

Office Hours: Best Practices for Determining Accommodations for Statewide Assessments



December 12, 2023

Connecticut State Department of Education



Office Hours Information




- All attendees will be placed on mute for the duration of the webinar.
- We will be monitoring/responding to questions in the chat during the meeting. Any unanswered questions will be addressed at the end of this presentation. You should feel free to email us your question if it is not answered during the meeting.
- The PowerPoint will be posted in the chat.
- This session is being recorded and will be posted to the training page of the CSDE website and the PPT/Section 504 Accommodation webpage.



Agenda



- Knowing Your Student: Assets & Barriers
- Accessibility Features to Bridge the Gap
- Establishing a Systematic Process for Identifying, Implementing, and Evaluating Accessibility Supports During Instruction and Assessment
- Resources



If a student can't learn the way we teach,
maybe we can teach the way they learn.



~Ignacio Estrada



Knowing Your Student: Assets & Barriers



Know Your Students

Fine/Gross Motor Skills

Attention

Difficulty Working with Others

Reading

Math

Writing

Organization

Interest Level

Abilities

Cognitive Load

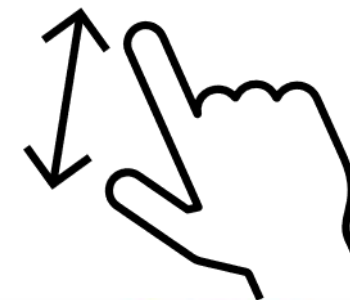
Vision

Hearing

Language

Physical

Social Emotional





Identifying Student Strengths/Assets



What is a strength-based approach?

“A strength-based approach is a positive psychology perspective that emphasizes the strengths, capabilities and resources of a student. Those who embrace a strength-based perspective hold the belief that all youth and their families have strengths, resources and the ability to recover from adversity.”



"Embracing a Strength-Based Perspective and Practice in Education." (2011): Resiliency Initiatives, 2011. Web. 14 Dec. 2015.



Identifying Barriers



When identifying student need educators should use a systematic and continuous process that considers the following:

Student Need:

- Executive Functioning (attention, cognition control, processing)
- Persistent Calculation Disability; Dyscalculia
- Reading Disability; Print Disability; Struggling Reader
- Language Disability
- Language Acquisition
- Significant Motor Difficulties; Recent Injury
- Visual Impairments; Blindness
- Hard-of-Hearing; Deafness
- Health Monitoring
- Social Emotional
- Student Perceptions
- Other





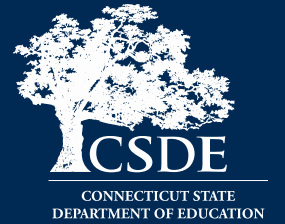
Gathering More Information



- Gather data
- Checklist on accessibility features
 - Instructional/accessibility trials
 - Assistive technology trials
 - Observations
 - Student feedback
 - Interest surveys
 - Evaluations
 - Student plans (e.g., EL/ML, SRBI)
- Identify student-specific goals (short term and longer term)
 - Use data regarding student areas of strength and areas of concern to develop goals
 - Reference methods, accommodations, and access to personnel with appropriate expertise



Embedded Universal Design for Learning (UDL)



Universal Design for Learning Guidelines

The UDL Guidelines are a tool used in the implementation of Universal Design for Learning. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

[Visit the UDL Guidelines](#)

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

[Explore Engagement](#)

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



Representation

For resourceful, knowledgeable learners, present information and content in different ways.

[Explore Representation](#)

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

[Explore Action & Expression](#)



Documenting Strengths and Barriers



Teams can look at several sources to document and identify student strengths and needs.

- Individualized Education Program
- Section 504 Plan
- Educational Evaluations
- Assistive technology Evaluations and Trials
- English Learner/Multilingual Learner Language Plan
- SRBI Plans
- Educator(s) Recommendation

