Language Supports for English Learners/Multilingual Learners Participating on Smarter Balanced and Next Generation Science Standards Assessments

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CONNECTICUT Education

2025-2026

Connecticut State Department of Education – Office of Student Assessment

What are language supports and who qualifies?

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Language Supports

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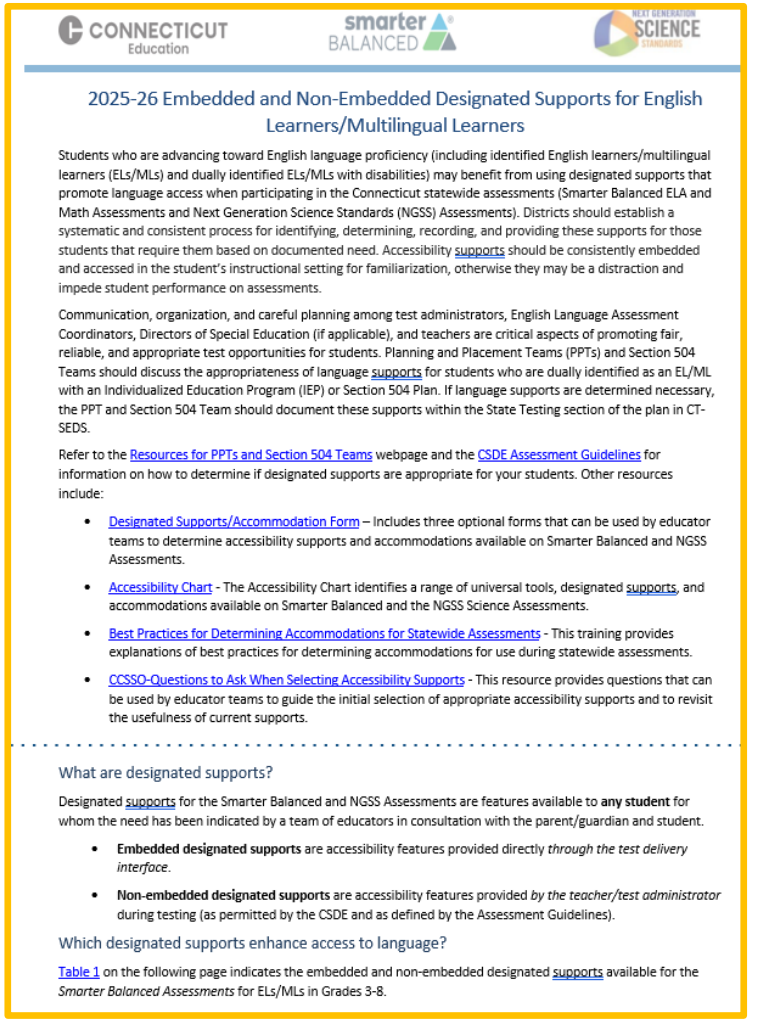
- Eligibility is based on student identification as EL/ML in the Connecticut Public School Information System (PSIS)
- Available for any EL/ML including those dually identified under the Individuals with Disabilities Education Act and/or Section 504 for whom the need has been indicated by a team of educators with input from the parent/guardian and student
- Should be used regularly during learning and instruction across all content areas
- May require some adult-dependence for support
- Additional test time may be necessary

Embedded and Non-Embedded Designated Supports for English Learners/Multilingual Learners



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2025-26 Embedded and Non-Embedded Designated Supports for English Learners/Multilingual Learners

Students who are advancing toward English language proficiency (including identified English learners/multilingual learners (ELs/MLs) and dually identified ELs/MLs with disabilities) may benefit from using designated supports that promote language access when participating in the Connecticut statewide assessments (Smarter Balanced ELA and Math Assessments and Next Generation Science Standards (NGSS) Assessments). Districts should establish a systematic and consistent process for identifying, determining, recording, and providing these supports for those students that require them based on documented need. Accessibility supports should be consistently embedded and accessed in the student's instructional setting for familiarization, otherwise they may be a distraction and impede student performance on assessments.

Communication, organization, and careful planning among test administrators, English Language Assessment Coordinators, Directors of Special Education (if applicable), and teachers are critical aspects of promoting fair, reliable, and appropriate test opportunities for students. Planning and Placement Teams (PPTs) and Section 504 Teams should discuss the appropriateness of language supports for students who are dually identified as an EL/ML with an Individualized Education Program (IEP) or Section 504 Plan. If language supports are determined necessary, the PPT and Section 504 Team should document these supports within the State Testing section of the plan in CT-SEDS.

Refer to the Resources for PPTs and Section 504 Teams webpage and the CSDE Assessment Guidelines for information on how to determine if designated supports are appropriate for your students. Other resources include:

- Designated Supports/Accommodation Form – Includes three optional forms that can be used by educator teams to determine accessibility supports and accommodations available on Smarter Balanced and NGSS Assessments.
- Accessibility Chart - The Accessibility Chart identifies a range of universal tools, designated supports, and accommodations available on Smarter Balanced and the NGSS Science Assessments.
- Best Practices for Determining Accommodations for Statewide Assessments - This training provides explanations of best practices for determining accommodations for use during statewide assessments.
- CCSSO-Questions to Ask When Selecting Accessibility Supports - This resource provides questions that can be used by educator teams to guide the initial selection of appropriate accessibility supports and to revisit the usefulness of current supports.

What are designated supports?

Designated supports for the Smarter Balanced and NGSS Assessments are features available to **any student** for whom the need has been indicated by a team of educators in consultation with the parent/guardian and student.

- **Embedded designated supports** are accessibility features provided directly *through the test delivery interface*.
- **Non-embedded designated supports** are accessibility features provided *by the teacher/test administrator* during testing (as permitted by the CSDE and as defined by the Assessment Guidelines).

Which designated supports enhance access to language?

Table 1 on the following page indicates the embedded and non-embedded designated supports available for the *Smarter Balanced Assessments* for ELs/MLs in Grades 3-8.

Three-Tier Accessibility Approach

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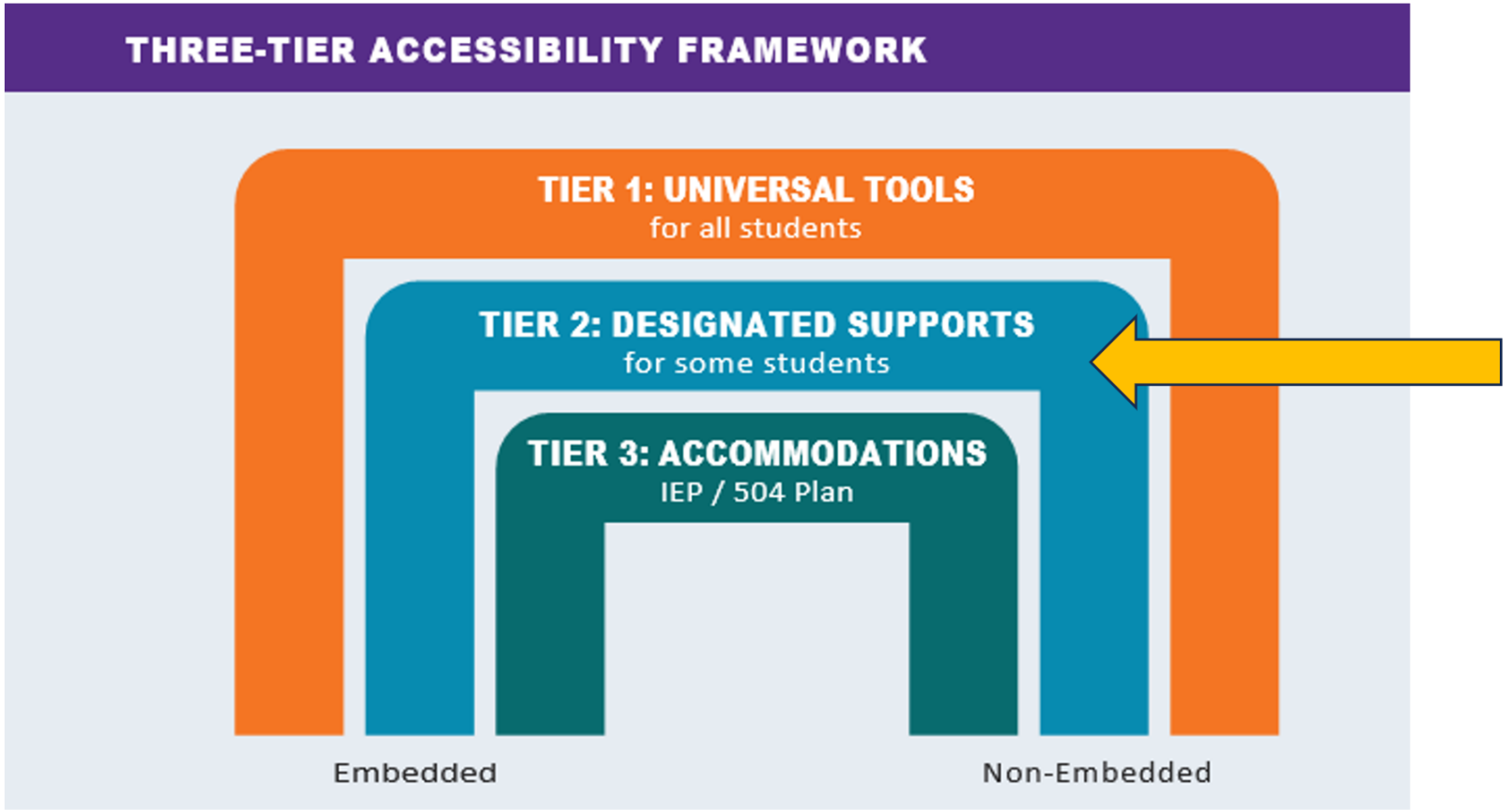

