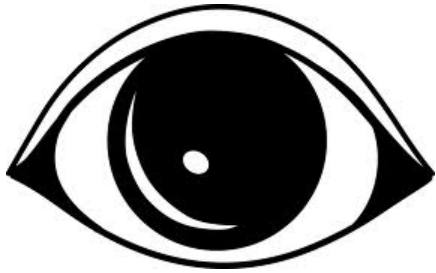




CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Usability, Accessibility,  
&  
Accommodations  
May 17, 2016**

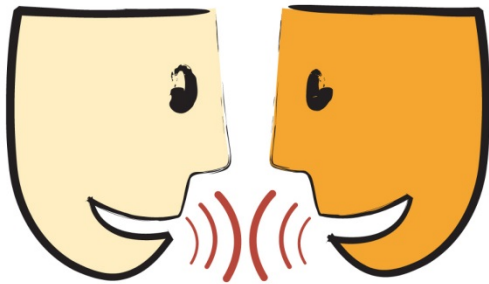
# Accessibility Considerations



Vision



Cognitive Load



Language



Motor Skills



- Universal Tools

- Designated Supports

- Accommodations



## Universal Tools: Available to ALL students

### Embedded

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

### Non-Embedded

- Breaks
- English Dictionary
- Scratch Paper
- Thesaurus

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

### Embedded

- Color Contrast
- Masking
- Text-to-Speech
- [\\*Translations-Math \(Glossary\)](#)
- [\\*Translations-Math \(Stacked\)](#)
- Turn off any universal accessibility tool

### Non-Embedded

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

**\*Intended for English Learners (EL)**

## Accommodations: Available to students with an IEP or 504 Plan

### Embedded

- [American Sign Language](#) (Video)
- [Braille](#)
- Closed Captioning
- Streamline
- Text-to-Speech (ELA-reading Passages) grades 3-8

### Non-Embedded

- Abacus
- Alternate Response Options
- Braille Booklet
- Calculator- grades 6-8
- Large Print Booklet
- [Multiplication Table-grades 4-8](#)
- # *Print on Demand*
- [~ # Read Aloud- \(ELA-reading Passages\) grades 3-8](#)
- [~ # Scribe](#)
- Speech-to-Text

**~ Requires Trained Educator**

**# Requires Petition for Approval of Special Documented Accommodations**

Students who are English Language Learners may benefit from using a Translation Glossary for mathematics tests. These students should have the Translation Glossary option selected in TIDE for the appropriate language. See the Translation Glossaries section in the Usability, Accessibility and Accommodations Guidelines, available on the Smarter Balanced website, for information on how to determine if this support is appropriate for particular students.

The following steps are designed to help Test Administrators and students access the correct embedded Glossary designated support.

### Accessing Glossaries

The **embedded Glossary designated support** is available as a language support provided for selected construct-irrelevant terms for **mathematics tests** only.

Students can be assigned:

- 1) No Glossary at all
- 2) English glossary only (default)
- 3) One second-language glossary only
- 4) English and one second-language glossary

The following are the available options for the Glossary designated support:

- No Glossary
- English Glossary (default)
- Spanish Glossary
- Arabic Glossary
- Cantonese Glossary
- Mandarin Glossary
- Filipino Glossary (Ilokano & Tagalog)
- Korean Glossary
- Punjabi Glossary (Eastern & Western)
- Russian Glossary
- Ukrainian Glossary
- Vietnamese Glossary
- English & Spanish Glossary
- English & Arabic Glossary
- English & Cantonese Glossary
- English & Mandarin Glossary
- English & Filipino Glossary (Ilokano & Tagalog)
- English & Korean Glossary
- English & Punjabi Glossary (Eastern & Western)
- English & Russian Glossary
- English & Ukrainian Glossary
- English & Vietnamese Glossary

Please note that, based on differences in complexity across languages, different language glossaries may provide support for different English language terms. Therefore, if a student has access to the English and one second-language glossary, some terms may have both glossaries present while other terms may have only one of the two glossaries present.

