



CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Usability, Accessibility,  
&  
Accommodations  
2017-2018**

**Note:** Any image with a yellow border provides a hyperlink to that document or web page.



*Bureau of Student Assessment - 2017-18*

## ASSESSMENT GUIDELINES

for administering

Smarter Balanced Assessments

Connecticut Alternate Assessments (CTAA)

Connecticut SAT School Day

Connecticut Standard Science

Connecticut Alternate Science




- Students Who Receive Special Education Services
- Students Identified as Disabled under Section 504 of the Rehabilitation Act of 1973
- Students Identified as English Learners
- Students Receiving Designated Supports






# CONNECTICUT STATE DEPARTMENT OF EDUCATION COMPREHENSIVE ASSESSMENT PROGRAM PORTAL

 Students & Families

 Smarter Balanced Assessment

 CMT/CAPT Science

 NGSS Pilot

 Connecticut Alternate Assessments

 Connecticut SAT School Day

 Technology Resources

## Recent Announcements

**NEW!** AIR System Hardware Upgrade—Systems Offline August  
AIR systems are undergoing a hardware upgrade from Friday, August 18 – Sunday, August 20, 2017. All systems (TIDE, TDS, ORS, AIR Ways, AVA) will be offline during this time.  
*Added July 26, 2017*

- As a reminder: For Windows users, if your school has NeoSpeech voice packs installed on your computers used for the Connecticut Comprehensive Assessments with Text-to-Speech, you will need to renew your NeoSpeech voice pack licenses.


**Note:** Schools do not need to re-install the voice pack software, only the licenses. To ensure that your computer's voice packs continue to function as expected, please download the updated licenses in TIDE under General Resources > Download Voice Pack and transfer the licenses to the appropriate license folders on Windows machines following the instructions available in the Updating the NeoSpeech Licenses document. On May 3, 2017, the current license for the Julie voice packs will expire.

- The test window for the Next Generation Science Standards (NGSS) Assessment Pilot is from May 1<sup>st</sup> to May 26<sup>th</sup>. For participating districts, several resources are now available. These resources are appropriate for schools that were randomly selected for the pilot and also for those that volunteered to participate. These resources include:


- NGSS Sample Items are available at the elementary-, middle-, and high-school levels.

## Welcome!


Welcome to the Connecticut Comprehensive Assessment Program Portal. This site provides access to resources for the Smarter Balanced Assessments in Mathematics and English Language Arts/Literacy, CMT/CAPT Science Assessments, and the Alternate Assessment.


 Important Dates

 Secure Browsers

 Practice & Training Tests

 NGSS Sample Items

 Contact Us

 CSDE Student Assessment News

Smarter Balanced

Standard Science

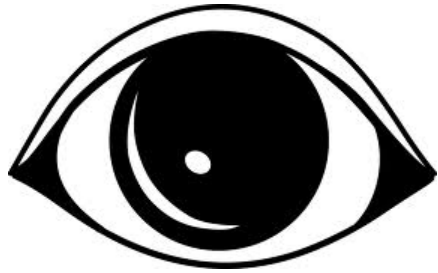
CTAA

Practice and Training Tests

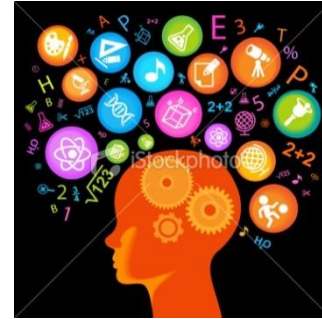
Most up-to-date information.



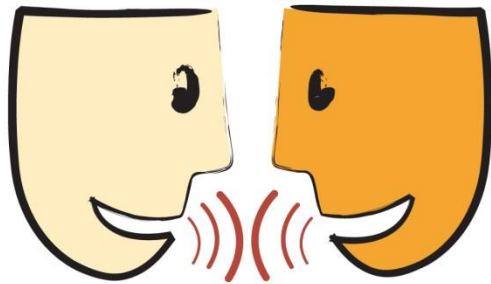
# Accessibility Considerations



Vision



Cognitive Load



Language



Motor Skills



STANDARD/ALTERNATE  
SCIENCE

Universal Tools

Designated Supports

Accommodations





# Universal Tools: Available to ALL students

## Embedded

- Breaks
- Calculator (Math)
- Digital Notepad
- English Glossary^
- Expanded Passages/Stimuli
- Highlighter
- [Keyboard Navigation](#)
- Line Reader- **New**
- Mark for Review
- Math Tools
- Strikethrough
- Writing Tools
- Zoom