Language Supports for ELs/MLS

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).

Smarter Balanced/NGSS Accessibility Chart

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2025-26 Accessibility Features for Connecticut Smarter Balanced and Next Generation Science Standards (NGSS) Assessments

Universal Tools
Available to All Students

Embedded	Non-Embedded
Digital Notepad	Scratch Paper/ whiteboard with marker
English Glossary ^	
Expanded Passages/ Stimuli/Items	
Highlighter	
Keyboard Commands	
Line Reader	
Mark for Review	
Math Tools	
Writing Tools	
Strikethrough	
Zoom	
Desmos Calculator (Math Segment 1 ONLY, Grades 6-8; Science Grades 5, 8, and 11)	Calculator (Science Grades 5, 8, & 11)
NGSS Periodic Table (Grades 8 & 11) English and Spanish*	NGSS Periodic Table (Grades 8 & 11) English and Spanish *
Breaks	

For detailed information on universal tools, designated supports, and accommodations, refer to:

- CSDE Assessment Guidelines
- Embedded and Non-Embedded Designated Supports for English Learners/Multilingual Learners
- Description of Designated Supports and Accommodations for Smarter Balanced and Next Generation Science Standards Assessments

Designated Supports
Available to Any Student With a Need Determined by Educator Teams

Embedded	Non-Embedded
Print Size Online	Magnification
Color Contrast	Color Contrast
Masking	Color Overlay
Mouse Pointer	
Streamline	
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; NGSS Read Aloud Guidelines
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
Spanish Presentation (Math, Science) (Toggle) *	
Translations Glossary (Math) (Includes Illustration Glossary as an available language support) * ^	Translation Glossary (Math) (Includes Illustrative Glossary as an available language support) **(Note: Requires large-print test booklet and must be requested through CAI Help Desk.)** * ^
Turn off any universal accessibility tool	
	Smarter Balanced Translated Test Directions (Math, ELA) * ^
	Bilingual Dictionary (Science) *
	Simplified Test Directions (Test Administration Manual for Math and ELA) *^ +
	Native Language Reader of Test Directions (Test Administration Manual for Math, ELA, Science) * +
	Translated Test Directions in ASL (Test Administration Manual for Math, ELA, Science) +
	Printed Test Directions in English (Test Administration Manual for Math, ELA, Science)
	Separate Setting
	Amplification +
	Noise Buffer

Accommodations
Available to Students with an IEP or Section 504 Plan

Embedded	Non-Embedded
Permissive Mode (compatible third-party accessibility software)	
Refreshable Braille	
Braille Type (UEB/UEB Nemeth)	Braille Booklet (UEB/UEB Nemeth)
	Large Print Booklet
American Sign Language Video (ELA Listening, Math) ^	Human Signer/Visual Support for ELA Items and Math/Science Stimuli and Items # ~ +
	Human Signer/Visual Support for ELA Reading Passages (Grades 3-8) # ~ + ^
Braille/Audio Transcription (ELA Listening) + ^	
Closed Captioning (ELA Listening) ^	
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
	Alternate Response Options
Word Prediction ^	
Speech-to-Text + ^	Scribe # ~ +
	Abacus
	(Braille/Talking) Specialized Calculator (Math Grades 6-8 Segment 1 ONLY; Science Grades 5, 8, & 11) +
	Calculator (Math Grades 6-8 Segment 1 ONLY) #
	Multiplication Table (Grades 3-8) ^
	100s Number Table (Grades 3-8) ^
	Math Manipulatives (Grades 3-8) # + ^
	Print on Demand # + (Contact the CSDE)
	Medical Device (e.g., glucose monitor)
	Customized Medical Accommodations # ~ + (Contact the CSDE)

Welcome to the Connecticut Comprehensive Assessment Program Portal

smarter BALANCED Smarter Balanced Assessments

NGSS Assessments

Alternate Assessment System

Key

^ NOT available for Science

*** Suggested for English learners/multilingual learners (ELs/MLs)**

+ Individual Test Setting

 # Special Documented Accommodation

~ Requires Trained Educator

~

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Optional Form to Plan Language Supports for ELs/MLs

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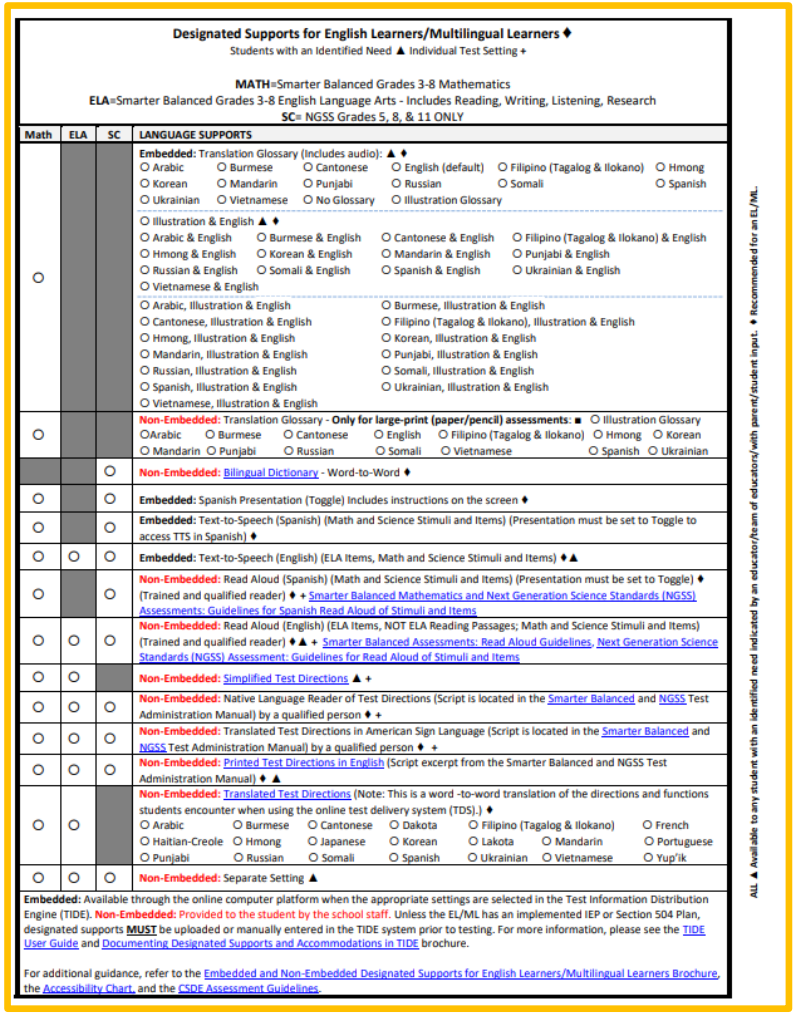
- The **Designated Supports/Accommodations Form** provides educator teams with a template for reviewing and choosing embedded and non-embedded accessibility features on Smarter Balanced and NGSS Assessments by subject area (math, ELA, and science).