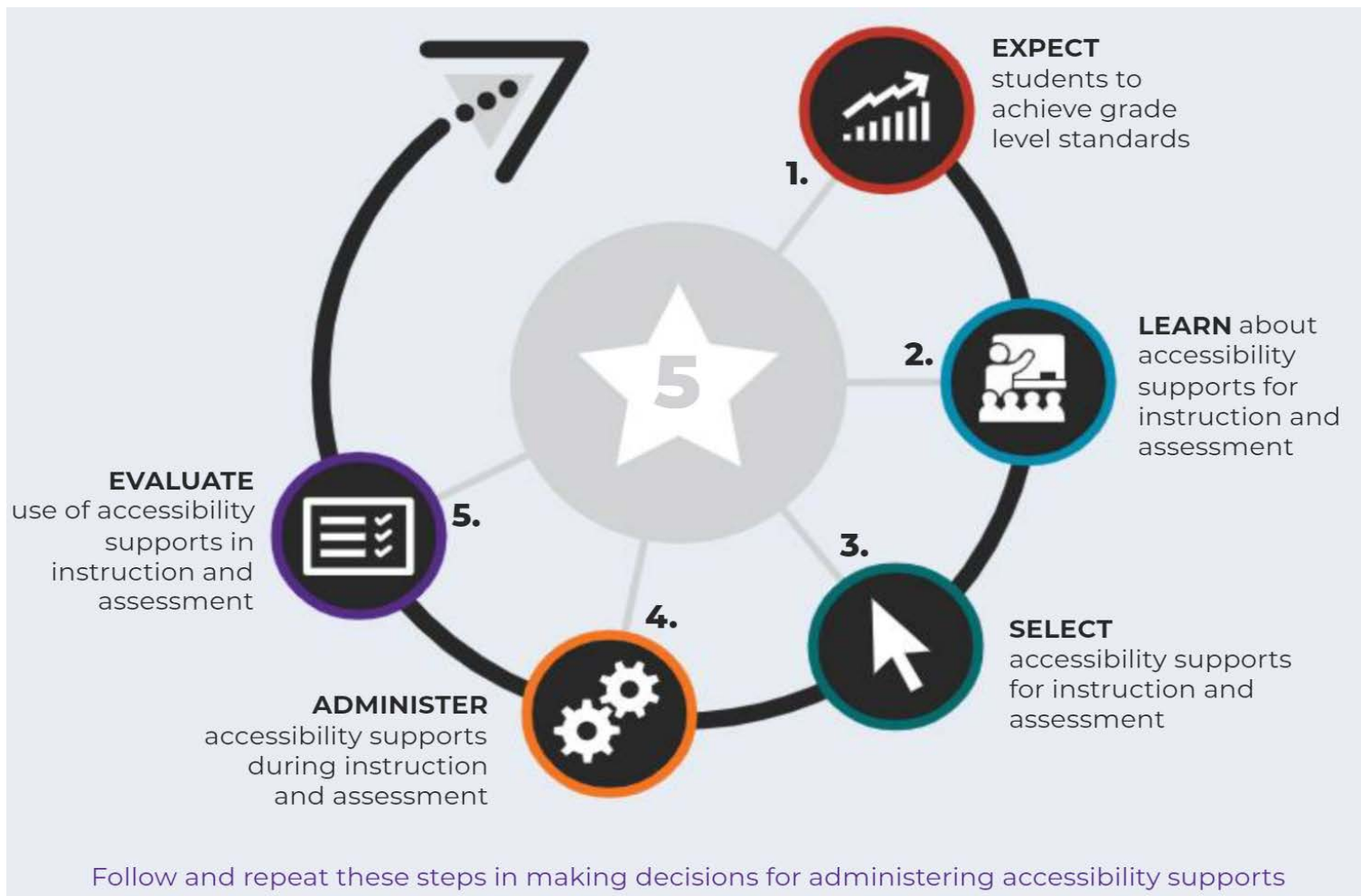


Accessibility Features to Bridge the Gap





Five-Step Decision Making



STEP 1: EXPECT students to achieve grade-level standards.

STEP 2: LEARN about accessibility supports for instruction and assessment.

STEP 3: SELECT accessibility supports for instruction and assessment.

STEP 4: ADMINISTER accessibility supports during instruction and assessment.

STEP 5: EVALUATE use of accessibility supports in instruction and assessment.



Expect Students to Achieve Grade-Level Standards



- Academic standards are educational targets outlining what **all** students are expected to master at each grade level.
- Maintain high expectations and teacher efficacy for all students.
- *Some* students are given accessibility supports during instruction and assessments to provide equal access to grade-level content (refer to the Three-Tiered Approach).
- Educator teams should make decisions about prioritizing access to grade level content and the accessibility supports needed to promote access, independence, and success.





Expect Students to Achieve Grade-Level Standards



Every educator should

- Know and instruct grade-level standards.
- Be familiar with individual student assets, needs, barriers, and supports.
- Collaborate with other educator teams (e.g., EL/ML teachers, special education teachers), parents/guardians and the student).
- Use individualized approaches (e.g., Universal Design).
- Ensure that ALL students can access instructional and assessment content.





Learn about Accessibility Supports for Instruction and Assessment



- Understand the principles and applications of UDL.
- Incorporate accessibility supports to provide equitable access and empower students with choices that allow them to access instruction and assessment content with the greatest amount of confidence and independence.
- Remember that different assessments measure specific content and vary in the construct of knowledge, skills, and abilities (e.g., LAS Links, CAAELP, Smarter Balanced ELA/Math, CTAA ELA/Math).
 - Academic vs. English Language Proficiency Assessments
 - Standard vs. Alternate Assessments
- Collaboration across classroom teachers and educator teams promotes effective and equitable instruction.