## Non-Embedded

- Breaks
- Scratch Paper/whiteboard with marker
- Time Extension (Science)

^ NOT available for Science

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

## Embedded

- Color Contrast
- Masking
- Mouse Pointer- **New**
- Print Size Online
- Text-to-Speech- Math & ELA Non-Reading Passages
- [\\*Translations-Math \(Glossary\)](#)
- \*Translations-Math (Stacked)
- \*Translation Test Directions(Math, Spanish)
- Turn off any universal accessibility tool

## Non-Embedded

- Amplification- **New**
- \*Bilingual Dictionary (Science)
- Color Contrast
- Color Overlay
- Magnification Device
- \*Native Language Reader Directions (Science)
- Noise Buffering
- Read Aloud
- \*Read Aloud in Spanish (Math)
- Separate Setting
- Simplified Test Directions^
- \*Translation Glossary (Math)
- [\\*Translation Test Directions^](#)

\*Intended for English Learners (EL)

## Embedded

- American Sign Language (Video)^
- Braille^
- Braille Transcript (ELA Listening)^- **New**
- Closed Captioning-(ELA Listening)
- Streamline
- Text-to-Speech (ELA-reading Passages) Grades 3-8

^ NOT available for Science

~ Requires Trained Educator

# Requires Petition for Approval of Special Documented Accommodations

^ NOT available for Science

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

## Non-Embedded

- [100s number table](#)- Grades 4-8
- Abacus
- Alternate Response Options
- Braille Booklet
- Braille supplemental math booklet for online fixed form test
- Calculator- Grades 6-8
- Large Print Booklet
- [Multiplication Table-Grades 4-8](#)
- # *Print on Demand*
- ~ # [Read Aloud- \(ELA-reading Passages\) grades 3-8](#)
- ~ # [Scribe](#)
- Sign Language for Test Items (Science)
- Speech-to-Text



# Universal Tools:

*Available to ALL students*

## Embedded

- Breaks
- Calculator (Math)
- Digital Notepad
- English Glossary<sup>^</sup>
- Expanded Passages/Stimuli
- Highlighter
- Keyboard Navigation
- Line Reader- **New**
- Mark for Review
- Math Tools
- Strikethrough
- Writing Tools
- Zoom

<sup>^</sup> NOT available for Science

## Non-Embedded

- Breaks
- Scratch Paper/ whiteboard with marker
- Time Extension (Science)





# Designated Supports

*Available to ANY student with a need determined by educators*

## Embedded

- Color Contrast
- Masking
- Mouse Pointer- **New**
- Print Size Online
- Text-to-Speech
- [\\*Translations-Math \(Glossary\)](#)
- \*Translations-Math (Stacked)
- \*Translations Test Directions^
- Turn off any universal accessibility tool

## Non-Embedded

- \*Bilingual Dictionary (Science)
- Color Contrast
- Color Overlay
- Magnification Device
- \*Native Language Reader Directions (Science)
- Noise Buffering
- Read Aloud^
- ~~\*Read Aloud in Spanish (Math)~~
- ~~Separate Setting~~
- Simplified Test Directions^
- \*Translation Glossary (Math)
- \*Translation Test Directions^

^ NOT available for Science

\*Intended for English Learners (EL)





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.





Advanced Search

- Student Assessment News
- Alternate Assessments
- Brochures and Quick Guides
- CMT/CAPT Science
- District Administrators
- General Information
- Manuals for Online Testing
- Reporting Resources
- Smarter Balanced Assessment
  - Accommodations and Special Populations
    - Administration Guidelines
    - Translated Test Directions
  - Rubrics
  - Student Materials
  - Test Administration
- Students & Families
- Technology for Online Testing
- Training Materials