- This resource also includes a listing of:
  - Accommodations for ELs/MLs dually identified under IDEA or Section 504;
  - Language supports for ELs/MLs; and
  - Other Designated supports available to all students based on need and educator team determination with parent/student input.



Designated Supports for English Learners/Multilingual Learners ♦
Students with an Identified Need ▲ Individual Test Setting +

MATH=Smarter Balanced Grades 3-8 Mathematics
ELA=Smarter Balanced Grades 3-8 English Language Arts - Includes Reading, Writing, Listening, Research
SC= NGSS Grades 5, 8, & 11 ONLY

Math	ELA	SC	LANGUAGE SUPPORTS
○			**Embedded:** Translation Glossary (Includes audio): ▲ ♦ ○ Arabic ○ Burmese ○ Cantonese ○ English (default) ○ Filipino (Tagalog & Ilokano) ○ Hmong ○ Korean ○ Mandarin ○ Punjabi ○ Russian ○ Somali ○ Spanish ○ Ukrainian ○ Vietnamese ○ No Glossary ○ Illustration Glossary ○ Illustration & English ▲ ♦ ○ Arabic & English ○ Burmese & English ○ Cantonese & English ○ Filipino (Tagalog & Ilokano) & English ○ Hmong & English ○ Korean & English ○ Mandarin & English ○ Punjabi & English ○ Russian & English ○ Somali & English ○ Spanish & English ○ Ukrainian & English ○ Vietnamese & English ○ Arabic, Illustration & English ○ Burmese, Illustration & English ○ Cantonese, Illustration & English ○ Filipino (Tagalog & Ilokano), Illustration & English ○ Hmong, Illustration & English ○ Korean, Illustration & English ○ Mandarin, Illustration & English ○ Punjabi, Illustration & English ○ Russian, Illustration & English ○ Somali, Illustration & English ○ Spanish, Illustration & English ○ Ukrainian, Illustration & English ○ Vietnamese, Illustration & English
○			**Non-Embedded:** Translation Glossary - **Only for large-print (paper/pencil) assessments**: ■ ○ Illustration Glossary ○Arabic ○ Burmese ○ Cantonese ○ English ○ Filipino (Tagalog & Ilokano) ○ Hmong ○ Korean ○ Mandarin ○ Punjabi ○ Russian ○ Somali ○ Vietnamese ○ Spanish ○ Ukrainian
		○	**Non-Embedded:** Bilingual Dictionary - Word-to-Word ♦
○		○	**Embedded:** Spanish Presentation (Toggle) Includes instructions on the screen ♦
○		○	**Embedded:** Text-to-Speech (Spanish) (Math and Science Stimuli and Items) (Presentation must be set to Toggle to access TTS in Spanish) ♦
○	○	○	**Embedded:** Text-to-Speech (English) (ELA Items, Math and Science Stimuli and Items) ♦▲
○		○	**Non-Embedded:** Read Aloud (Spanish) (Math and Science Stimuli and Items) (Presentation must be set to Toggle) ♦ (Trained and qualified reader) ♦ + Smarter Balanced Mathematics and Next Generation Science Standards (NGSS) Assessments: Guidelines for Spanish Read Aloud of Stimuli and Items
○	○	○	**Non-Embedded:** Read Aloud (English) (ELA Items, NOT ELA Reading Passages; Math and Science Stimuli and Items) (Trained and qualified reader) ♦▲ + Smarter Balanced Assessments: Read Aloud Guidelines, Next Generation Science Standards (NGSS) Assessment: Guidelines for Read Aloud of Stimuli and Items
○	○		**Non-Embedded:** Simplified Test Directions ▲ +
○	○	○	**Non-Embedded:** Native Language Reader of Test Directions (Script is located in the Smarter Balanced and NGSS Test Administration Manual) by a qualified person ♦ +
○	○	○	**Non-Embedded:** Translated Test Directions in American Sign Language (Script is located in the Smarter Balanced and NGSS Test Administration Manual) by a qualified person ♦ +
○	○	○	**Non-Embedded:** Printed Test Directions in English (Script excerpt from the Smarter Balanced and NGSS Test Administration Manual) ♦ ▲
○	○		**Non-Embedded:** Translated Test Directions (Note: This is a word -to-word translation of the directions and functions students encounter when using the online test delivery system (TDS).) ♦ ○ Arabic ○ Burmese ○ Cantonese ○ Dakota ○ Filipino (Tagalog & Ilokano) ○ French ○ Haitian-Creole ○ Hmong ○ Japanese ○ Korean ○ Lakota ○ Mandarin ○ Portuguese ○ Punjabi ○ Russian ○ Somali ○ Spanish ○ Ukrainian ○ Vietnamese ○ Yup'ik
○	○	○	**Non-Embedded:** Separate Setting ▲

Embedded: Available through the online computer platform when the appropriate settings are selected in the Test Information Distribution Engine (TIDE). **Non-Embedded:** Provided to the student by the school staff. Unless the EL/ML has an implemented IEP or Section 504 Plan, designated supports **MUST** be uploaded or manually entered in the TIDE system prior to testing. For more information, please see the TIDE User Guide and Documenting Designated Supports and Accommodations in TIDE brochure.

For additional guidance, refer to the Embedded and Non-Embedded Designated Supports for English Learners/Multilingual Learners Brochure, the Accessibility Chart, and the CSDE Assessment Guidelines.

ALL ▲ Available to any student with an identified need indicated by an educator/team of educators/with parent/student input. ♦ Recommended for an EL/ML.

How to Document Language Supports for ELs/MLs

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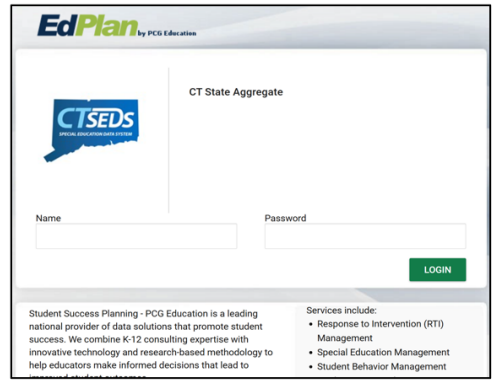
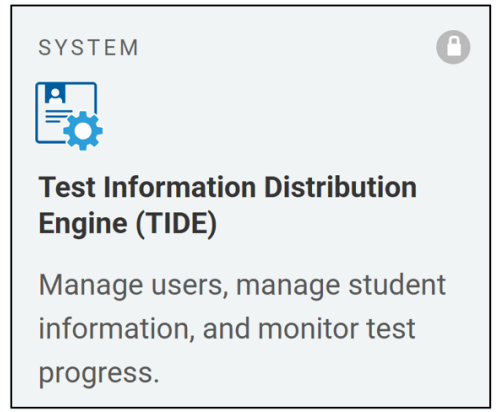
- If the student has an IEP or Section 504 Plan, the team should document applicable designated supports and accommodations in CT-SEDS. Accommodations from finalized and implemented plans will sync to TIDE.
- Designated supports for students **without** IEPs/Section504 Plans can be manually entered in TIDE or uploaded as a batch file (remove records for students with documented plans).
- Refer to the Documenting Designated Supports and Accommodations in TIDE brochure for details.





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Which types of language supports are available for Smarter Balanced and NGSS Assessments?

Translation Glossary Options for Smarter Balanced Math

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- An embedded language support provided for selected construct irrelevant math terms. Terms include, but are not limited to, Arabic, Filipino, Korean, Russian, Spanish and Ukrainian.
- Depending on the student's need, the following combinations can be documented in TIDE:
  - ✓English Glossary only (default)
  - ✓One second- language glossary
  - ✓English and Illustration glossary
  - ✓English and one-second-language glossary
  - ✓English, one second language, and Illustration Glossary

Translation (Glossary) – Embedded Designated Support

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TRANSLATION GLOSSARY – EMBEDDED DESIGNATED SUPPORT

Students who are English learners/multilingual learners (ELs/MLs) may benefit from using a Translation Glossary for the Smarter Balanced mathematics tests. These students should have the appropriate language Translation Glossary embedded designated support selected in TIDE **prior to testing**. This designated support is intended as a language support for any student approved by the educational team, based on need, whether or not the student is identified as an English learner (EL/ML) or EL/ML with disabilities. An audio translation is available as well and may be useful to students who rely on the oral dictation of the word. The use of this support may result in the student needing additional time to complete the assessment. See the *CSDE Assessment Guidelines* for information on how to determine if this support is appropriate for your student.