**Smarter Balanced Assessment – Accommodations and Special Populations**  
 – Translated Test Directions

Resource	Description
Arabic – ELA [PDF] Arabic – Math [PDF]	Arabic Translated Test Directions
Cantonese – ELA [PDF] Cantonese – Math [PDF]	Cantonese Translated Test Directions
Dakota – ELA [PDF] Dakota – Math [PDF]	Dakota Translated Test Directions
Filipino (Tagalog & Ilokano) – ELA [PDF] Filipino (Tagalog & Ilokano) – Math [PDF]	Filipino (Tagalog & Ilokano) Translated Test Directions
French – ELA [PDF] French – Math [PDF]	French Translated Test Directions
Haitian-Creole – ELA [PDF] Haitian-Creole – Math [PDF]	Haitian-Creole Translated Test Directions
Hmong – ELA [PDF] Hmong – Math [PDF]	Hmong Translated Test Directions
Japanese – ELA [PDF] Japanese – Math [PDF]	Japanese Translated Test Directions
Korean – ELA [PDF] Korean – Math [PDF]	Korean Translated Test Directions
Lakota – ELA [PDF] Lakota – Math [PDF]	Lakota Translated Test Directions
Mandarin – ELA [PDF] Mandarin – Math [PDF]	Mandarin Translated Test Directions
Punjabi – ELA [PDF] Punjabi – Math [PDF]	Punjabi Translated Test Directions
Russian – ELA [PDF] Russian – Math [PDF]	Russian Translated Test Directions
Somali – ELA [PDF] Somali – Math [PDF]	Somali Translated Test Directions
Spanish – ELA [PDF] Spanish – Math [PDF]	Spanish Translated Test Directions
Ukrainian – ELA [PDF] Ukrainian – Math [PDF]	Ukrainian Translated Test Directions
Vietnamese – ELA [PDF] Vietnamese – Math [PDF]	Vietnamese Translated Test Directions
Yup'ik – ELA [PDF] Yup'ik – Math [PDF]	Yup'ik Translated Test Directions







STATE OF CONNECTICUT  
DEPARTMENT OF EDUCATION



2015-2016 Read Aloud Protocol for Smarter Balanced Assessments  
Security/Confidentiality Agreement

A reader for the documented accommodation of Read Aloud ELA Passages is a certified educator who provides an oral presentation of the assessment text to an eligible student. The student depends on the reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The reader providing the documented accommodation of read aloud must be trained and qualified and must follow the *Smarter Balanced Guidelines for Read Aloud, Test Reader* 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 for the documented accommodation of Read Aloud ELA passages, are allowable for eligible students in grade 3-8. For information on documentation requirements and decision-making criteria for readers and all other Smarter Balanced supports please see the [Assessment Guidelines](#).

I, \_\_\_\_\_ verify with my signature below that I have read and understand my responsibilities as a test reader as described in the Smarter Balanced document entitled [Guidelines for Read Aloud, Test Reader](#).

Please sign below and fax to: 860-713-7030, attention Joe Amenta or Janet Stuck

\_\_\_\_\_  
District School

\_\_\_\_\_  
Educator Name (Print)

\_\_\_\_\_  
Educator Name (Signature) Date

\_\_\_\_\_  
District Test Coordinator Name (Print)

\_\_\_\_\_  
District Test Coordinator Name (Signature) Date

Box 2219 • Hartford, Connecticut 06145  
An Equal Opportunity Employer



Guidelines for Read Aloud, Test Reader

Guidelines for Read Aloud, Test Reader

March 9, 2015

When a student cannot access text-to-speech, an embedded resource available on the Smarter Balanced assessment, 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 Guidelines for Read Aloud, Test Reader* 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 and ELA items as appropriate (not ELA reading passages). For the 2014-2015 school year, test readers are allowable for ELA reading passages 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% of students with disabilities participating in a general assessment). For information on documentation requirements and decision-making criteria for use of test readers and all other Smarter Balanced resources please see the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*.

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 on the administration of the assessment in accordance with state 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 state administration and security policies and procedures as articulated in Consortium and state 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 accessibility and accommodations options and features available on Smarter Balanced assessments.
- Test readers should be familiar with the Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional designated supports and/or accommodations. This will ensure that there are plans in place for providing all needed designated supports and accommodations.
- 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 *Usability, Accessibility, and Accommodations Guidelines*. Test readers should be familiar with any assistive technology or approved supports 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.