### 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



# 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



# Check Your Understanding (Part 1)

1. Accessibility features are intended only for students with disabilities. T/F
2. Universal Tools are available to all students during testing. T/F
3. Designated Supports are only available to students with an IEP, section 504 plan, or EL. T/F
4. 'Embedded' refers to any accessibility feature that is provided by the school. T/F
5. *Read Aloud* refers to the computer reading text to the student. T/F
6. Translation Math Stacked is only available in Spanish. T/F
7. *Translation Test Directions* can **only** be used by a trained test administrator. T/F
8. General education students can be provided with *Text- to- Speech* of the math test. T/F
9. A student must be registered as EL in the district in order to receive Designated Supports such as *Translation Test Directions*. T/F
10. *Separate Setting* requires that a student is tested alone. T/F



# Who is Eligible for Accommodations?



## Special Education

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

**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 a 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: \_\_\_\_\_ mm/dd/yyyy Next Reevaluation Date: \_\_\_\_\_ mm/dd/yyyy

Most Recent Annual Review Date: \_\_\_\_\_ mm/dd/yyyy Next Annual Review Date: \_\_\_\_\_ mm/dd/yyyy

**Reason for Meeting:**  Review Referral  Plan Eval/Reeval  Review Eval/Reeval  Determine Eligibility  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/AI/HD  
 Developmental Delay (ages 3-5 only)  Intellectual Disability  Specific Learning Disabilities/Dyslexia  Visual Impairment  To be determined

The next projected PPT meeting date is: \_\_\_\_\_ mm/dd/yyyy

- 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? \_\_\_\_\_ mm/dd/yyyy

**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): _____

ED634, Revised October 2014 INDIVIDUALIZED EDUCATION PROGRAM

### 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

Available to students with an IEP or 504 Plan

## Embedded

- American Sign Language ^ (Video)
- Braille ^
- Braille Transcript (ELA Listening)^-**New**
- Closed Captioning
- Streamline
- Text-to-Speech (ELA-reading Passages) Grades 3-8

## Non-Embedded

- 100s number table (Grades 4-8)
- Abacus
- Alternate Response Options
- Braille Booklet
- Braille supplemental math booklet for online fixed form test
- Calculator (Grades 6-8)
- Large Print Booklet
- Multiplication Table (Grades 4-8)
- ~~# Print on Demand~~
- ~ # Read Aloud- (ELA-reading Passages) grades 3-8
- ~ # Scribe
- Sign Language for Test Items (Science)
- Speech-to-Text

^ NOT available for Science

~ Requires Trained Educator

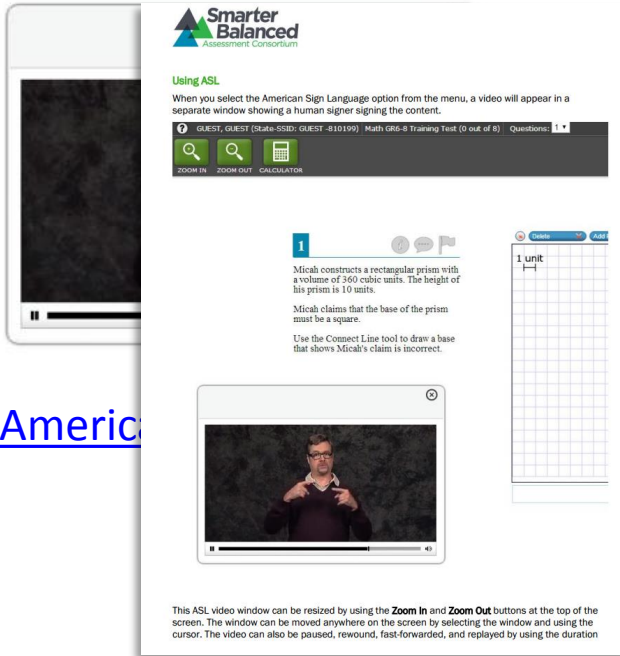
# Requires Petition for Approval of Special Documented Accommodations





# Embedded Accommodations

Accommodations that are part of on-line testing platform.



Smarter  
Balanced  
Assessment Consortium

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.

QUEST, QUEST (State-SD2), QUEST (810199) Math (6-8 Training Test) (0 out of 8) Questions: 1

ZOOM IN ZOOM OUT CALCULATOR

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.

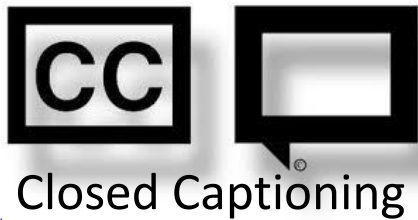
Use the Connect Line tool to draw a base that shows Micah's claim is incorrect.