AVAILABLE GLOSSARIES

The Translation Glossary embedded designated support is provided in certain languages with an audio translation of the word for selected construct-irrelevant terms for **Smarter Balanced mathematics tests only**.

Depending on the student's need, the student may be assigned:

1. No glossary at all
2. Illustration Glossary
3. English Glossary only (default)
4. One second-language glossary only
5. English and Illustration Glossary
6. English and one second-language glossary
7. English, one second language, and Illustration Glossary

The available options for the Translation Glossary embedded designated support are as follows:

Single-Language Support Options:	Dual-Language Support Options:	Dual-Language Support Options combined with Illustration Glossary:
No Glossary	English & Illustration Glossary	Arabic, English, & Illustration Glossary
Illustration Glossary	Arabic & English Glossary	Burmese, English, & Illustration Glossary
English Glossary (default)	Burmese & English Glossary	Cantonese, English, & Illustration Glossary
Arabic Glossary (Standard & Egyptian)	Cantonese & English Glossary	Filipino, English, & Illustration Glossary
Burmese Glossary	Filipino & English Glossary (Ilokano & Tagalog)	Hmong, English, & Illustration Glossary
Cantonese Glossary (Traditional & Simplified)	Hmong & English Glossary	Korean, English, & Illustration Glossary
Filipino Glossary (Ilokano & Tagalog)	Korean & English Glossary	Mandarin, English, & Illustration Glossary
Hmong Glossary (White & Green)	Mandarin & English Glossary	Punjabi, English, & Illustration Glossary
Korean Glossary	Punjabi & English Glossary (Eastern & Western)	Russian, English, & Illustration Glossary
Mandarin Glossary (Traditional & Simplified)	Russian & English Glossary	Somali, English, & Illustration Glossary
Punjabi Glossary (Eastern & Western)	Somali & English Glossary	Spanish, English, & Illustration Glossary
Russian Glossary	Spanish & English Glossary	Ukrainian, English, & Illustration Glossary
Somali Glossary	Ukrainian & English Glossary	Vietnamese, English, & Illustration Glossary
Spanish Glossary (El Salvador, Mexico, & Puerto Rico)	Vietnamese & English Glossary	
Ukrainian Glossary		
Vietnamese Glossary (North & South)		

Translation Glossary for Math - Continued

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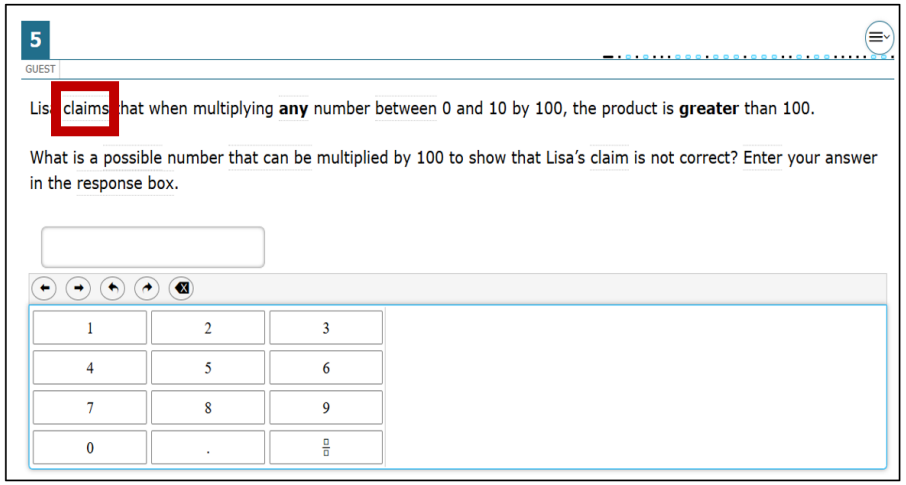
- A dotted line above or below a word or phrase indicates an available translation as shown inside the red box to the right.
- When the student hovers the mouse over the term, a pop-up box will appear with the translation, audio, and/ or illustration of the term.
- The student can select the audio icon next to the glossary term and listen to the audio recording of the glossary.
- The student can click the **X** at the top right-hand corner of the pop-up window to close the glossary.



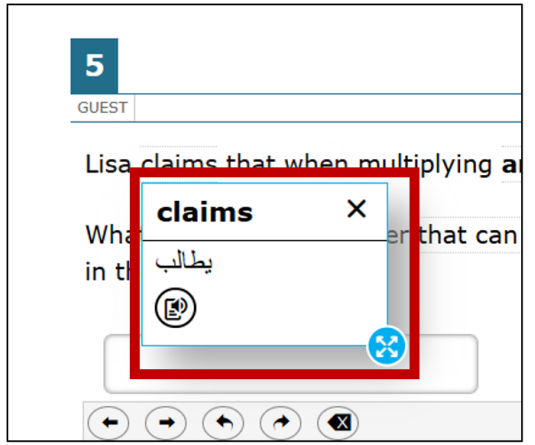


Illustration Translation Glossary for Math

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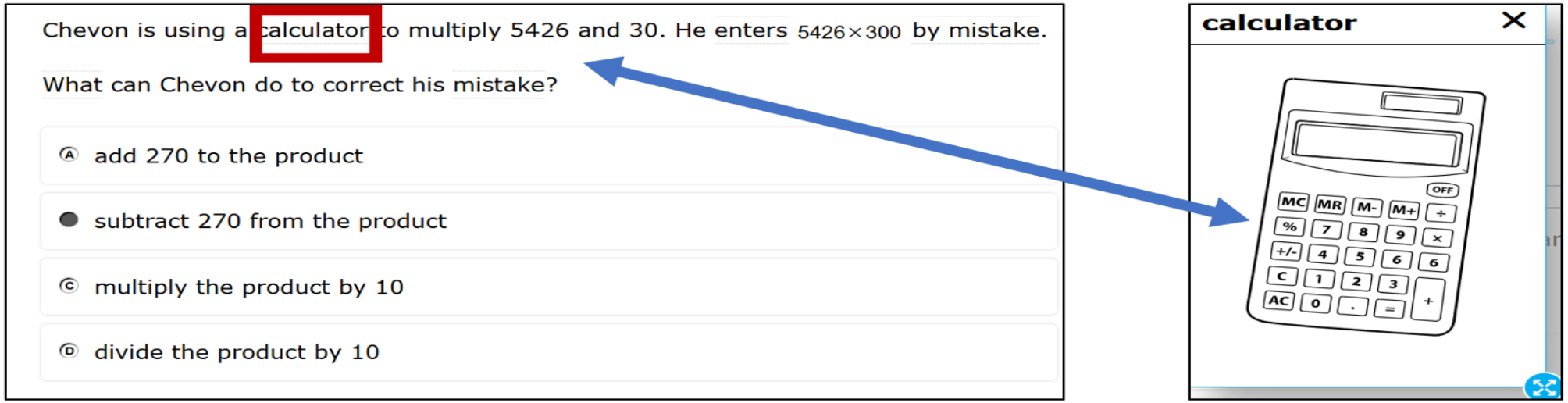
- The embedded Illustration Glossary is designed to help students understand words or phrases in test questions when their primary native language is not available
- This translation option can be configured in TIDE with English and the student's native language if it is an available option.
- A dotted line above or below a word or phrase indicates an available illustration.
- Students who are deaf/hard of hearing and use sign systems other than American Sign Language may benefit from this support.



