to clarify that it includes both short-answer items and writing extended response items.	4/15/25	13.1

Section	Page	Clarification: Description of Changes	Date	Version
Table 3	19	Updated Translated test directions in Spanish to clarify that these directions are part of the translated math content and available to students using the dual-language full translations designated support in English/Spanish.	4/15/25	13.1
Table 4	25	Updated Scribe as a non-embedded designated support to include Augmentative and Alternative Communication (AAC) devices and to clarify the variety of ways by which students may dictate their responses.	4/15/25	13.1
Table 4	26	Updated Simplified test directions to emphasize that test administrators must follow the Guidelines for Simplified Test Directions when offering this resource.	4/15/25	13.1
Table 6	35	Updated Alternate response options to direct users to Scribe if they are looking for Augmentative and Alternative Communication Devices (AAC).	4/15/25	13.1
Table 6	39	Updated Scribe as a non-embedded accommodation to include Augmentative and Alternative Communication (AAC) devices and to clarify the variety of ways by which students may dictate their responses.	4/15/25	13.1
Figure 1	7	Updated graphic to reflect new resources.	6/30/26	14.1
Table 1	10	Updated English glossary to indicate that it is also available for the ELA performance task items and full write.	6/30/26	14.1
Table 3	17	Updated Text-to-speech in English to clarify that it is allowed for ELA performance tasks, and for which ELA claims it is allowed.	6/30/26	14.1
Table 4	24	Updated Read aloud to clarify that it is allowed for ELA performance tasks, and for which ELA claims it is allowed.	6/30/26	14.1
Table 5	36	Updated Word completion to clarify that it is available for both ELA and math as an embedded accommodation.	6/30/26	14.1
Table 6	43	Updated Word completion to clarify that it is available for both ELA and math as a non-embedded accommodation.	6/30/26	14.1

Section	Page	Clarification: Description of Changes	Date	Version
Global		Implemented formatting updates to increase readability. Carried out minor editorial changes to the text of the document to remove spelling or grammatical errors and to increase consistency in terminology and capitalization.	6/30/26	14.1

Increased Flexibility

Section	Page	Increased Flexibility: Description of Changes	Date	Version
Table 2	8	Scratch paper, the non-embedded universal tool, description has additional details regarding the performance task testing sessions: “For mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed to maintain test security.”	3/12/14	1.2
Table 4	14	Added information regarding the availability of translated test directions in PDF format. New accessibility resource also added to Figure 1 and Appendix A.	8/1/14	2.1
Table 4	14	To separate setting, added that, “A specific adult, trained in a manner consistent with the TAM, can act as test proctor (test administrator) when student requires it.”	8/1/14	2.1
Table 4	13	Added information regarding the availability of noise buffers. New accessibility resource also added to Figure 1 and Appendix A.	8/1/14	2.1
Appendix C	26	Added the FAQs section.	8/1/14	2.1
Table 4	13	Moved noise buffers from non-embedded accommodations to non-embedded designated support. Same change was made to graphic and Appendix A table.	11/5/14	2.2
Table 5	18	Added descriptive information on the Streamline accommodation. Streamline was also added to graphic and Appendix A table.	11/5/14	2.2

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Table 6	20	Throughout document, updated the policy on Read Aloud non-embedded Accommodation, per member vote on 3/6/15	3/9/15	2.3
Appendix D	38	Added Read Aloud protocol reflecting change in policy as per member vote on 3/6/15	3/9/15	2.3
Intro, Appendix C	1 28	Added descriptive information regarding temporary approvals for individual unique student accommodations or designated supports. Language to address this language included in FAQ 6.	6/1/15	3.1
Table 4	13	Added information regarding the availability of Read Aloud in Spanish. New accessibility resource also added to Figure 1 and Appendix A.	6/1/15	3.1
Table 4	14	Updated the information on Translated Test Directions to include ELA	6/1/15	3.1
Table 6, Appendix C	20 35	Removed the conditional school year 2014-2015 for the Read Aloud non-embedded accommodation on ELA passages. Language consistent with this change included in FAQ 37.	6/1/15	3.1
Appendix C	34	Added languages to reflect all languages offered for Translated Test Directions to FAQ 30.	6/1/15	3.1
Table 2	9	To Scratch Paper, added verbiage, “A whiteboard with marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window) are permitted to make notes.” ... “Access to internet must be disabled on assistive technology devices.” ... “All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session.” ... “whiteboards should be erased, and notes on assistive technology devices erased to maintain test security.”	7/1/16	4.1
Table 4	14	Added information regarding the availability of Designated Support, Simplified Test Directions. New accessibility resource also added to Figure 1 and Appendix A.	7/1/16	4.1