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

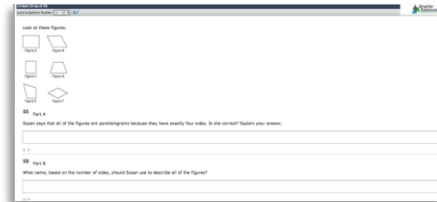
America



Refreshable Braille/Embosser/  
Transcription



Closed Captioning



Streamline



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



# Embedded Accommodations



- Very small number of students with specific disabilities qualify, typically 1-2% of the tested population of students

- Available for students in Grades 3-8; special care should be taken when selecting this accommodation

- **DOCUMENT** need indicated in student's IEP or 504 Plan

- Headphones are needed unless testing individually in a separate setting

# Non-Embedded Accommodations

Accommodations that are supplied at the school level:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

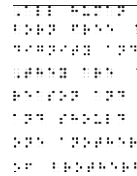
100s Number Table  
Grades 4-8



Abacus



\*Alternate Response Options



Braille Booklet



Braille Supplemental Math Booklet for Online Fixed Form Test



Calculator Grades 6-8



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  
Grades 4-8



\*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 1-2% 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**







SUBMIT

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. Please **Submit electronically.**

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? • 1b. If the student is blind or has a significant visual impairment, is the student learning to read braille?	<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> <li>Page 10: SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA</li> </ul>		
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>		
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>		
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>		
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>		
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>		
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>		
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>		
<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>		

*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 \_\_\_\_\_  
Special Education Director Name \_\_\_\_\_  
District Test Coordinator Name \_\_\_\_\_

This form is completed online by the certified educator who has determined that the student qualifies to have the Smarter Balanced ELA reading passages read to them through text-to-speech or a human reader.





# Text-to-Speech and Read Aloud Decision Guidelines 2016-2017

**83%: Text-to-Speech**

**17%: Read Aloud**

Student has: IEP: <b>99%</b> 504 Plan: <b>1%</b>			
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? • 1b. If the student is blind or has a significant visual impairment, is the student learning to read braille?	<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>	<b>98%</b>	<b>2%</b>
	<ul style="list-style-type: none"> <li>Page10: SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA</li> </ul>	<b>35%</b>	<b>65%</b>
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>	<b>91%</b>	<b>9%</b>
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>	<b>98%</b>	<b>2%</b>
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>	<b>99%</b>	<b>1%</b>
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>	<b>89%</b>	<b>11%</b>
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>	<b>31%</b>	<b>69%</b>
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>	<b>99%</b>	<b>1%</b>
8. Does someone (teacher, paraprofessional, another student, <a href="#">parent</a> ) 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>	<b>91%</b>	<b>9%</b>
<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>	<b>15%</b>	<b>85%</b>

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



**What are the primary disabilities of students with Text-to-Speech (TTS)/Read Aloud (RA) accommodation?**

Student's Primary IDEA Disability Label:	Total	Percentage of All Students by Primary Disability with TTS/RA – Reading Accommodation
Autism	199	5%
Emotional Disturbance	134	3%
Multiple Disabilities	94	2%
Orthopedic Impairment	1	0%
Speech or Language Impaired	436	10%
Other Health Impairment	165	4%
Deaf-Blindness	2	0%
Hearing Impairment (Deaf or Hard of Hearing)	19	0%
Specific Learning Disabilities	2219	53%
Traumatic Brain Injury	3	0%
OHI-ADD/ADHD	559	13%
Intellectual Disability	43	1%
Specific Learning Disabilities/Dyslexia	270	6%
Visual Impairment	13	0%
	4157	





**What grades are more likely to use Text-to-Speech (TTS)/Read Aloud (RA) accommodation?**

Grade	Number	Percentage
3	716	17%
4	693	17%
5	752	18%
6	671	16%
7	645	16%
8	716	16%