Accessibility Supports Versus Modifications



Accessibility Supports

- Meet students' individual needs
- Reduces access barriers
- Enables student work to be a valid measure of what they know and can do
- Does not reduce or change learning expectations or standards

Modifications

- Practices or materials that change the underlying construct
 - Requiring a student to learn less material/fewer learning objectives
 - Reducing/revising class/homework
 - Reducing/simplifying assessments (e.g., completing only the easiest questions)
 - Giving hints/clues to the correct answers
- Not permitted on statewide testing; considered an irregularity and invalidates test scores



Understanding Accessibility Supports- Key Terms



Categories: Universal Tools, Designated Supports, and Accommodations

Embedded:

Tools available through the online computer platform

Non-Embedded:

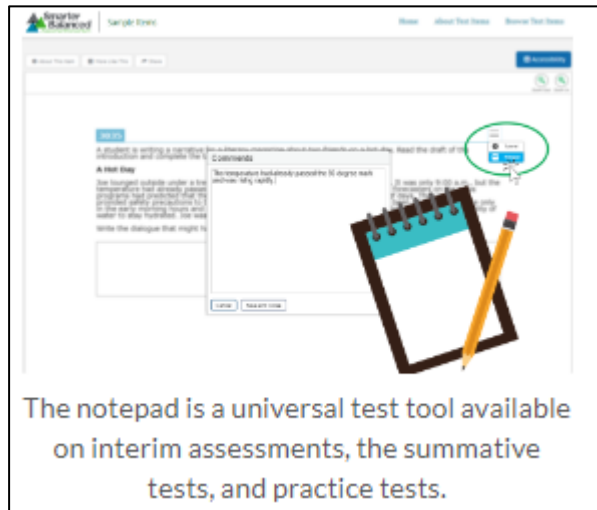
Tools provided to the student by the school/test administrator



Understanding Universal Tools



Universal Tools (embedded and non-embedded): available to **all** students based on student preference and selection (e.g., highlighter, notepad).



Making Decisions about Universal Tools:

Universal tools are available to all students through the test delivery system.

Educators may need to determine if certain universal features are distracting for certain students.

- Universal tools can be turned off by the test administrator/proctor prior to testing.

Educators also need to ensure that appropriate, non-embedded universal features are available to meet individual students' needs.

Resource: [Five Built-in Test Tools Students Should Know \(and Use!\)](#)



Understanding Designated Supports



Designated Supports (embedded and non-embedded): accessibility features available for use by any student for whom the need has been indicated by an educator team with input from the parent/guardian and student. If these supports are selected for use on statewide assessments, they should also be consistently embedded and accessed in the student's instructional setting.

Examples: color contrast, text-to-speech of items, illustration glossary (math)

Making Decisions about Designated Supports:

Educator teams making these decisions should be familiar with the child's characteristics and needs.



Understanding Accessibility Supports



Accommodations (embedded and non-embedded): are changes in procedures or materials that increase equitable access during assessment. They generate valid assessment results for students who need them; they allow students to show what they know and can do. These accommodations should be consistently embedded and accessed in the student's instructional setting.

Examples: American Sign Language, braille, closed captioning

Making Decisions About Accommodations:

Educator teams (PPT/Section 504/EL/ML team), along with the student's parents/guardians and the student (if appropriate) make decisions regarding needed accommodations.

Decisions about tools, supports, and accommodations should be integrated into all district, school, and/or classroom processes which prioritize student needs and ensure equity of accessibility for all students.



Understanding Accessibility Supports



Special Documented Accommodations

(non-embedded): non-standard accommodations (e.g., human reader or signer, or a scribe to support written communication when the embedded accommodation is not appropriate.)

These accommodations require testing in an individual test setting and may require additional training for the test administrator. Refer to the [Special Documented Accommodations resource](#) available on the portal.

Making Decisions about Special Documented Accommodations

Must be determined at the PPT/Section 504 Convening.

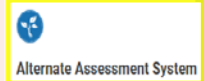
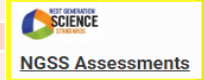
The educator team rules out that the embedded and non-embedded accommodations and accessibility features do not provide adequate access given the students documented disability.

These accommodations are non-standard and require the greatest extent of adult-dependence/support.



2023-24 Accessibility Features for Connecticut Smarter Balanced and Next Generation Science Standards (NGSS) Assessments