# Things to consider when choosing Designated Supports

- Text to Speech/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





# Who is Eligible for Accommodations?



## Special Education

Student: \_\_\_\_\_ Last Name, First Name \_\_\_\_\_ DOB: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ District: \_\_\_\_\_ Meeting Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**PLANNING AND PLACEMENT TEAM (PPT) COVER PAGE**

Current Enrolled School: \_\_\_\_\_ Age: \_\_\_\_\_ Current Grade: \_\_\_\_\_ H.S. Credits: \_\_\_\_\_ Grade Next Yr: \_\_\_\_\_ Gender:  Female  Male  
 Current Home School: \_\_\_\_\_ School Next Year: \_\_\_\_\_ Home School Next Year: \_\_\_\_\_  
 SASID #: \_\_\_\_\_ If your school district does not have its own high school, is the student attending higher designated high school? \_\_\_\_\_  
 Case Manager: \_\_\_\_\_  Yes  No  NA  
 Student Address: \_\_\_\_\_ Student Instructional Lang:  English  Other (specify) \_\_\_\_\_  
 Parent/Guardian (Name): \_\_\_\_\_ Home Dominant Lang:  English  Other (specify) \_\_\_\_\_  
 Parent/Guardian (Address):  Same \_\_\_\_\_ Student Home Phone: \_\_\_\_\_ Parent Home Phone: \_\_\_\_\_  
 Surrogate Name: \_\_\_\_\_ Parent Work Phone: \_\_\_\_\_ Misc. Phone: \_\_\_\_\_  
 Surrogate Address: \_\_\_\_\_ Most Recent Eval. Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ Next Reevaluation Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Most Recent Annual Review Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ Next Annual Review Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Reason for Meeting:  Review Referral  Plan Eval/Reeval  Review Eval/Reeval  Determine Continuing Eligibility  Develop IEP  
 Review or Revise IEP  Conduct Annual Review  Transition Planning  Manifestation Determination  Other (specify) \_\_\_\_\_

Primary Disability:  Autism  Emotional Disturbance  Multiple Disabilities  Orthopedic Impairment  Speech or Language Impaired  Other Health Impairment  
 Deaf - Blindness  Hearing Impairment (Deaf or Hard of Hearing)  Specific Learning Disabilities  Traumatic Brain Injury  OH - ACC/ADHD  
 Developmental Delay (ages 3-5 only)  Intellectual Disability  Specific Learning Disabilities/Dyslexia  Visual Impairment  To be determined

The next projected PPT meeting date is: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

- Eligible as a student in need of Special Education (The child is evaluated as having a disability, and needs special education and related services)  Yes  No
- Is this an amendment to a current IEP using Form ED634? YES, attached is the ED634 and amendments (revised IEP pages 1, 2, 3 and other supporting IEP documents)  No

IF YES, what is the date of the IEP being amended? \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**Team Member Present (required)**

Admin/Designee: _____	Spec. Educ. Teacher: _____	OT: _____
Parent/Guardian: _____	School Psych: _____	PT: _____
Parent/Guardian: _____	Social Work: _____	Agency: _____
Surrogate Parent: _____	Speech/Lang: _____	Other (specify): _____
Student: _____	Guidance: _____	Other (specify): _____
Student's Reg. Ed. Teacher: _____	Nurse: _____	Other (specify): _____

\*Address of student's primary residence. \*May choose more than one

### Section 504 Plan

Student Name: \_\_\_\_\_ Student I.D.: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Date: \_\_\_\_\_

In the space below, briefly describe the reason for terminating the student's 504 plan referencing the three qualifying criteria listed below.

- A physical or mental impairment (has a history of having a physical or mental impairment)
- That **substantially** limits
- One or more major life activities

The following eligibility team has determined that the 504-accommodation plan currently in place for the above named student is no longer needed. (Please have the building principal building 504 coordinator or designee signs off on each Section 504 Termination Form.)

Signatures and titles of participants:

\_\_\_\_\_

\_\_\_\_\_

Building principal, building 504 coordinator or designee signature \_\_\_\_\_

Parent/guardian signature \_\_\_\_\_

(I understand that, if I disagree with the content of this termination form, I have the right to ask for a Section 504 review meeting by filing a written request with the school principal, building 504 coordinator or designee.)

Attach this completed form to the front of the student Section 504 Accommodation Plan. Both terminated and active Section-504 Accommodations plans are to be maintained the student cumulative file.

# SECTION 504



# Who Is Involved in Accommodations Decisions?



# Accommodations

## Embedded



- [American Sign Language](#) (Video)
- [Braille](#)
- Closed Captioning
- Streamline
- Text-to-Speech (ELA-reading Passages) grades 3-8

## Non-Embedded



- Abacus
- Alternate Response Options
- Braille Booklet
- Calculator- grades 6-8
- Large Print Booklet
- [Multiplication Table-grades 4-8](#)
- # *Print on Demand*
- ~ [Read Aloud- \(ELA-reading Passages\) grades 3-8](#)
- ~ [# Scribe](#)
- Speech-to-Text

~ [Requires Trained Educator](#)

# *Requires Petition for Approval of Special Documented Accommodations*



# Embedded Accommodations

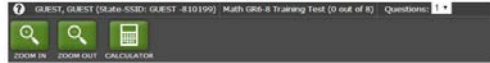


Acc



## Using ASL

When you select the American Sign Language option from the menu, a video will appear in a separate window showing a human signer signing the content.