# What percentage of students with an IEP used Text-to-Speech (TTS) accommodation?

## 2017 Smarter Balanced Accommodation- Text-to-Speech of ELA Reading Passages in TIDE of Students with an IEP

Text to Speech	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	TOTAL
Totals	854	767	811	758	772	785	4747
Totals- with IEP	835	758	803	751	768	773	4688
% of IEP TTS Reading	15.9%	13.1%	12.8%	12.1%	12.4%	12.4%	13.0%
% of IEP TTS Reading of ALL	2.1%	1.9%	2.0%	1.9%	1.9%	1.9%	1.9%
<b>Gender</b>							
Totals- Males	571	484	540	498	448	529	3070
Totals- Females	283	283	271	260	324	256	1677
<b>Gender %</b>							
% Males	68.4%	63.9%	67.2%	66.3%	58.3%	68.4%	65.5%
% Females	33.9%	37.3%	33.7%	34.6%	42.2%	33.1%	35.8%



# What percentage of general education (GENed) students used Text-to-Speech (TTS) Designated Support on Smarter Balanced (SB) Mathematics?

GRADE/TEST	All GENed Students	All GENed Students with TTS	% GENed Students with TTS
3-SB	32268	3246	10%
4-SB	32694	2638	8%
5-SB	31493	2162	7%
6-SB	31934	1335	4%
7-SB	31975	1047	3%
8-SB	32869	955	3%
<b>TOTAL</b>	<b>193233</b>	<b>11383</b>	<b>6%</b>



## What percentage of students with an IEP used Text-to-Speech (TTS) Designated Support on Smarter Balanced (SB) Mathematics?

GRADE/TEST	All IEP students on SB	All SPED students with TTS	% SPED students with TTS
3-SB	4633	2064	45%
4-SB	5139	2447	48%
5-SB	5625	2686	48%
6-SB	5566	2299	41%
7-SB	5569	1848	33%
8-SB	5613	1560	28%
<b>TOTAL</b>	<b>32145</b>	<b>12904</b>	<b>40%</b>



What percentage of students with a Section 504 Plan used Text-to-Speech (TTS) Designated Support on Smarter Balanced (SB) Mathematics?

GRADE/TEST	All 504 students	All 504 students with TTS	% 504 students with TTS
3-SB	1494	104	7%
4-SB	1749	146	8%
5-SB	1963	147	7%
6-SB	2100	118	6%
7-SB	2274	89	4%
8-SB	2502	85	3%
<b>TOTAL</b>	<b>12082</b>	<b>689</b>	<b>6%</b>



What percentage of students used Text-to-Speech (TTS) Designated Support on CMT/CAPT Science?

Text to Speech in CMT/CAPT Science

GRADE/TEST	General education Students with TTS	IEP students with TTS	504 students with TTS
5-CMT Science	6%	45%	6%
8-CMT Science	3%	26%	3%
10- CAPT Science	1%	14%	1%
<b>TOTAL</b>	<b>3%</b>	<b>28%</b>	<b>4%</b>





**2017-2018 School Year  
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, 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 grades 3-8. For information on documentation requirements and decision-making criteria for readers and all other Smarter Balanced supports please see the [Assessment Guidelines](#).

---

By entering my name below, I verify 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***.

[Complete form ONLINE](#)

This form is completed by the certified educator who will read aloud to the student the ELA reading passages.





# Guidelines for Choosing TTS or Read Aloud in Grades 3-8

## 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



# 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*

*Requires Petition for Approval of Special Documented Accommodations*



## Scribe





2017-2018 School Year

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

A scribe is a certified educator who writes down what a student dictates via speech, American Sign Language, or an 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 and mathematics items. For information on documentation requirements and decision-making criteria for use of scribes and all other Smarter Balanced supports please see the *Special Documented Accommodations Procedures* in the in the [Assessment Guidelines Current Edition](#).

By entering my name below, I verify that I have read and understand my responsibilities as a scribe as described in the Smarter Balanced document entitled ***Scribing Protocol for Smarter Balanced Assessments June 30, 2017.***

Last Name, First Name

DISTRICT

SCHOOL

Complete form ONLINE

This form is completed by the certified educator who will scribe for the student.