Universal Tools Available to All Students		Designated Supports Available to Any Student With a Need Determined by Educator Teams		Accommodations Available to Students with an IEP or Section 504 Plan	
Embedded	Non-Embedded	Embedded	Non-Embedded	Embedded	Non-Embedded
Digital Notepad	Scratch Paper/whiteboard with marker	Print Size Online	Magnification	Permissive Mode (compatible third-party accessibility software)	
English Glossary ^		Color Contrast	Color Contrast	Refreshable Braille	
Expanded Passages/Stimuli/Items		Masking	Color Overlay	Braille Type (UEB/UEB Nemeth)	Braille Booklet (UEB/UEB Nemeth)
Highlighter		Mouse Pointer			Large Print Booklet
Keyboard Commands		Streamline		American Sign Language Video (ELA Listening, Math) ^	Human Signer/Visual Support for ELA Items and Math/Science
Line Reader		Text-to-Speech- ELA Items (NOT ELA Reading Passages), Math and Science Stimuli and Items	Read Aloud (English) ELA Items, Math and Science Stimuli and Items ~ + Review Read Aloud Guidelines		Stimuli and Items # ~ +
Mark for Review		Text-to-Speech-Spanish (Math, Science Stimuli and Items) *	Read Aloud in Spanish (Math, Science) * ~ + Review Guidelines for Spanish Read Aloud of Stimuli and Items	Braille/Audio Transcription (ELA Listening) +	Human Signer/Visual Support for ELA Reading Passages (Grades 3-8) # ~ +
Math Tools		Spanish Presentation (Math, Science) (Toggle) * Updated!		Closed Captioning (ELA Listening)	
Writing Tools			Translations Glossary (Math) (Includes Illustration Glossary as an available language support) * Requires large-print test booklet and must be requested through CAI Help Desk. *	Text-to-Speech ELA Reading Passages (Grades 3-8); Complete the Decision Guidelines for Text-to-Speech of the Smarter Balanced ELA Reading Passages	Read Aloud ELA Reading Passages (Grades 3-8) # ~ + Complete the Documented Evidence for a Read Aloud of the Smarter Balanced ELA Reading Passages
Strikethrough					Alternate Response Options
Zoom		Turn off any universal accessibility tool		Word Prediction New!	
Desmos Calculator (Math Segment 1 ONLY, Grades 6-8; Science Grades 5, 8, and 11)	Calculator (Science Grades 5, 8, & 11)		Smarter Balanced Translated Test Directions (Math, ELA) * ^	Speech-to-Text +	Scribe # ~ +
NGSS Periodic Table (Grades 8 & 11) English and Spanish	NGSS Periodic Table (Grades 8 & 11) English and Spanish *		Bilingual Dictionary (Science) *		Abacus (Braille/Talking) Specialized Calculator (Math Grades 6-8 Segment 1 ONLY; Science Grades 5, 8, & 11) +
Breaks			Simplified Test Directions (Test Administration Manual for Math and ELA) ^ +		Calculator (Math Grades 6-8 Segment 1 ONLY) #
<p>Refer to the CSDE Assessment Guidelines for detailed information on universal tools, supports, and accommodations.</p>			Native Language Reader of Test Directions (Test Administration Manual for Math, ELA, Science) * +		Multiplication Table (Grades 3-8)
			Translated Test Directions in ASL (Test Administration Manual for Math, ELA, Science) New! +		100s Number Table (Grades 3-8)
			Printed Test Directions in English (Test Administration Manual for Math, ELA, Science) New!		Math Manipulatives (Grades 3-8) # +
			Separate Setting		Print on Demand # + (Contact the CSDE)
			Amplification +		Medical Device (e.g., glucose monitor)
		Noise Buffer		Customized Medical Accommodations # ~ + (Contact the CSDE)	



Key

- ^ NOT available for Science
- * Suggested for English learners/multilingual learners (ELs/MLs)
- + Individual Test Setting
- # Special Documented Accommodation
- ~ Requires Trained Educator



Understanding Accessibility Supports



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Digital Notepad	Scratch Paper/whiteboard with marker	Print Size Online	Magnification	Permissive Mode (compatible third-party accessibility software)	
English Glossary ^		Color Contrast	Color Contrast	Refreshable Braille	
Expanded Passages/ Stimuli/Items		Masking	Color Overlay	Braille Type (UEB/UEB Nemeth)	Braille Booklet (UEB/UEB Nemeth)
Highlighter		Mouse Pointer			Large Print Booklet
Keyboard Commands		Streamline			Human Signer/Visual Support for ELA Items and Math/Science Stimuli and Items # ~ +
Line Reader		Text-to-Speech- ELA Items (NOT ELA Reading Passages), Math and Science Stimuli and Items	Read Aloud (English) ELA Items, Math and Science Stimuli and Items ~ + Review Read Aloud Guidelines	American Sign Language Video (ELA Listening, Math) ^	Human Signer/Visual Support for ELA Reading Passages (Grades 3-8) # ~ +
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Strikethrough				Word Prediction New!	
Zoom		Turn off any universal accessibility tool		Speech-to-Text +	Scribe # ~ +
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Breaks			Simplified Test Directions (Test Administration Manual for Math and ELA) ^ +		Calculator (Math Grades 6-8 Segment 1 ONLY) #
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			Printed Test Directions in English (Test Administration Manual for Math, ELA, Science) New!		Math Manipulatives (Grades 3-8) # +
			Separate Setting		Print on Demand # + (Contact the CSDE)
			Amplification +		Medical Device (e.g., glucose monitor)
			Noise Buffer		Customized Medical Accommodations # ~ + (Contact the CSDE)

for information about accessibility features. [Refer to the Description of Designated Supports and Accommodations for Smarter Balanced and NGSS Assessments](#)

Table 1

Description of Designated Supports and Accommodations			
Accessibility Feature	Type	Description	Resources
100 Numbers Table	Non-Embedded Accommodation	A paper-based table listing numbers from 1-100 is available from Smarter Balanced for reference. Students with math related disabilities, visual processing, or spatial perception needs, may find this beneficial, as documented in their IEP or 504 Plan.	100s Number Table (cambiumast.com)
Abacus	Non-Embedded Accommodation	A tool used in place of scratch paper for a student who typically use an abacus.	
Alternate Response Options	Non-Embedded Accommodation	Students with some physical disabilities may need to use alternate response options. These are external devices that must be plugged in and be compatible with the assessment delivery platform (e.g., adapted keyboards, large keyboards, adapted mouse, touch screen, head wand, and switches).	
American Sign Language Video	Embedded Accommodation	Displays videos translating test content	