1  
Micah constructs a rectangular prism with a volume of 360 cubic units. The height of his prism is 10 units.  
Micah claims that the base of the prism must be a square.  
Use the Connect Line tool to draw a base that shows Micah's claim is incorrect.



This ASL video window can be resized by using the **Zoom In** and **Zoom Out** buttons at the top of the screen. The window can be moved anywhere on the screen by selecting the window and using the cursor. The video can also be paused, rewind, fast-forwarded, and replayed by using the duration

are part of on-line testing platform.



Refreshable Braille/ Embosser

Am



Closed Captioning



Streamline



Text-to-Speech of Reading Passages (Grades 3-8)



# EMBEDDED ACCOMMODATIONS



- Very small number of students with specific disabilities qualify, typically 1 to 1.5% of the tested population of students.

- Available for students in grade 3-8 but special care should be taken when selecting this accommodation for these grades.

- **DOCUMENTED** need indicated in student's IEP or 504 plan.

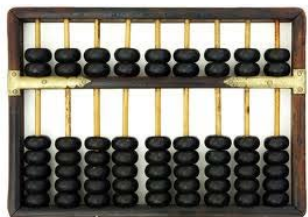
- Headphones are needed unless tested individually in a separate setting.



# Non-Embedded Accommodations



Accommodations that are supplied at the school level.



Abacus



\*Alternate Response Options



Braille Booklet



Calculator



Large Print Booklet

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

[Multiplication Table](#)



\*Print on Demand



Read Aloud for ELA Reading Passages



Scribe



\*Speech-to-text

\*Permissive mode needs to be activated





# NON-EMBEDDED ACCOMMODATIONS



**Read Aloud:** ELA Reading Passages, grades 3-8

- **MUST** receive approval for this accommodation through application to CSDE . (Special Accommodation form)

- **Very small number of students** (estimated to be approximately 1-1.5% of students participating in a general assessment)

- **DOCUMENTED** need indicated in student's IEP or 504 plan for grades 3-8

- **Student MUST** be tested alone.

[Trained and qualified human reader.](#)



# Guidelines for Choosing TTS or Read Aloud in Grades 3-5

## Guidelines for Choosing Text-to-Speech or Read Aloud for Smarter Balanced ELA Summative and Interim Assessment Reading Passages for Students with Disabilities in Grades 3-5

July 13, 2015

The decision to provide a student in grades 3-5 with text-to-speech or human read-aloud accommodations for the English language arts (ELA) reading assessment passages is a significant decision, one that has possible long-term implications for the child. These accommodations are defined as follows:

**Text-to-speech:** Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.

**Read aloud:** Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the *Smarter Balanced Test Administration Manual* and *Read Aloud Protocol* in the *Manual's* appendix. Readers may read aloud some or all of the content to students.

The decision about providing either of these accommodations should be guided by a set of questions to determine whether it is appropriate to provide the *Smarter Balanced* ELA reading passages via the embedded text-to-speech accommodation or the non-embedded human reader accommodation.

### Background

In designing the *Smarter Balanced* assessments, states agreed on the claims that the assessments were to address.<sup>1</sup> The reading claim, Claim #1, is:

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

For students in grades 3-5, the *Smarter Balanced* ELA reading claim integrates the ability to read and the ability to understand what was read. Providing ELA reading passages via text-to-speech or a human reader to students who do not meet specific criteria<sup>2</sup> means that these combined skills are not being assessed, and no conclusions can be reached about the student's skills in these areas.

<sup>1</sup> The claims are identified in the content specifications for the *Smarter Balanced* ELA/Literacy assessment. The content specifications document is available at <http://www.smarterbalanced.org/smarter-balanced-assessments/>, under Content Specifications.