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Table 6	19	Added information regarding the availability of Accommodation, 100s Number Table. New accessibility resource also added to Figure 1 and Appendix A.	7/1/16	4.1
Table 1	7	Added information regarding the availability of the embedded Universal Tool, Line reader. New accessibility resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 1	7	Updated information to acknowledge the availability of the embedded Universal Tool, Thesaurus. Resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 3	11	Added information regarding the availability of the embedded Designated Support, Mouse pointer. New accessibility resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 4	13	Added information regarding the availability of the non-embedded Designated Support, Amplification. New accessibility resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 5	19	Added information regarding the availability of the embedded Accommodation, Braille Transcript. New accessibility resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 6	20	Added information to acknowledge the availability of the non-embedded (paper-pencil) Accommodation, Braille. Resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 6	23	Added information regarding the availability of the non-embedded Accommodation, Word Prediction. New accessibility resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 2	8	Added to the description for the non-embedded universal tool, scratch paper, “including the use of digital graph paper” and “familiar to the student and/or” and removed “and acceptable to the member.”	6/28/18	6.1
Table 3	11	Streamline added as an embedded designated support.	6/28/18	6.1
Table 4	14	Added policy for non-embedded designated support, medical device. New accessibility resource also added to Figure 1 and Appendix A.	6/28/18	6.1

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Table 5	20	Added the UEB codes that will be available for embedded braille in the 18-19 school year.	6/28/18	6.1
Table 5	20	Removed the embedded accommodation, streamline. As described above, streamline was added as an embedded designated support.	6/28/18	6.1
Table 6	21	Added “ <u>including students with visual impairments or with documented processing impairments</u> ” to the recommendations for use for the abacus policy.	6/28/18	6.1
Table 3	11	Added information regarding the availability of embedded Designated Support, Illustration Glossaries. New accessibility resource also added to Figure 1 and Appendix A.	6/27/19	7.1
Table 4	15	Added information regarding the availability of non-embedded Designated Support, Illustration Glossaries. New accessibility resource also added to Figure 1 and Appendix A.	6/27/19	7.1
Global		References to “ART” were changed to “test registration tool.”	6/30/20	8.1
Global		Carried out minor editorial changes to the text of the document to remove spelling or grammatical errors and to increase consistency in terminology and capitalization.	6/30/20	8.1
Table 1	9	For Calculator, changed grade levels from “6-8 and 11” to “6-8 and HS.” Change also applied in Table 6 and Appendix A.	6/30/20	8.1
Table 1	10	Added “and/or items” to Expandable passages resource name.	6/30/20	8.1
Table 1	10	Added to the description for the non-embedded universal tool, Expandable passages and/or items, “ <u>passage/stimulus and/or associated item</u> ”	6/30/20	8.1
Table 2	11	For Scratch paper, updated verbiage “Scratch paper to make notes, write computations, or record responses may be available” to “Students may use blank scratch paper to make notes, write computations, record responses, or create graphic organizers.”	6/30/20	8.1

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Table 3	15	For Text-to-speech, updated verbiage “This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction” to “Students would need to use this support regularly during instruction to meaningfully benefit from it on assessments.”	6/30/20	8.1
Table 6	25	Removed grade levels from 100s number table.	6/30/20	8.1
Table 6	26	For Calculator, updated verbiage “A non-embedded, <u>stand-alone</u> calculator for students needing a <u>specialized</u> calculator...” to the resource description.	6/30/20	8.1
Table 6	26	For Calculator, removed “with visual impairments” from the recommendations for use and updated verbiage “Test administrators should ensure that the calculator is available only for designated calculator items and that calculator functions are consistent with those of the embedded calculator for each grade level. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed.”	6/30/20	8.1
Table 6	26	Removed grade levels from Multiplication table. Updated resource description verbiage from “A paper-based multiplication table will be available from Smarter Balanced for reference” to “A paper-based multiplication table <u>containing numbers 1 – 12</u> will be available from Smarter Balanced for reference.”	6/30/20	8.1
FAQ 16	43	Removed “Multiplication table for mathematics items in grade 3” and added “Graphic organizers that are not created by the student (see Scratch paper policy).”	6/30/20	8.1
Global		Carried out minor editorial changes to the text of the document to remove spelling or grammatical errors and to increase consistency in terminology and capitalization.	4/15/21	9.1
Table 1	10	For English glossary, removed “accommodation” and updated description verbiage “The use of this universal tool may result in the student needing additional overall time to complete the assessment.”	4/15/21	9.1

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Table 3	16	For Translated test directions (for math items), removed “stacked” and updated description verbiage “As an embedded designated support, translated test directions are automatically a part of the dual language translations designated support.”	4/15/21	9.1
Table 3	16	For Translated test directions (for math items), removed “have limited English language skills” and updated recommendations for use verbiage “Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translated directions support.”	4/15/21	9.1
Table 3	16	For Translations (glossaries) (for math items), removed “have limited English language skills (whether or not designated as ELs or ELs with disabilities)” and updated recommendations for use verbiage “Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translated glossary for specific items.”	4/15/21	9.1
Table 3	17	Changed “Translations (stacked)” to “Translations (dual language). Change also applied to Figure 1.	4/15/21	9.1
Table 3	17	For Translations (dual language), updated description verbiage “Dual language translations are a linguistic support that is available for some students; dual language translations provide the full translation of each English test item and stimulus.”	4/15/21	9.1
Table 3	17	For Translations (dual language), removed “stacked” from the recommendations for use and updated verbiage “For students whose primary language is not English and who use dual language supports in the classroom, use of the dual language translation may be appropriate.”	4/15/21	9.1
Table 4	21	For Read aloud in Spanish (for mathematics, all grades), removed “stacked” and updated recommendations for use verbiage “Students receiving the translations (dual language) designated support and who are struggling readers...”	4/15/21	9.1
Table 5	27	For Braille transcript (ELA listening passages), removed EBAE uncontracted and EBAE contracted.	4/15/21	9.1