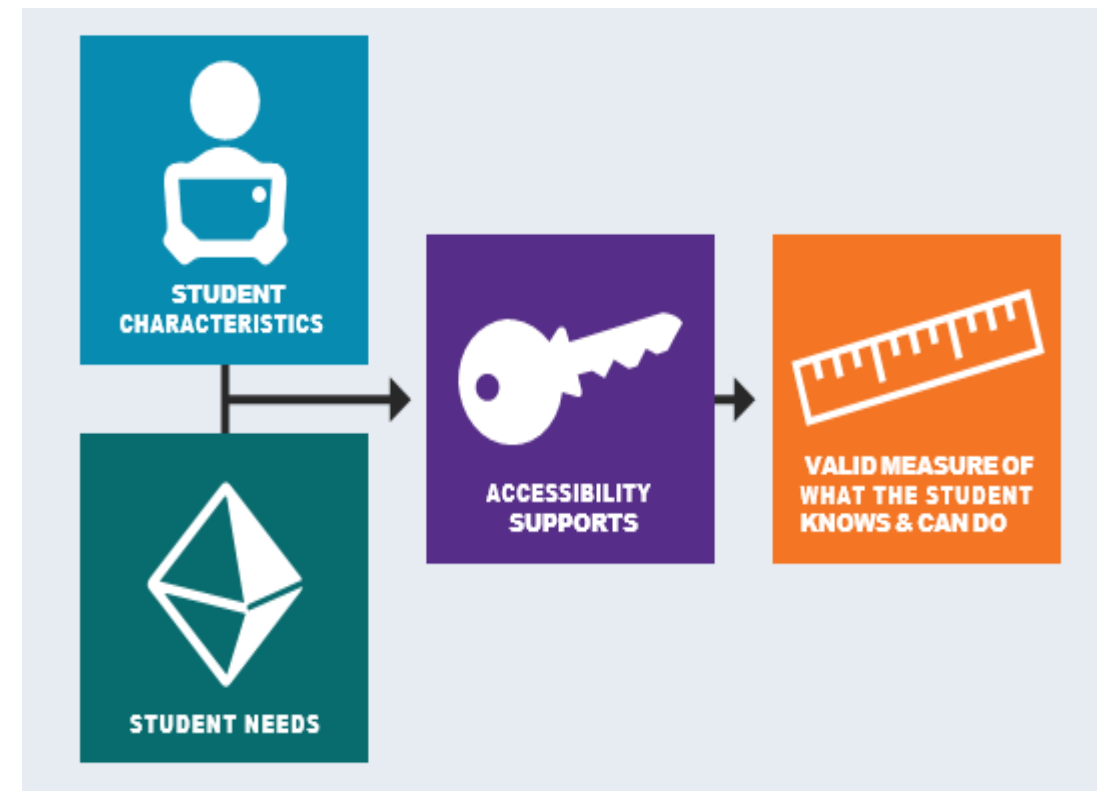




Selecting Accessibility Supports for Instruction and Assessments



- Consider student strengths.
- Consider student characteristics (disabilities, language proficiency, previously used accessibility supports/accommodations, student input/preferences)
- Consider student need/barriers (what will enable access to instruction and assessment)
 - Which types of tasks are required during instruction and on assessments?
 - How can barriers be removed that promote access to perform the task?



This document is an adaptation of the following National Center on Educational Outcomes report commissioned and published by CCSSO: Lazarus, S., Goldstone, L., Wheeler, T., Paul, J., Prestridge, S., Sharp, T., Hochstetter, A., and Warren, S. (2021). *CCSSO Accessibility Manual: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students*. The Council of Chief State School Officers (CCSSO).



Selecting Accessibility Supports for Instruction and Assessments



- Student advocacy and awareness of their strengths and needs.
- Involve students in the selection of accessibility supports (even for students with significant cognitive disabilities, who can use their expressive communication to show their preferences).

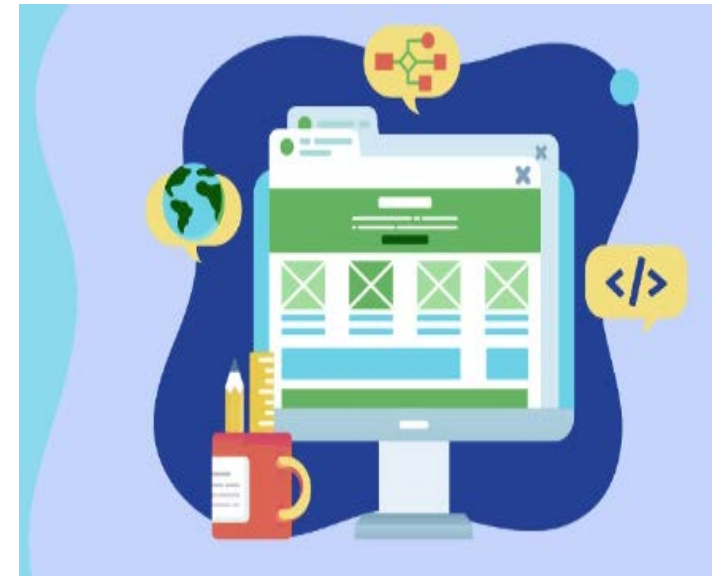





Administering Accessibility Supports During Instruction and Assessment



Provide opportunities for students to practice with accessibility features (e.g., Google Read/Write, Bookshare, accessible educational materials, Smarter Balanced/NGSS/CAAELP/CTAA Practice Tests)



SYSTEM



Practice and Training Tests

Become familiar with the testing system, accommodations, and types of questions on the summative tests.