<sup>2</sup> The *Smarter Balanced* ELA reading assessment allows text-to-speech and read aloud for directions and ELA items as designated supports available to all students with documented needs. It also now allows text-to-speech and read aloud for ELA reading passages for those students with IEPs/Individualized





**Text-to-Speech and Read Aloud Decision Guidelines 2015-2016**

Documentation of Possible Need for (select one)  Text-to-Speech or  Read Aloud Accommodations for ELA Reading Passages for Students with Disabilities in Grades 3-8. **Submit electronically or Fax completed document to 860-713-7018.**

Student has:  IEP  504 Plan

Student Name: \_\_\_\_\_ SASID: \_\_\_\_\_ District: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Responses in **shaded boxes** may indicate a need for the text-to-speech or read aloud accommodation. A **preponderance of evidence** should exist rather than one or two marks in shaded boxes for the accommodation to be provided to a student in Grades 3-8 for ELA reading passages.

Question*	Assurance- For students with an IEP, evidence found on:	Yes	No
1a. Is this student blind or does this student have a significant visual impairment? <ul style="list-style-type: none"> <li>1b. If the student is blind or has a significant visual impairment, is the student learning to read braille?</li> </ul>	<ul style="list-style-type: none"> <li>Page 1: COVER PAGE WITH DISABILITY CATAGORY</li> <li>Pages 4 &amp; 5: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Page 10: SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does this student have an identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?	<ul style="list-style-type: none"> <li>Pages 4 &amp; 5: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE</li> <li>Page 7: GOAL &amp; OBJECTIVES</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the student's disability impact the student's ability to access the curriculum?	<ul style="list-style-type: none"> <li>Pages 4 &amp; 5: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE</li> <li>Page 7: GOAL &amp; OBJECTIVES</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
4. Have interventions been used to improve the student's decoding, fluency, or comprehension skills?	<ul style="list-style-type: none"> <li>Pages 4 &amp; 5: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE</li> <li>Page 7: GOAL &amp; OBJECTIVES</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the student use text-to-speech, assistive technology software, audio books or receive a read aloud accommodation during instruction?	<ul style="list-style-type: none"> <li>Page 8: PROGRAM ACCOMMODATIONS AND MODIFICATIONS</li> <li>Page 11: SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the student belong to <a href="#">Bookshare</a> (or similar organization) or use identified accessible educational materials (AEM) from <a href="#">Determining the Need for Accessible Educational Materials (AEM) and Acquiring AEM from the Appropriate Sources flowchart</a> .	<ul style="list-style-type: none"> <li>Page 8: PROGRAM ACCOMMODATIONS AND MODIFICATIONS</li> <li>Page 11: SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the student use text-to-speech or receive a read aloud accommodation during Smarter Balanced assessments or other class or districtwide assessments?	<ul style="list-style-type: none"> <li>Page 8: PROGRAM ACCOMMODATIONS AND MODIFICATIONS</li> <li>Page 9: STATE AND DISTRICT TESTING AND ACCOMMODATIONS</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does someone (teacher, paraprofessional, another student, parent) regularly read aloud to the student in school as an instructional accommodation?	<ul style="list-style-type: none"> <li>Page 8: PROGRAM ACCOMMODATIONS AND MODIFICATIONS</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Student Input:</b>		<b>Yes</b>	<b>No</b>
9. Does the student indicate that given the choice, he or she would prefer to read tests to himself or herself?	<i>Evidence on IEP Pages 1,2,4,6 and student offered to attend PPT</i>	<input type="checkbox"/>	<input type="checkbox"/>

By the submission of this form we acknowledge that this student qualifies to receive the Smarter Balanced Assessments accommodation of Text-to-Speech or Read Aloud of ELA Reading Passages.

Teacher Name \_\_\_\_\_ Print

Special Education Director Name \_\_\_\_\_ Print

District Test Coordinator Name \_\_\_\_\_ Print



# NON-EMBEDDED ACCOMMODATIONS



- All other options have been considered before applying for this accommodation.

- **MUST** supply documentation of a student's significant motor or processing difficulties, or who have had a recent injury.

- Student **MUST** be tested alone.

- Student is able to develop planning notes via the scribe.

- Trained and qualified scribe.