# 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*



# Practice and Training Tests

- Sample test items at each grade level in both ELA and Math
  - Familiarize students with responding online
  - Familiarize students with embedded accessibility features
  - Confirm compatibility of non-embedded software or hardware



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>_____</p>	
<p>Tests/Quizzes/Assessments: _____</p> <p>_____</p>	
<p>Grading: _____</p> <p>_____</p>	
<p>Organization: _____</p> <p>_____</p>	
<p>Environment: _____</p> <p>_____</p>	
<p>Behavioral Interventions and Support: _____</p> <p>_____</p>	
<p>Instructional Strategies: _____</p> <p>_____</p>	
<p>Other: _____</p> <p>_____</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: \_\_\_\_\_

\_\_\_\_\_



**STATE AND DISTRICT TESTING AND ACCOMMODATIONS**  
**STATEWIDE ASSESSMENTS AND DISTRICTWIDE ASSESSMENTS section must be completed**

<p align="center"><b>STATEWIDE ASSESSMENTS</b></p> <p align="center"><i>Check the grade the student will be in when the test is given.</i></p> <p> <input type="checkbox"/> Grade K    <input type="checkbox"/> Grade 1    <input type="checkbox"/> Grade 2    <input type="checkbox"/> <u>Grade 3</u>    <input type="checkbox"/> <u>Grade 4</u>  <input type="checkbox"/> <u>Grade 5</u>    <input type="checkbox"/> <u>Grade 6</u>    <input type="checkbox"/> <u>Grades 7</u>    <input type="checkbox"/> <u>Grade 8</u>    <input type="checkbox"/> Grade 9  <input type="checkbox"/> Grade 10    <input type="checkbox"/> <u>Grade 11</u>    <input type="checkbox"/> Grade 12         </p>	<p align="center"><b>DISTRICTWIDE ASSESSMENTS</b></p> <p align="center"><i>Check the grade(s) the student will be in when the tests are given.</i></p> <p> <input type="checkbox"/> Grade Pre-K    <input type="checkbox"/> Grade K    <input type="checkbox"/> Grade 1    <input type="checkbox"/> Grade 2    <input type="checkbox"/> Grade 3  <input type="checkbox"/> Grade 4    <input type="checkbox"/> Grade 5    <input type="checkbox"/> Grade 6    <input type="checkbox"/> Grade 7    <input type="checkbox"/> Grade 8  <input type="checkbox"/> Grade 9    <input type="checkbox"/> Grade 10    <input type="checkbox"/> Grade 11    <input type="checkbox"/> Grade 12         </p>
<p align="center"><b>Standard Assessments and Alternate Assessments</b></p> <p>Smarter Balanced Assessments (<u>Grades 3-8</u>), Connecticut SAT (<u>Grade 11</u>) and the Connecticut Alternate Assessments (CTAA), include English Language Arts and Mathematics (<u>Grades 3-8 &amp; 11</u>). Standard Assessment or Alternate Science Assessment required in <u>Grades 5, 8 and 11</u>.</p> <p><b>Assessment Options: (Select ONE Option)</b></p> <p> <input type="checkbox"/> 1. <b>Smarter Balanced Assessments</b> (Includes Standard Science Assessment – Grades 5 &amp; 8)  <input type="checkbox"/> 2. <b>CTAA*</b>– (Includes Alternate Science Assessment for Grades 5, 8, and 11) ★  <input type="checkbox"/> 3. <b>Connecticut SAT and Standard Science Assessment (Grade 11)</b> </p>	<p align="center"><b>DISTRICTWIDE ASSESSMENTS</b></p> <p align="center"><i>(Select all appropriate options.)</i></p> <p> <input type="checkbox"/> <b>N/A</b> - No districtwide assessments are scheduled during the term of this IEP.  <input type="checkbox"/> <b>Alternate Assessment(s) ★</b> </p> <p>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.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>English Language Proficiency Assessment</b></p> <p> <input type="checkbox"/> <b>English Language Proficiency Assessment</b> required for all English Learners Grades K-12  <input type="checkbox"/> Student requires designated supports/accommodations on the ELP assessment         </p>	<p>Select one of the following options:</p> <p> <input type="checkbox"/> <b>No accommodations will be provided, OR</b>  <input type="checkbox"/> <b>Accommodations will be provided as specified on Page 8, OR</b>  <input type="checkbox"/> <b>Accommodations will be provided as specified below.</b> </p> <hr/> <hr/> <hr/> <hr/>
<p align="center"><b>Administration Options: (Select ONE Option) – Accommodations will be provided.</b></p> <p> <input type="checkbox"/> <b>Yes</b> The student is participating in the Smarter Balanced Assessments &amp; Standard Science Assessment and requires designated supports and/or accommodations**  <input type="checkbox"/> <b>Yes</b> The student is participating in the Connecticut SAT &amp; Standard Science Assessment and will request accommodations***         </p>	<p><small>* <i>Learner Characteristics Inventory (LCI)</i> must be used for guidance on eligibility requirements. <b>A PPT decision to assess the student using the CTAA and Alternate Science Assessment must be recorded on page 3 of the IEP. Prior Written Notice.</b></small></p> <p><small>**If supports/accommodations are given, attach a copy of the <i>Test Designated Supports/Accommodations Form</i> for the IEP and provide a copy to the district test coordinator for required registration.</small></p> <p><small>***Please note: There are two options for requesting accommodations for the Connecticut SAT. One option is through the <b>College Board (CB) process</b>: If all accommodations are approved through the CB process, test scores can be used for college admission and state accountability. The other option is through the <b>State Allowed Accommodations (SAA) process</b>: If accommodations are approved through the SAA process, test scores can <b>ONLY</b> be used for state accountability and NOT for college admission. <b>Please make sure to discuss these options at a PPT meeting before completing this page of the IEP.</b></small></p>
<p>★ <input type="checkbox"/> <b>Learner Characteristic Inventory (LCI) must be completed at the PPT if student qualifies for the Alternate Assessment.</b></p>	