Establishing a Systematic Process for Identifying,
Implementing, and Evaluating Accessibility Supports
During Instruction and Assessment



Gathering More Information



- What are the specific barriers (student-specific) that requires accessibility features within the learning environment?
- What considerations have been reviewed for student accessibility and independence along the continuum of services to promote access?
- Has the student utilized the universal tools, designated supports, language supports, or accommodations within the educational setting? If yes,
 - What was the level of student usage?
 - Has it shown that it increases accessibility?
 - Has it shown increase in independence?



Steps to Support Implementation of Accessibility Supports



Steps to Support Implementation of Accessibility Supports (Developed by Smarter Balanced Assessments)

- 1 Select key staff members who will be supporting/implementing accessibility features.
- 2 Provide training and information to staff, students, and parents on accessibility supports.
- 3 Identify students who will benefit from designated supports, language supports, and/or accommodations.
- 4 Select the appropriate designated supports, language supports, and accommodations for each student identified based on evidence of documented need.
- 5 Obtain information on accessibility supports from student, parent, and staff.
- 6 Document supports in IEP/Section 504 Plan/EL/ML Plan; Enter designated supports and accommodations into the student's IEP or Section 504 Plan via CT-SEDS. If the student does not have an IEP or Section 504 Plan, enter the supports directly into TIDE or submit using a batch upload.
- 7 Perform a pre-administration check of assigned access supports.
- 8 Provide the student with access and application of these accessibility supports prior to test administration to build capacity and understanding of usage.
- 9 Check for delivery of assigned designated supports, language supports, and accommodations at the time of test administration.
- 10 Monitor/collect information on student usage, behavior, and application around selected accessibility supports.



Establishing a Systematic Process for Identifying and Implementing Accessibility Supports During Instruction

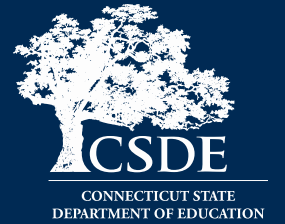


Decision Makers	Responsibilities
District Level	<ul style="list-style-type: none"> • Communicate with schools and the state about student eligibility, usability, accessibility, and accommodation needs • Oversee administration of universal tools, designated supports, and accommodations • Evaluate effectiveness of universal tools, designated supports, and accommodations on the district level • Access communications regarding enhancements and changes related to accessibility features • Address professional development needs in schools around accessibility features • Develop and communicate a plan for identification of accessibility features, implementation, evaluation, and determination
School Level	<ul style="list-style-type: none"> • Review guidance from state and district around accessibility features. • Identify usability, accessibility, and accommodation needs by student individual needs • Administer universal tools, designated supports, and accommodations • Allow sufficient time for students to practice working with universal tools, designated supports, and accommodations within the learning environment • Evaluate effectiveness of universal tools, designated supports, and accommodations on the school level • Make improvements, as necessary, to the use of universal tools, designated supports, and accommodations

[Adopted from the Usability, Accessibility, and Accommodations Guidelines 2022 \(smarterbalanced.org\)](https://www.smarterbalanced.org)



Accessibility Supports from the Student's Perspective



CCSSO ACCESSIBILITY MANUAL **TOOLS**

TOOL 3: ACCESSIBILITY SUPPORTS FROM THE STUDENT'S PERSPECTIVE

Use this questionnaire to collect information about needed accessibility supports from the student's perspective. The questions can be answered by the student independently or as part of an interview process. Be certain that the student understands the concept of "accessibility supports" (universal features, designated features, and accommodations), and provide examples as necessary. Also, provide a list of possible accessibility supports to give the student a good understanding of the range of supports that may be available.

Student Name _____ Grade _____ Date _____
 Educator Name _____ Role _____

ACTIVITY <small>(eg., vocabulary, grammar, reading, writing, listening, drawing, homework, subject, recall, group work)</small>	ACCESSIBILITY SUPPORT <small>Used for individual or Independent Activity</small>	HELPFULNESS of the Accessibility Support		ACTION STEP <small>(keep, remove, change support)</small>	REASON FOR ACTION STEP
		YES	NO		
What parts of learning are easiest for you?					
EXAMPLE: Class discussion in history	Questions translated	X		Keep it	It helps me know what other students are talking about.
What is something in class that you do well?					
EXAMPLE: Listening					
What parts of learning are hardest for you?					
EXAMPLE: Organizing	Folders		X	Change to colored notebooks	I lose my folders.
What is something you do in class that is hard?					
EXAMPLE: Spelling	Word prediction	X		Keep	It helps me learn the words.

This questionnaire was adapted from A Student's Guide to the IEP by the National Dissemination Center for Children with Disabilities.