- Submit *Scribing Protocol for Smarter Balanced Assessments Security/Confidentiality Agreement*

## Scribe

*Requires Petition for Approval of Special Documented Accommodations*



# Non-Embedded Accommodations



## Print on Demand

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



*Requires Petition for Approval of Special Documented Accommodations*



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

<p><b>Accommodations and Modifications to be provided to enable the child:</b></p> <ul style="list-style-type: none"> <li>- To advance appropriately toward attaining his/her annual goals;</li> <li>- To be involved in and make progress in the general education curriculum;</li> <li>- To participate in extracurricular and other non-academic activities, and</li> <li>- To be educated and participate with other children with and without disabilities.</li> </ul> <p><b>Accommodations may include Assistive Technology Devices and Services</b></p>	<p><b>Sites/Activities Where Required and Duration</b></p>
<p>Materials/Books/Equipment: _____                      _____</p>	
<p>Tests/Quizzes/Assessments: _____                      _____</p>	
<p>Grading: _____                      _____</p>	
<p>Organization: _____                      _____</p>	
<p>Environment: _____                      _____</p>	
<p>Behavioral Interventions and Support: _____                      _____</p>	
<p>Instructional Strategies: _____                      _____</p>	
<p>Other: _____                      _____</p>	

*Note: When specifying required supports for personnel to implement this IEP, include the specific supports required, how often they are to be provided (frequency) and for how long (duration)*  
**Frequency and Duration of Supports Required for School Personnel to implement this IEP include:** \_\_\_\_\_  
 \_\_\_\_\_





Student: \_\_\_\_\_

Last Name, First Name

DOB: \_\_\_\_\_

mm/dd/yyyy

District: \_\_\_\_\_

Meeting Date: \_\_\_\_\_

mm/dd/yyyy

### STATE AND DISTRICT TESTING AND ACCOMMODATIONS

STATEWIDE ASSESSMENTS AND DISTRICTWIDE ASSESSMENTS section must be completed

#### STATEWIDE ASSESSMENTS

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

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

#### DISTRICTWIDE ASSESSMENTS

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

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

#### Smarter Balanced Assessments and the Connecticut Alternate Assessment (CTAA)

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

#### Assessment Options: (Select Only ONE Option.)

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

#### Administration Options:

Yes     No

Accommodations will be provided. \*\*

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

Yes     No

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

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

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

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

#### DISTRICTWIDE ASSESSMENTS

(Select all appropriate options.)

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

Alternate Assessment(s)

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

Select one of the following options:

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





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

Meeting Date: \_\_\_\_\_ SASID:

Student's Name: First \_\_\_\_\_ Last \_\_\_\_\_

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

Administrator/Designee: \_\_\_\_\_ Email: \_\_\_\_\_

This student has a (choose one): <input type="radio"/> Special Education IEP <input type="radio"/> Section 504 Plan <input type="radio"/> Neither
This is an English Learner - EL : <input type="radio"/> Yes <input type="radio"/> No