# Special Accommodations Procedure

## REQUIRED FOR:

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

This form requires the approval and signature of your District Administrator and your Special Education Director.

**PETITION FOR APPROVAL OF SPECIAL DOCUMENTED ACCOMMODATIONS 2016-2017**

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

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

Summative Assessment: Smarter Balanced  CT SAT School Day  CMT of CAPT Science

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

Answer each of the following questions in Section I and II to determine if a student may qualify for special documented accommodations.

Guiding Questions: Respond to Each	Section I Response		Potential Special Documented Accommodation Needed
	YES	NO/NA	
1. Does the student's disability not allow the student to take the Smarter Balanced test online?	<input type="radio"/>	<input type="radio"/>	Print on Demand
2. Does the student's disability not allow the student to take the test online and also includes a documented print disability requiring Smarter Balance ELA passages read to them by a trained educator?	<input type="radio"/>	<input type="radio"/>	Read Aloud ELA Passages
3. Is this a student who is Blind or Deaf-Blind without adequate braille skills or technology skills requiring Smarter Balance ELA passages read to them by a trained educator?	<input type="radio"/>	<input type="radio"/>	Read Aloud ELA Passages
4. Is this a student who is Deaf, Hard of Hearing or Deaf-Blind requiring ELA or Math test items signed to them by a trained educator?	<input type="radio"/>	<input type="radio"/>	Human Signer Accommodation
5. Is this a student who is Deaf, Hard of Hearing with a Print Disability requiring ELA passages signed to them by a trained educator?	<input type="radio"/>	<input type="radio"/>	Human Signer Accommodation
6. Does the student's disability prevent him/her from responding on a computer or on paper?	<input type="radio"/>	<input type="radio"/>	Scribe Accommodation
7. Does the student have a documented need to use specific hardware/software which is not compatible with the online testing platform?	<input type="radio"/>	<input type="radio"/>	Customized

**PETITION FOR APPROVAL OF SPECIAL DOCUMENTED ACCOMMODATIONS 2016-2017**

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

**SECTION II respond to each of the following:**

- Based upon responses in Section I explain how the needs of the student are currently being addressed during instruction. (use additional pages if needed)

\_\_\_\_\_

- 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 and for assessments.
- Provide additional supporting documentation of the student's need for accommodation that further supports the need for the accommodation by providing evidence of conditions or characteristics described above. These may include the most recent psycho-educational, evaluation and physical therapy, speech/language, language communication plan etc.
- List all document(s) provided.

\_\_\_\_\_

Certification: We believe that the proposed documented accommodations are necessary in order for this student to participate in the Connecticut Summative Assessments.

Teacher Name \_\_\_\_\_ Telephone Number \_\_\_\_\_  
 Teacher Signature \_\_\_\_\_  
 Special Education Director Name \_\_\_\_\_ Telephone Number \_\_\_\_\_  
 Special Education Director Signature \_\_\_\_\_  
 District Test Coordinator Name \_\_\_\_\_ Telephone Number \_\_\_\_\_  
 District Test Coordinator Signature \_\_\_\_\_





Dianna Wentzell  
Commissioner

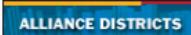
Teachers & Administrators

Parents & Community

Students

Adult Education

School & District



## Connecticut's Resource Guide

*Of Assistive Technology (AT), Supports and Accommodations for Daily Instruction and Formative, Interim and Summative Assessments*

### Introduction

The purpose of this guide is to inform educators, instructional staff, parents, and students about available resources that may be utilized to ensure that educational outcomes are realized for all students. Assistive technology is a support that is considered for many students.