Non-Embedded Translation Glossary for Math (Includes Illustration Glossary) for Large Print Test Booklets

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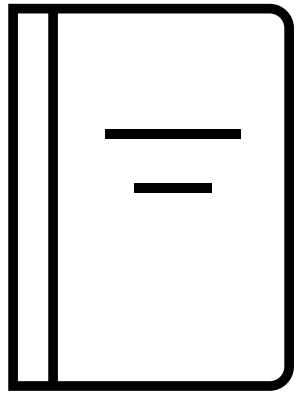
- Available for eligible students with an IEP or Section 504 Plan taking the test using a Large Print Test Booklet.
- Available single translations include: Illustration, Arabic, Burmese, Cantonese, English, Filipino (Tagalog & Ilokano), Hmong, Korean, Mandarin, Punjabi, Russian, Somali, Vietnamese, Spanish, and Ukrainian.
- Must be documented in CT-SEDS.
- Must be requested to Cambium Help Desk by the District Administrator (DA for Testing) when ordering materials in TIDE. (Contact Deirdre Ducharme or Katie Seifert at the CSDE for assistance.)
- Classroom materials MAY NOT be used.



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Non-Embedded Language Supports

Simplified Test Directions for Smarter Balanced Math and ELA

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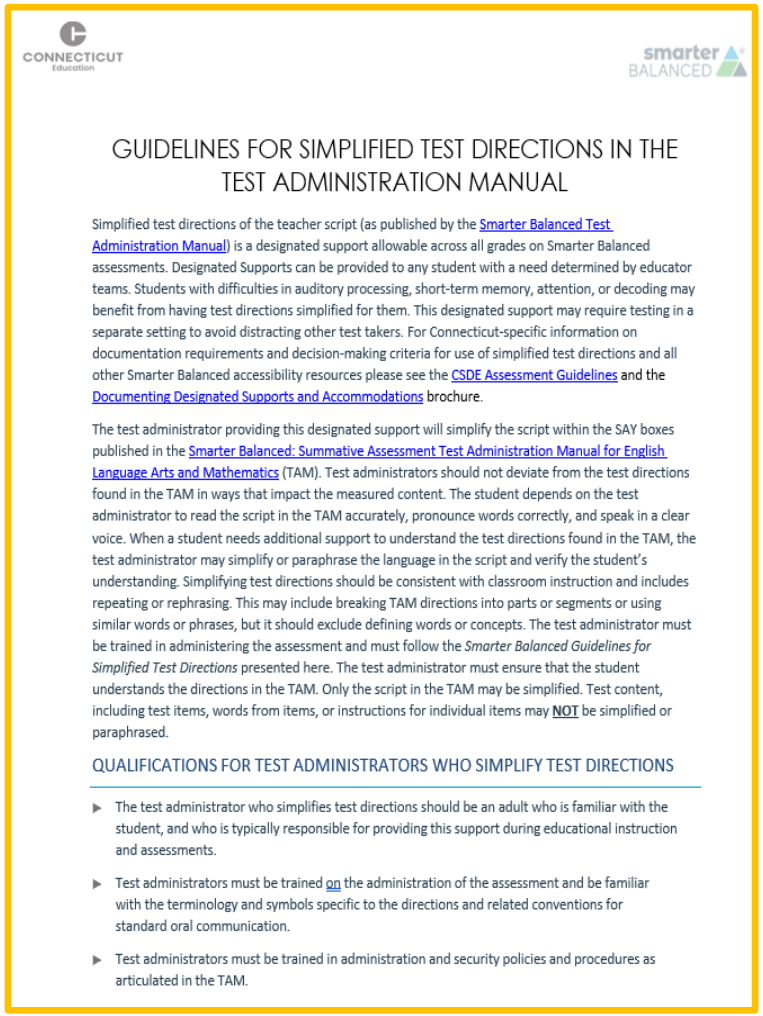
- A non-embedded language support to simplify the **teacher script** as published by the **Smarter Balanced Test Administration Manual** (e.g., paraphrasing/clarifying script, adjusting reader speed).
- May also support students with difficulties in auditory processing, short-term memory, attention, or decoding.
- Must test in an individual test setting unless a small group is configured based on similar accessibility needs.
- Test Administrators must review the Guidelines for Simplified Test Directions in the Test Administration Manual. There are associated test administrator tasks to support activities prior to and during test administration.
- Not available for NGSS.



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GUIDELINES FOR SIMPLIFIED TEST DIRECTIONS IN THE TEST ADMINISTRATION MANUAL

Simplified test directions of the teacher script (as published by the Smarter Balanced Test Administration Manual) is a designated support allowable across all grades on Smarter Balanced assessments. Designated Supports can be provided to any student with a need determined by educator teams. Students with difficulties in auditory processing, short-term memory, attention, or decoding may benefit from having test directions simplified for them. This designated support may require testing in a separate setting to avoid distracting other test takers. For Connecticut-specific information on documentation requirements and decision-making criteria for use of simplified test directions and all other Smarter Balanced accessibility resources please see the CSDE Assessment Guidelines and the Documenting Designated Supports and Accommodations brochure.

The test administrator providing this designated support will simplify the script within the SAY boxes published in the Smarter Balanced: Summative Assessment Test Administration Manual for English Language Arts and Mathematics (TAM). Test administrators should not deviate from the test directions found in the TAM in ways that impact the measured content. The student depends on the test administrator to read the script in the TAM accurately, pronounce words correctly, and speak in a clear voice. When a student needs additional support to understand the test directions found in the TAM, the test administrator may simplify or paraphrase the language in the script and verify the student's understanding. Simplifying test directions should be consistent with classroom instruction and includes repeating or rephrasing. This may include breaking TAM directions into parts or segments or using similar words or phrases, but it should exclude defining words or concepts. The test administrator must be trained in administering the assessment and must follow the *Smarter Balanced Guidelines for Simplified Test Directions* presented here. The test administrator must ensure that the student understands the directions in the TAM. Only the script in the TAM may be simplified. Test content, including test items, words from items, or instructions for individual items may **NOT** be simplified or paraphrased.

QUALIFICATIONS FOR TEST ADMINISTRATORS WHO SIMPLIFY TEST DIRECTIONS

- The test administrator who simplifies test directions 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 administrators must be trained on the administration of the assessment and be familiar with the terminology and symbols specific to the directions and related conventions for standard oral communication.
- Test administrators must be trained in administration and security policies and procedures as articulated in the TAM.

Translated Test Directions for Smarter Balanced Math and ELA

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- PDFs of word-to-word translations of the directions and functions encountered when using the online test delivery system (TDS). (Available on the portal.)
- Terms are available for Smarter Balanced ELA and math only.
- Download & print prior to test day.
- If available, a certified bilingual test administrator may read terms to the student or, if the student is literate in the selected language, they may read the terms independently.
- Additional test time may be needed.
- Languages include: Arabic; Burmese; Cantonese; Dakota; Filipino (Tagalog & Ilokano); French; Haitian-Creole; Hmong; Japanese; Korean; Lakota; Mandarin; Portuguese; Punjabi; Russian; Somali; Spanish; Ukrainian; Vietnamese; and Yup'ik.

Smarter Balanced Online Test
Cantonese Translated Test Directions Student Resource Sheet
All Grades ELA

- *This document provides the translations of the test directions. A biliterate student or adult can read these directions in conjunction with the online ELA test.*
- *This document contains the English message observed on the computer screen followed by the translation.*

Message	Cantonese (Traditional)	Cantonese (Simplified)
Thesaurus	寶庫	词库
Please enter the password to exit fullscreen mode:	請輸入密碼以結束全螢幕模式：	请输入密码退出全屏模式：
Submit	提交	递交
Saved Drafts	儲存草稿	已保存草稿
Response Recovery	回覆恢復	答案恢复
Saving response	儲存回覆	保存答案
Release or click the mouse button to place the object where you want it.	鬆開或按一下滑鼠按鈕以將物件放置於所需位置。	松开或单击鼠标按钮以将对象放置到您希望的位置。
Glossary	術語表	词汇表
You must answer all questions on this page before moving to the next page. (You may have to scroll down to see all questions.) Question(s) that still require an answer: {0}.	進入下一頁前，您必須先回答此頁上的所有問題。（您可能必須向下捲動以查看所有問題。）仍需要回答的問題：{0}.	您必须回答这页中的所有问题才可移至下一页。（您可能需要向下滚动来查阅所有问题。）仍然需要答案的问题：{0}。
You are deleting a lot of text from your answer. Are you sure you want to do this?	您將從答案刪除大量文字。是否確定要執行此動作？	您将删除您答案中的大量文字。您确定要这样做吗？
Version:	版本：	版本：
Your Browser Version:	您的瀏覽器版本：	您的浏览器版本：
Part A	部份 A	A部分
Part B	部份 B	B部分
Part C	部份 C	C部分
This cell only accepts alpha characters A through Z.	此儲存格僅接受 A 到 Z 之間的字母字元。	此单元格仅接受A-Z的字母字符。