SUBJECT				MATH= SMARTER BALANCED Grades 3-8 Mathematics ELA/ELPT= SMARTER BALANCED Grades 3-8 English Language Arts- Includes Reading; Writing; Listening; Research SC= CMT/CAPT Science, Grades 5, 8 & 10 ONLY
MATH	ELA	ELPT	SC	PRESENTATION SUPPORTS/ACCOMMODATIONS ALL ▲ SPED/504 ■ EL ◆
	<input type="radio"/>	<input type="radio"/>		Embedded: Refreshable Braille ( <input type="radio"/> Contracted ; <input type="radio"/> Non-contracted ) ■
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		Embedded: Braille Embosser ( <input type="radio"/> Contracted; <input type="radio"/> Non-contracted ) ■
<input type="radio"/>	<input type="radio"/> *	<input type="radio"/>	<input type="radio"/> ^	Embedded: American Sign Language (ASL) - Video (ELA-Listening only) Non-Embedded: ^ (Sign Language for Test Items Including Directions by a Qualified Staff) ■
	<input type="radio"/>			Embedded: Text-to-Speech for ELA Reading Passages- (Grades 3-8) ■
<input type="radio"/>	<input type="radio"/> *	<input type="radio"/>	<input type="radio"/> ^	Embedded: Text-to-Speech (*Does NOT include ELA Reading Passages)▲ ^Science ■ ◆
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ^	Embedded: Print Size Online- <input type="radio"/> 21 point (Level 1); <input type="radio"/> 24.5 point (Level 2); <input type="radio"/> 35 point (Level 3); <input type="radio"/> 42 point (Level 4) ▲ ^Science ■ ◆
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ^	Embedded: Streamline ■ ^Science ■ ◆
	<input type="radio"/> *			Embedded: Closed Captioning - *(ELA-Listening only) ■
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ^	Embedded: Color Contrast -( <input type="radio"/> Black on White <input type="radio"/> Yellow on Blue <input type="radio"/> Medium Gray on Light Gray <input type="radio"/> Reverse Contrast <input type="radio"/> Black on Rose)▲ ^Science ■ ◆
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ^	Embedded: Permissive Mode- Permits accessibility software such as screen readers or magnifiers. ■ ^Science ■ ◆
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ^	Embedded: Masking ▲ ^Science ■ ◆
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-Embedded: Braille Booklet ( <input type="radio"/> Contracted; <input type="radio"/> Non-contracted ) ■
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-Embedded: Large Print Booklet ■
<input type="radio"/>	<input type="radio"/> *	<input type="radio"/>	<input type="radio"/> ^	Non-Embedded: Read-Aloud by a qualified person: *NOT ELA Reading Passages ▲ ^Science ■ ◆
	<input type="radio"/>			Non-Embedded: Read-Aloud by a qualified person: ELA Reading Passages- Grades 3-8 ■
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		Non-Embedded: Color Contrast ▲
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-Embedded: Color Overlay ▲
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-Embedded: Noise Buffering ▲
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-Embedded: Magnification Device ▲
MATH	ELA	ELPT	SC	RESPONSE ACCOMMODATIONS SPED/504 ■
			<input type="radio"/> ^	Embedded: Test Mode: Computer Response ■ ^Science ■ ◆ (This requires separate entry in TIDE)
			<input type="radio"/>	Non-Embedded: Circle Answers in Test Booklet (Multiple Choice Items Only) ■
			<input type="radio"/>	Non-Embedded: Bubbler-Test Booklet Only ■
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-Embedded: Speech-to-Text (Voice Recognition Software) Permissive mode required ■
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ^	Non-Embedded: Alternate Response Options (Includes adapted keyboard/mouse, touchscreen, headwand, etc.) Permissive mode required ■ ^Science ■ ◆
MATH	ELA	ELPT	SC	OTHER SUPPORTS/ACCOMMODATIONS ALL ▲ SPED/504 ■ EL ◆
<input type="radio"/>				Non-Embedded: Specialized Calculator (Non-Embedded - Only for grade 6-8) ■
<input type="radio"/>				Non-Embedded: Abacus - used in place of scratch paper ■
<input type="radio"/>				Non-Embedded: Multiplication Table - (Non-Embedded - Only for grade 4-8) ■
			<input type="radio"/>	Non-Embedded: Time Extension ■ ◆
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-Embedded: Separate Setting ▲
MATH	ELA	ELPT	SC	DESIGNATED SUPPORTS EL ◆
<input type="radio"/>				Embedded: Translation Glossary (Includes Audio): <input type="radio"/> Arabic; <input type="radio"/> Cantonese; <input type="radio"/> Filipino (Tagalog & Ilokano); <input type="radio"/> Korean; <input type="radio"/> Mandarin; <input type="radio"/> Punjabi; <input type="radio"/> Russian; <input type="radio"/> Spanish; <input type="radio"/> Ukrainian; <input type="radio"/> Vietnamese; Include <input type="radio"/> English ◆
<input type="radio"/>				Embedded: Translation (Stacked - Spanish Only) ◆
			<input type="radio"/>	Non-Embedded: Native Language Reader Directions Only (Certified Staff or Non Certified Staff) ◆
		<input type="radio"/> ^	<input type="radio"/>	Non-Embedded: Bilingual Dictionary - Word-to-Word ^ (ELA-performance task full write) ◆
<input type="radio"/>				Non-Embedded: Read aloud in Spanish (Trained and qualified human reader) ◆
<input type="radio"/>				Non-Embedded: Translation Glossary-Only for large print paper/pencil assessments: <input type="radio"/> Arabic; <input type="radio"/> Cantonese; <input type="radio"/> Filipino (Tagalog & Ilokano); <input type="radio"/> Korean; <input type="radio"/> Mandarin; <input type="radio"/> Punjabi; <input type="radio"/> Russian; <input type="radio"/> Spanish; <input type="radio"/> Ukrainian; <input type="radio"/> Vietnamese ◆
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		Non-Embedded: Translation Test Directions- <input type="radio"/> Arabic; <input type="radio"/> Cantonese; <input type="radio"/> Dakota; <input type="radio"/> Filipino; (Tagalog & Ilokano); <input type="radio"/> French; <input type="radio"/> Haitian-Creole; <input type="radio"/> Hmong; <input type="radio"/> Japanese; <input type="radio"/> Korean; <input type="radio"/> Lakota <input type="radio"/> Mandarin; <input type="radio"/> Punjabi; <input type="radio"/> Russian; <input type="radio"/> Somali; <input type="radio"/> Spanish; <input type="radio"/> Ukrainian; <input type="radio"/> Vietnamese; <input type="radio"/> Yupik ◆

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

Embedded: Available through the online computer platform. Non-Embedded: Provided to the student by the school. MUST be entered into the [Test Information and Distribution Engine \(TIDE\)](#).