Educational teams are responsible for determining the assistive technologies, supports and accommodations that promote success. Through the formative assessment process which clarifies intended learning, elicits, interprets, and acts on evidence; the identified assistive technologies, supports and accommodations can be maintained, adapted and mirrored from instruction through summative assessment.

Students often need supports to access instruction and participate in assessments. Utilizing these resources and supports during instruction as well as assessment, provides students access to enriched educational experiences, and prepares them to be career and college ready.

Points to consider:

- Universal Design for Learning (UDL) is central to the planning and development of instruction for all students.
- Documentation of all tools, supports and accommodations is critical and should be clearly noted in the individualized education program (IEP).
- Instructional accommodations and AT opportunities for students need to be considered regularly.
- The Smarter Balanced Assessment Consortium (SBAC) offers *Universal Tools* that are available to all students; *Designated Supports and Accommodations* are specifically developed by educational teams for identified students and are utilized for daily instruction and are available for summative assessments.
- The Alternate Assessment allows for individualized supports/accommodations and Assistive Technology that mirror supports utilized during instruction.

### Statewide Summative Assessments

[Smarter Balanced Assessment Consortium \(SBAC\)](#)

- [Frequently asked questions](#)
- [Sample questions 1](#)
- [Sample questions 2](#)
- [Tip sheet](#)

[Connecticut Alternate Assessment \(CTAA\)](#)

- [Frequently asked questions 1](#)
- [Frequently asked questions 2](#)
- [Sample questions](#)
- [Tip sheet](#)

### List of resources

[Accessible educational material \(AEM\) SERC/CAST](#)

[Accommodations](#)

[Assistive technology \(AT\)](#)

[Augmentative alternative communication \(AAC\)](#)

[Center for Applied Special Technology \(CAST\) Universal Design for Learning \(UDL\)](#)

[Communicative competence](#)

[Connecticut State Department of Education \(CSDE\) Office of Special Education \(OSE\) Connecticut State Department of Education \(CSDE\) Office of Special Education \(OSE\) Connecticut State Department of Education \(CSDE\) Office of Special Education \(OSE\)](#)

# Check Your Understanding (Part 2)

1. Accommodations are only available to students with an active IEP. T/F
2. Streamline accommodation changes how text is shown on a student's online test. T/F
3. Calculator accommodation is available to qualifying students in grades 4-8. T/F
4. Both the embedded Text-to-Speech of ELA reading passages and Non-embedded Read Aloud of ELA reading passages requires permission of the CSDE. T/F
5. Speech-to-Text accommodation requires that the student have voice recognition software on their computer and knows how to use it. T/F
6. Permissive mode needs to be activated in order to allow Print on Demand to work. T/F
7. Guidance and documentation of need form is available to help determine if students in Grades 3-8 qualify to have the ELA reading passages read to them. T/F
8. A Scribe must return signed documentation in order to be allowed to provide this accommodation. T/F
9. All designated supports and accommodations are indicated on 2017-18 CSDE Test Support/Accommodations Form which therefore qualifies the student to receive those supports and accommodations. T/F
10. Only District Administrators can request special accommodations from CSDE. T/F





CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Contacts

**Janet Stuck**

**(860) 713-6837**

**[Janet.Stuck@ct.gov](mailto:Janet.Stuck@ct.gov)**

**Joe Amenta**

**(860) 713-6855**

**[Joseph.Amenta@ct.gov](mailto:Joseph.Amenta@ct.gov)**

**Rhonda Kempton**

**(860) 713-6910**

**[Rhonda.Kempton@ct.gov](mailto:Rhonda.Kempton@ct.gov)**

**Deirdre Ducharme**

**(860) 713-6859**

**[Deirdre.Ducharme@ct.gov](mailto:Deirdre.Ducharme@ct.gov)**



CONNECTICUT STATE DEPARTMENT OF EDUCATION