Native Language Reader of Test Directions for Smarter Balanced and NGSS Assessments

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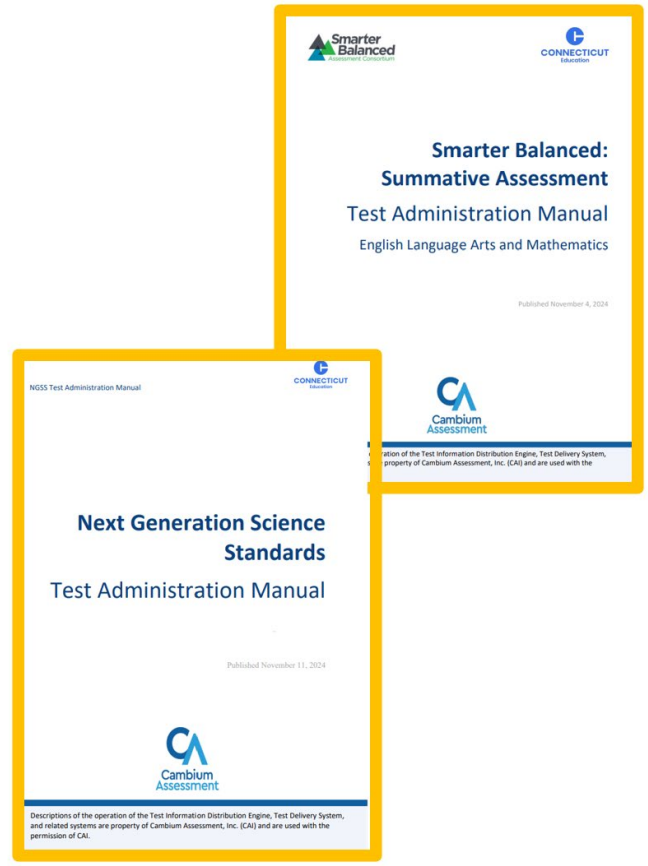
- A native language reader of the script from the Smarter Balanced or NGSS Test Administration Manuals can be provided if certified teacher is literate and fluent in the student's native language and is trained in test administration.
- Student must test in a 1:1 setting or in a small group of students that speak the same language.



Teacher Script:
SAY: Today, you will take the Smarter Balanced [insert grade, ELA/Mathematics, and CAT/PT] Summative Assessment. I will give you a test Session ID that is required to start the test. If you need an individual break during the test, raise your hand and wait for my instructions and permission.

Once you have logged in, wait for me to approve the test before you start. I'll be checking that you have correctly entered the test Session ID and other information.

Printed Test Directions in English (Student Version) from the Test Administration Manuals

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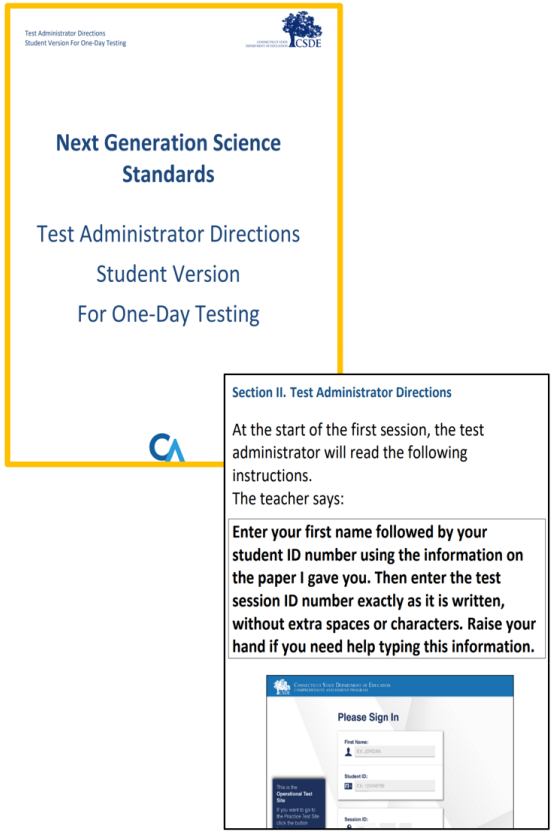
- This non-embedded designated/language support provides the student with a visual reference in English for test directions/script within the SAY boxes in the Summative Test Administration Manuals (TAMs) for Smarter Balanced and NGSS Assessments.
- The test administrator must download, print, and distribute the printed student version test directions to the student at the time of testing. Options include:
  - NGSS TAM Printed Test Directions Student Version for One-Day Testing
  - NGSS TAM Printed Test Directions Student Version for Testing Two-or-More Days
  - Smarter Balanced TAM Printed Test Directions Student Version Grades 3-5
  - Smarter Balanced TAM Printed Test Directions Student Version Grades 6-8



Bilingual Word-to-Word Glossary for NGSS

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Two types of word-to-word glossaries are permitted on the NGSS for students that use them regularly during instruction. Refer to the Bilingual Dictionaries and Glossaries Authorized for Use by English Language Learners for details.

1) NYS Statewide Language Regional Bilingual Education Resource Network: Bilingual Glossaries and Cognates

- Test administrator must download & print paper copies prior to testing.
- Materials are not secure, but they should be safely stored by the teacher if testing over multiple days.
- Student may need additional test time.
- Digital word-to-word glossaries are not permitted during testing.
- For the purposes of statewide testing, this resource can **only** be used on the NGSS.

Science Glossaries

Elementary School Science

- Albanian
- Arabic
- Bengali
- Burmese
- Chinese (simplified)
- Chinese (traditional)
- Dutch
- Farsi
- French
- Fulani
- Greek
- Haitian
- Hindi
- Italian
- Japanese
- Karen
- Kinyarwanda
- Korean
- Kurdish (Kurmanji)
- Malay
- Mandinka
- Nepali
- Pashto
- Polish
- Portuguese
- Punjabi
- Russian
- Slovak
- Spanish
- Swahili
- Tagalog
- Thai
- Tibetan
- Turkish
- Twi
- Ukrainian
- Urdu
- Uzbek
- Vietnamese
- Wolof

Middle School Science

- Albanian
- Arabic, Bengali
- Burmese
- Chinese (simplified)
- Chinese (traditional)
- Farsi
- French
- Fulani
- Haitian
- Hindi
- Italian
- Japanese
- Karen
- Kinyarwanda
- Korean
- Malay
- Mandinka
- Nepali
- Pashto
- Polish
- Portuguese
- Punjabi
- Russian
- Slovak
- Spanish
- Swahili
- Tagalog
- Thai
- Tibetan
- Turkish
- Twi
- Ukrainian
- Urdu
- Uzbek
- Vietnamese
- Wolof

High School Earth Science

- Albanian
- Arabic
- Bengali
- Bosnian
- Burmese
- Chinese (simplified)
- Chinese (traditional)
- Dutch
- Farsi
- French
- Fulani
- Greek
- Gujarati
- Haitian
- Hindi
- Italian
- Karen
- Kinyarwanda
- Korean
- Malay
- Mandinka
- Nepali
- Pashto
- Polish
- Portuguese
- Punjabi
- Russian
- Slovak
- Spanish
- Swahili
- Tagalog
- Thai
- Tibetan
- Turkish
- Twi
- Ukrainian
- Urdu
- Uzbek
- Vietnamese
- Wolof

Bilingual Word-to-Word Glossary for NGSS - Continued

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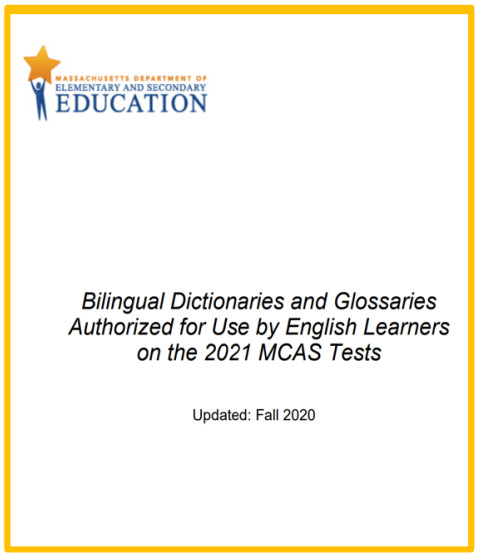
2) Bilingual Dictionaries and Glossaries Authorized for Use by English Learners on the 2021 MCAS Tests