Joe Amenta (860-713-6855) or Janet Stuck (860-713-6837), Special Populations Assessment

# Special Accommodations Procedure

## REQUIRED FOR:

- \*Read Aloud Grades 3-8
- Scribe
- Print on Demand
- Human Signer Accommodation
- Human Signer Passages Accommodation
- Any accommodation not listed that is unique to the student

APPENDIX B  
SPECIAL ACCOMMODATIONS

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Special Accommodation Procedure

*Definition:* Accommodations in test administration are provided to allow students with disabilities the opportunity to demonstrate their aptitude and achievement in testing situations rather than produce a score that mainly reflects their impairments. Although test accommodations provide students with an equal opportunity to demonstrate their skills and knowledge, they do not guarantee equal outcomes. Again, an appropriate or reasonable accommodation should not interfere with the interpretation of a student's scores. This *Assessment Guidelines* current edition contains a substantial list of test accommodations that may be used by students with disabilities.

In exceptional circumstances, there may be a student whose disabilities are such that the allowable accommodations listed in the *Assessment Guidelines* would be insufficient to provide access to the Smarter Balanced Assessments and/or the Connecticut Mastery Test (CMT) Science, and the Connecticut Academic Performance Test (CAPT) Science. In these cases, upon request, the District Test Coordinator (DTC) will be provided with information regarding the *PETITION FOR APPROVAL OF SPECIAL DOCUMENTED ACCOMMODATIONS For Smarter Balanced and CMT/CAPT Science*. These special accommodations petitions **MUST** be submitted to Connecticut State Department of Education (CSDE) in writing, prior to testing. These petitions must also include all of the necessary documentation to support any request for the use of an accommodation other than those allowed as indicated in the *Assessment Guidelines* current edition.

**Step 1 – Initial Contact:**

- The **District Test Coordinator (DTC)** contacts the CSDE at least two months prior to start of testing and describes special testing accommodations needed for a student.

**Contacts:**

Joe Amenta-[joseph.amenta@ct.gov](mailto:joseph.amenta@ct.gov) (860-713-6855) or  
Janet Stuck-[janet.stuck@ct.gov](mailto:janet.stuck@ct.gov) (860-713-6837)

- Provide the following information:
  - State Assigned Student Identification (SASID) number;
  - Student Name (last, first);
  - Date of Birth;
  - Grade;
  - Name of School, and District, or Approved Private Special Education Facility or RESC; and
  - Reason for special accommodation request.

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

Student Name \_\_\_\_\_ Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_  
(Last, First)

School \_\_\_\_\_ District \_\_\_\_\_ Date \_\_\_\_\_

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

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

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

**SECTION I**

1. Does the student's disability require that the Smarter Balanced Assessments test be given on paper? (*Print on Demand Accommodation*) Yes  No
2. Does the student have a documented print disability that requires ELA passages read to them by a trained educator? (Grades 6-8 & 11 only) (*Read Aloud Accommodation*) Yes  No
3. Is this a student who is blind without adequate braille skills that requires ELA passages read to them by a trained educator? (*Read Aloud Accommodation*) Yes  No
4. Does the student's disability prevent him/her from answering questions on a computer and/or in the CMT/CAPT Science booklet? (*Scribe Accommodation*) Yes  No
5. Does the student have a documented need to use specific software/hardware in order to participate on the Smarter Balanced Assessments and/or CMT/ CAPT Science that does **not** function on the Smarter Balanced and/or MIST online platform? Yes  No

**SECTION II**

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

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

Teacher Name \_\_\_\_\_ Telephone Number \_\_\_\_\_  
Print  
Teacher Signature \_\_\_\_\_

Special Education Director Name \_\_\_\_\_ Telephone Number \_\_\_\_\_  
Print  
Special Education Director Signature \_\_\_\_\_

District Test Coordinator Name \_\_\_\_\_ Telephone Number \_\_\_\_\_  
Print

\*Read Aloud **Grades 3-5 ONLY** also require the submission of the *Text-to-Speech and Read Aloud Decision Guidelines*





CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Contacts

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CONNECTICUT STATE DEPARTMENT OF EDUCATION