- This questionnaire provides feedback from the student.
- It can be used by the teacher/educator team to collect information about the successes/or limitations using certain accessibility supports.
- Identify accessibility supports specific to different activities/learning targets and their usefulness
- Recommend action steps with supported evidence

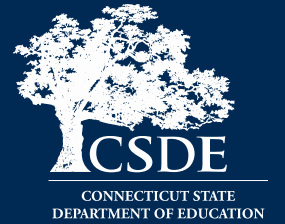
Questions capture:

- Student asset(s)
- Student challenge/barrier(s)
- Perceived experience using accessibility features
 - Is it Helpful?
 - Keep or remove?

This is an excerpt from Tool 3 from the National Center on Educational Outcomes report commissioned and published by CCSSO: Lazarus, S., Goldstone, L., Wheeler, T., Paul, J., Prestridge, S., Sharp, T., Hochstetter, A., and Warren, S. (2021). *CCSSO Accessibility Manual: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students*. The Council of Chief State School Officers (CCSSO).



After-Test Accessibility Questions



CCSSO ACCESSIBILITY MANUAL TOOLS

TOOL 7: AFTER-TEST ACCESSIBILITY QUESTIONS FOR TEACHER-STUDENT DISCUSSION

Use this form after administration of a test to interview a student about the accessibility supports provided (i.e., universal features, designated features, and accommodations); whether supports were used; whether they were useful; and whether they should be used again. Also note any adjustments or difficulties experienced by the student in either how the accessibility support was administered or in using the accessibility support during the assessment. (Note: some students may prefer to complete this form independently.)

Student Name _____ Date _____

Assessment _____ Accessibility Supports Used _____

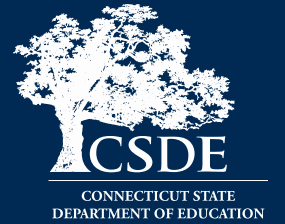
SUPPORTS AVAILABLE (List)							
1.		2.		3.		4.	
Was the accessibility support used? (circle yes/no)							
YES	NO	YES	NO	YES	NO	YES	NO
WHY?		WHY?		WHY?		WHY?	
Was the accessibility support useful? (circle yes/no)							
YES	NO	YES	NO	YES	NO	YES	NO
WHY?		WHY?		WHY?		WHY?	
Were there any difficulties with the accessibility support? (Are adjustments needed?) (circle yes/no)							
YES	NO	YES	NO	YES	NO	YES	NO
WHY?		WHY?		WHY?		WHY?	
Should the accessibility support be used again? (circle yes/no)							
YES	NO	YES	NO	YES	NO	YES	NO
WHY?		WHY?		WHY?		WHY?	

- Use this template following test administration.
- Can be completed as an interview with student or student can complete it independently.
- Which supports were used? Were they useful? Should they be used again?
- What adjustments are necessary?
- What difficulties were experienced?

This is an excerpt from Tool 7 from the National Center on Educational Outcomes report commissioned and published by CCSSO: Lazarus, S., Goldstone, L., Wheeler, T., Paul, J., Prestridge, S., Sharp, T., Hochstetter, A., and Warren, S. (2021). *CCSSO Accessibility Manual: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students*. The Council of Chief State School Officers (CCSSO).



ACCESSIBILITY SUPPORTS IN THE CLASSROOM: QUESTIONS FOR EDUCATOR TEAMS



From the CCSO Accessibility Manual

ACCESSIBILITY SUPPORTS IN THE CLASSROOM: QUESTIONS FOR EDUCATOR TEAMS

Use this chart to track different aspects of the way(s) in which a student uses accessibility supports (universal tools, designated supports, and accommodations) in each classroom setting. This will help inform consistent decision-making on accessibility supports.

Student Name _____ Grade _____ Date _____

Disability _____ Languages _____ Accessibility Support _____

Each team member answers questions about the implementation of the accessibility support the student uses in their class.

ACCESSIBILITY SUPPORT			
Team Members (e.g., teacher, parent, specialist)			
SPECIAL ED TEACHER	EL/ML TEACHER	CONTENT	
1. Is it noted in student's planning tool (such as a student profile) and/or EL/ML, IEP, or Section 504 Plan?			
2. For what types of task(s) is it used?			
3. Does the student use it for that task every time? Note how often.			
4. Does the student use it alone or with assistance? (e.g., aide, peers?)			
5. If more than one support is available, how do these supports interact? (e.g., does one accessibility support seem more effective when used with another on a task?)			
6. If the accessibility support is presented differently on the test (e.g., DESMOS calculator), how can you give the student opportunities to practice using it?			
7. Does the student's individualized plan (e.g., EL/ML, IEP, Section 504) need to be updated?			

- Collaborative approach elicits feedback from Special Education Teacher, EL/ML teacher, etc.).
- Refer to student's plan and other student sources to determine which accessibility support should be used for each content area and area of need (language needs, executive functioning, organizing).
- Are there other considerations that related service specialist recommend when identifying the student's access needs (extending in other areas beyond instruction)?