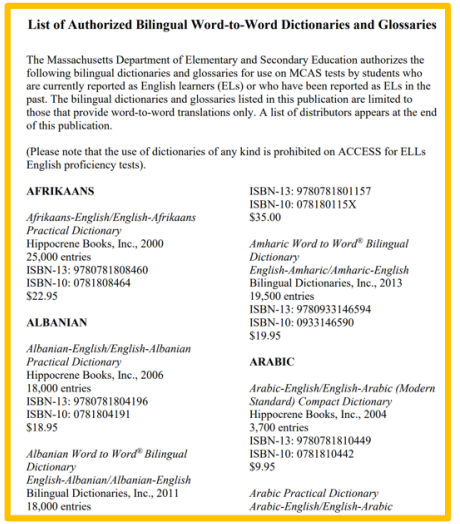
- This resource provides examples of word-to-word glossaries allowed on the NGSS.
- Dictionaries are not permitted.
- Test administrator should locate language appropriate glossary prior to testing.
- Materials are not secure, but they should be safely stored by the teacher if testing over multiple days.
- Student may need additional test time.
- For the purposes of statewide testing, this resource can only be used on the NGSS.



MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Bilingual Dictionaries and Glossaries Authorized for Use by English Learners on the 2021 MCAS Tests

Updated: Fall 2020



List of Authorized Bilingual Word-to-Word Dictionaries and Glossaries

The Massachusetts Department of Elementary and Secondary Education authorizes the following bilingual dictionaries and glossaries for use on MCAS tests by students who are currently reported as English learners (ELs) or who have been reported as ELs in the past. The bilingual dictionaries and glossaries listed in this publication are limited to those that provide word-to-word translations only. A list of distributors appears at the end of this publication.

(Please note that the use of dictionaries of any kind is prohibited on ACCESS for ELLs English proficiency tests).

AFRIKAANS

Afrikaans-English/English-Afrikaans Practical Dictionary
Hippocrene Books, Inc., 2000
25,000 entries
ISBN-13: 9780781808460
ISBN-10: 0781808464
$22.95

ALBANIAN

Albanian-English/English-Albanian Practical Dictionary
Hippocrene Books, Inc., 2006
18,000 entries
ISBN-13: 9780781804196
ISBN-10: 0781804191
$18.95

Albanian Word to Word® Bilingual Dictionary
English-Albanian/Albanian-English
Bilingual Dictionaries, Inc., 2011
18,000 entries
ISBN-13: 9780781801157
ISBN-10: 07818011 5X
$35.00

Amharic Word to Word® Bilingual Dictionary
English-Amharic/Amharic-English
Bilingual Dictionaries, Inc., 2013
19,500 entries
ISBN-13: 9780933146594
ISBN-10: 0933146590
$19.95

ARABIC

Arabic-English/English-Arabic (Modern Standard) Compact Dictionary
Hippocrene Books, Inc., 2004
3,700 entries
ISBN-13: 9780781810449
ISBN-10: 0781810442
$9.95

Arabic Practical Dictionary
Arabic-English/English-Arabic

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CONNECTICUT Education

Embedded Spanish Presentation for Math and Science
&
Text-to-Speech Options

Embedded Spanish Presentation for Math and Science

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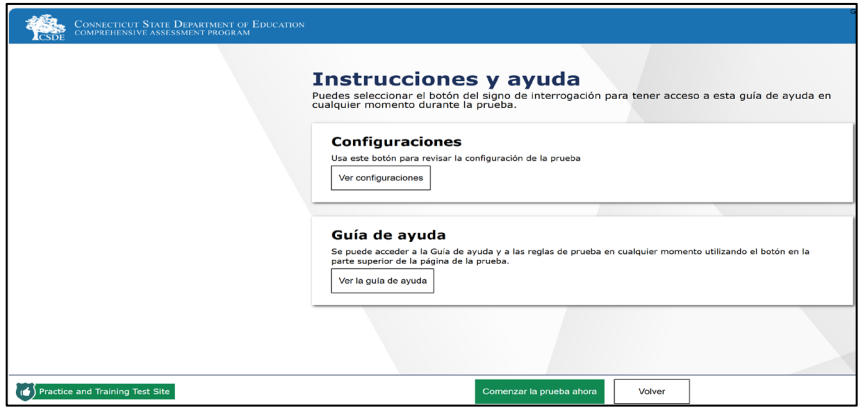
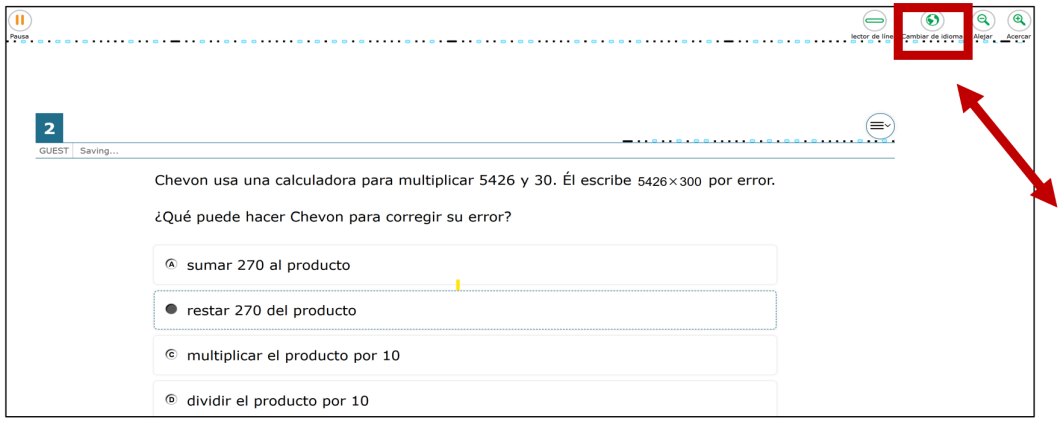
- Spanish presentation will allow the literate Spanish-speaking student to toggle between a full Spanish translation of the math and science stimuli and items and the English presentation (shown below).
- All test directions, navigation buttons, and test content will be presented to the student in the Spanish language (shown to the right).





To toggle from Spanish to English presentation, students will select the globe icon located at the top of their test screen.

Embedded Text-to Speech Options for ELA, Math, and Science

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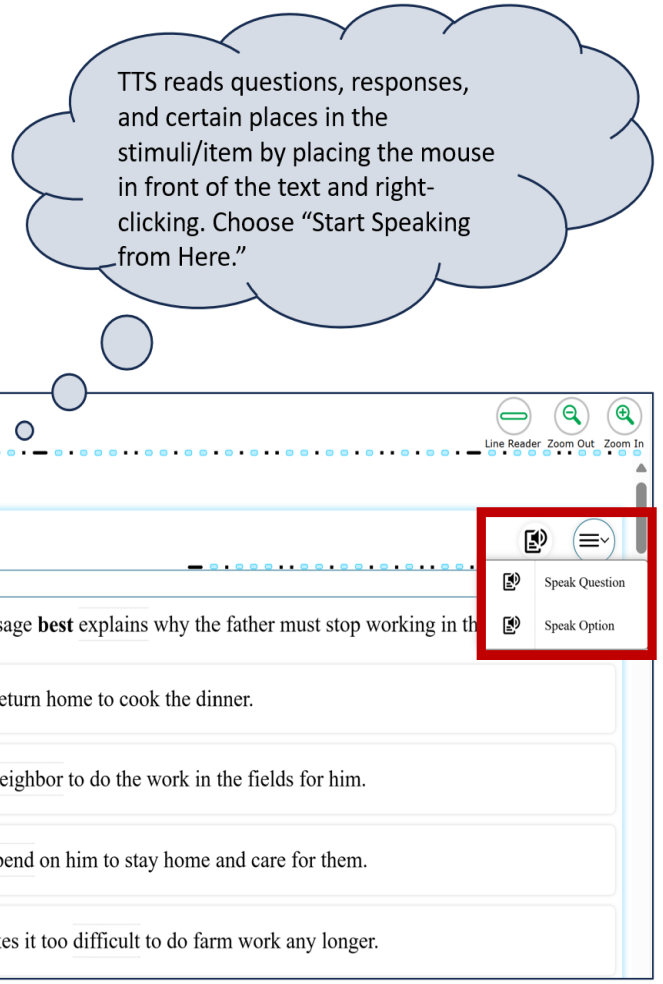
- Text-to-speech (TTS) in English is available for ELA items (not reading passages) and math/science stimuli and items by selecting the speaker icon.
  - Verify that TTS for items is documented for ELA in TIDE.
  - Verify that TTS of stimuli & items is documented for math and science in TIDE.
- These supports must be documented in TIDE prior to testing. They will not work if they are activated after a student begins their test.