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Table 6	30	For Braille transcript (paper-and-pencil assessment), removed EBAE uncontracted, EBAE contracted, EBAE uncontracted with Nemeth, and EBAE contracted with Nemeth.	4/15/21	9.1
Appendix C	51	For FAQ 30, updated verbiage for answer.	4/15/21	9.1
Appendix C	55	Added FAQ #49: For text-to-speech designated support and text-to-speech accommodation, can the student have their responses read back to them?	4/15/21	9.1
Global		Carried out minor editorial changes to the text of the document to remove spelling or grammatical errors and to increase consistency in terminology and capitalization.	4/14/22	10.1
Figure 1	7	Updated graphic to add new embedded designated support: Text-to-speech in Spanish.	4/14/22	10.1
Figure 1	7	Updated graphic to add new embedded accommodation: Speech-to-text.	4/14/22	10.1
Table 1	11	For Spell check, updated description verbiage “Spell check is bundled with other embedded writing tools for math and ELA items with open-ended student responses.”	4/14/22	10.1
Table 3	17	For Text-to-speech, updated recommendations for use verbiage “This support also may be needed by students with reading-related disabilities, or by students who are blind and are advancing toward English braille proficiency.”	4/14/22	10.1
Table 3	17	Added new resource: embedded Text-to-speech in Spanish.	4/14/22	10.1
Table 4	22	For Read aloud, updated recommendations for use verbiage “This support also may be needed by students with reading-related disabilities, or by students who are blind and are advancing toward English braille proficiency.”	4/14/22	10.1
Table 4	25	For Translated test directions, updated recommendations for use verbiage “Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translated test directions.”	4/14/22	10.1

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Table 4	25	For Translations (glossaries), updated recommendations for use for verbiage “Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities).”	4/14/22	10.1
Table 5	28	For Braille, changed UEB Technical to UEB math per Braille Authority of North America changed standard.	4/14/22	10.1
Table 5	30	Added new resource: embedded Speech-to-text.	4/14/22	10.1
Table 6	32	For Braille, changed UEB Technical to UEB math per Braille Authority of North America changed standard.	4/14/22	10.1
Appendix A	38	Added embedded resources Text-to-speech in Spanish as a designated support and Speech-to-text as an accommodation.	4/14/22	10.1
Appendix C	44, 54	For FAQ #32, updated verbiage for FAQ and answer.	4/14/22	10.1
Appendix C	51	For FAQ #17, updated verbiage for answer.	6/30/22	10.2
Appendix C	53	For FAQ #29, updated verbiage for answer.	6/30/22	10.2
Global		Carried out minor editorial changes to the text of the document to remove punctuation or grammatical errors and to increase consistency in terminology and clarity of table headers.	4/12/23	11.1
Table 4	20	For Amplification, removed “noise buffers, white noise machines” from the recommendations for use.	4/12/23	11.1
Table 4	22	For Medical supports, added “, Bluetooth hearing aids” to the description.	4/12/23	11.1
Table 4	23	Added new resource: non-embedded printed test directions in English.	4/12/23	11.1
Table 4	26	Added new resource: non-embedded translated test directions in American Sign Language.	4/12/23	11.1
Table 5	32	Added new resource: embedded word prediction.	4/12/23	11.1
Table 6	38	Updated the description for non-embedded word prediction to align it with the embedded word prediction description.	4/12/23	11.1

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Table 3	19	Added new resource: embedded text-to-speech for responses to short-answer items.	4/8/24	12.1
Table 4	21	Removed color contrast as a non-embedded designated support.	4/8/24	12.1
Table 5	32	Added new resource: embedded speech-to-text in Spanish for math short-answer items.	4/8/24	12.1
Table 6	35	Added new resource: non-embedded raised-line drawings/tactile graphics for braille supplements.	4/8/24	12.1
Table 6	37	Realigned print on demand with color contrast as a non-embedded accommodation.	4/8/24	12.1
Table 6	40	Added new resource: non-embedded speech-to-text in Spanish for math short-answer items.	4/8/24	12.1
Introduction	5	Updated the policy on accessibility resources, giving member states the flexibility to offer or exclude certain supports that extend beyond those recommended in the <i>Usability, Accessibility, and Accommodations Guidelines</i> (UAAG).	4/15/25	13.1
Table 6	37	Added Sensory Items as a non-embedded accommodation.	4/15/25	13.1
Table 4	23	Added Patty paper as a non-embedded designated support.	6/30/26	14.1
Table 4	26	Reclassified Sensory items from a non-embedded accommodation to a non-embedded designated support.	6/30/26	14.1