Resources



Universal Design



CAST Universal Design for Learning: [CAST UDL CAST: About Universal Design for Learning](#)

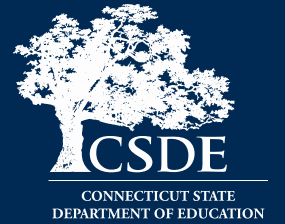
[National Center on Accessible Educational Materials: AEM Center: The National Center on Accessible Educational Materials for Learning at CAST](#)

[UDL: Reducing Barriers to Learning - YouTube](#)

[The Most Effective Way to Eliminate Barriers to Student Learning - YouTube](#)



Accessible Educational Resources



State Education Resource Center:
Accessible Educational Materials
<https://ctaem.org/>

Accessible Instructional Materials
(AIM): Simply Said:
<https://www.youtube.com/watch?v=JcPIMIOJJkc>

Connecticut Assistive Technology:
[Accessible Educational Materials
\(ct.gov\)](https://www.ct.gov/cte/accessible-educational-materials)

Oak Hill Assistive Technology: [NEAT -
NEAT Services Page - Oak Hill Assistive
Technology \(oakhillct.org\)](https://www.oakhillct.org/NEAT-NEAT-Services-Page) or Home - Oak
Hill Assistive Technology (oakhillct.org)

[BESB Bureau of Education and Services
for the Blind \(ct.gov\)](https://www.ct.gov/besb/bureau-of-education-and-services-for-the-blind)



Summative Assessment Resources



General Resources

[DESMOS Practice](#)

[Five Built-in Test Tools Students Should Know \(and Use!\)](#)

[CSDE Assessment Guidelines](#)

Reader Resources

- [Connecticut Smarter Balanced and NGSS Reader Options Table](#)
- [Reader Designated Supports and Accommodations for Smarter Balanced and NGSS Assessments](#)
- [Decision Guidelines for Text-to-Speech of the Smarter Balanced ELA Reading Passages](#)
- [Documented Evidence of a Human Reader of the Smarter Balanced ELA Reading Passages](#)
- [Smarter Balanced Assessments: Read Aloud Guidelines](#)



Alternate Assessment Resources



[CTAA & CAAELP Practice Tests https://ctpt.cambiumtds.com/student](https://ctpt.cambiumtds.com/student)

[National Center and State Collaborative \(NCSC\) http://www.ncscpartners.org](http://www.ncscpartners.org)

Connecticut Alternate Assessment System [webpage](#)

CAAELP Assessment [webpage](#)

[Parent Overview of Connecticut Alternate Assessment System](#)

[CTAA Assessing Students Who are Blind, Deaf, or Deaf-Blind Additional Guidance](#)

[CTAS Assessing Students Who are Blind, Deaf, or Deaf-Blind Additional Guidance](#)



EL/ML Resources



[Embedded and Non-Embedded Designated Supports for English Learners/Multilingual Learners](#)

[Translation Glossary](#)

Approved list of [Bilingual Word-to-Word Dictionaries](#) (for use on NGSS)

[Smarter Balanced Math and NGSS Assessments: Guidelines for Spanish Read Aloud Guidelines of Stimuli and Items](#)

Optional [Designated Supports/Accommodations Form](#) (Refer to Page 2 for EL/ML Language Supports)

[Colorin Colorado's Guidance on Equitable Grading](#)

[CAPELL's Grading Guidance document](#)



Reader Accommodation Screeners for LAS Links



- [LAS Links Reader Options Table](#)
- [LAS Links Decision Guidelines for Text-to-Speech Accommodation for the Reading Domain](#)
- [LAS Links Documented Evidence for a Read Aloud Accommodation for the Reading Domain](#)
- [LAS Links Read Aloud Accommodation Guidelines and Security/Confidentiality Agreement](#)
- [LAS Links Scribe Accommodation - Protocol and Security/Confidentiality Form](#)



CT-SEDS and Statewide Accommodation Resources



[Resources for PPTs/Section 504 Teams- CT-SEDS and Statewide Assessments](#)

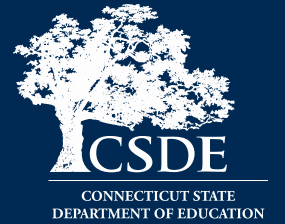
[Resource: Adapted CCSSO Accessibility Supports and Implemental Tools for Educator Teams](#)

[Connecticut Statewide Assessment Participation Guidance for Planning and Placement Teams](#)

[CCSSO Questions to Ask When Selecting Accessibility Supports](#)



Resources for Families



[Be a learning hero! Visit the Learning Heroes website to find resources and tools to help your child thrive in school.](#)

[Parent-Teacher Planning Tool –Use this tool to have meaningful conversations about your child’s test results and to co-create a learning plan with the teacher.](#)

[Smarter Balanced Parent Guides \(for Grades 4-8\)](#)

[Parent Resources for Connecticut Summative Assessments](#)

[Parent Overview of Connecticut Alternate Assessment System](#)

Questions?





Thank you!

Please take a moment to complete this brief [survey](#) on today's Office Hours.

Best Practices for Determining
Accommodations for Statewide
Assessments





Contact Us



If you have any additional questions, please feel free to reach out.

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