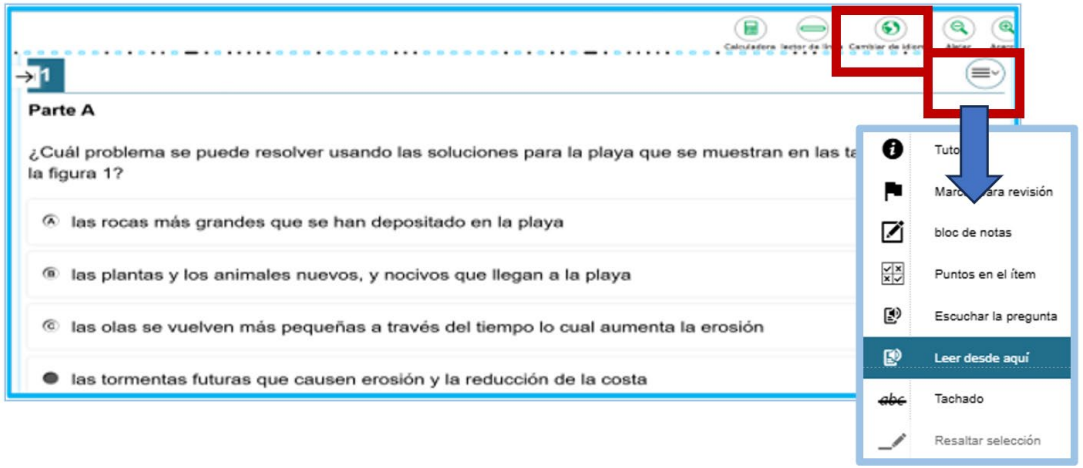


Text-to-Speech in Spanish for Math and Science

CONNECTICUT Education

- TTS is available in Spanish for the math and science stimuli and items by selecting the speaker icon.
  - Work with your technology department to download the applicable Spanish voice pack to the student's testing device.
  - Verify that TTS of stimuli & items is documented for math and science in TIDE.
  - Verify that Spanish Toggle is documented for math and science in TIDE.
- These supports must be documented in TIDE prior to testing. They will not work if they are activated after a student begins their test.

TTS reads questions, responses, and certain places in the stimuli/item by placing the mouse in front of the text and right-clicking. Choose "Start Speaking from Here."



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Non-Embedded Read Aloud Options for ELA, Math, and Science

Non-Embedded Read Aloud Options for ELA, Math, and Science - Continued

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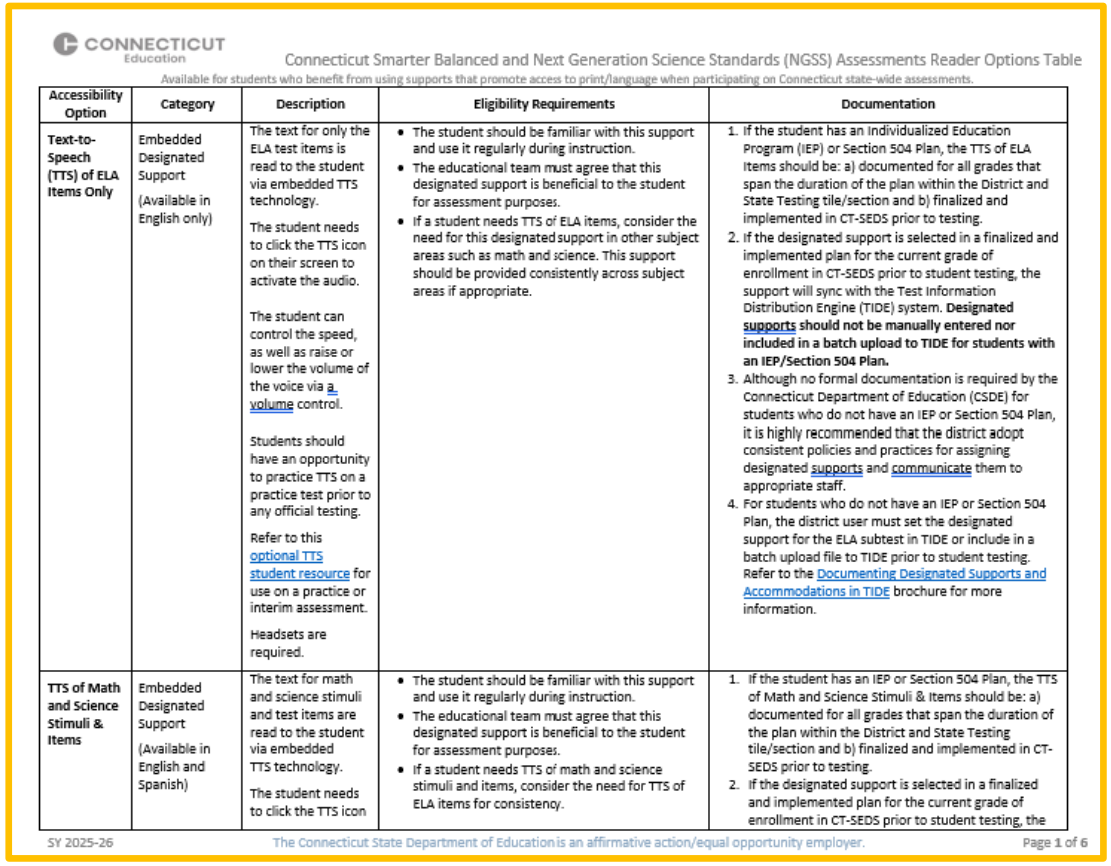
- A read aloud in English is available for ELA items (not reading passages) and math/science stimuli and items.
- The reader must review the Smarter Balanced Read Aloud Guidelines, and complete the Security/Confidentiality Agreement (Appendixes B and C).
- A read aloud is available in Spanish for the math and science stimuli and items if the school can provide a certified teacher who is literate and fluent in Spanish and is trained in test administration.
- The reader must review the Smarter Balanced Mathematics and Next Generation Science Standards (NGSS) Assessments: Guidelines for Spanish Read Aloud of Stimuli and Items.



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Connecticut Smarter Balanced and Next Generation Science Standards (NGSS) Assessments Reader Options Table

Available for students who benefit from using supports that promote access to print/language when participating on Connecticut state-wide assessments.

Accessibility Option	Category	Description	Eligibility Requirements	Documentation
Text-to-Speech (TTS) of ELA Items Only	Embedded Designated Support (Available in English only)	The text for only the ELA test items is read to the student via embedded TTS technology. The student needs to click the TTS icon on their screen to activate the audio. The student can control the speed, as well as raise or lower the volume of the voice via a volume control. Students should have an opportunity to practice TTS on a practice test prior to any official testing. Refer to this optional TTS student resource for use on a practice or interim assessment. Headsets are required.	• The student should be familiar with this support and use it regularly during instruction. • The educational team must agree that this designated support is beneficial to the student for assessment purposes. • If a student needs TTS of ELA items, consider the need for this designated support in other subject areas such as math and science. This support should be provided consistently across subject areas if appropriate.	1. If the student has an Individualized Education Program (IEP) or Section 504 Plan, the TTS of ELA items should be: a) documented for all grades that span the duration of the plan within the District and State Testing tile/section and b) finalized and implemented in CT-SEDS prior to testing. 2. If the designated support is selected in a finalized and implemented plan for the current grade of enrollment in CT-SEDS prior to student testing, the support will sync with the Test Information Distribution Engine (TIDE) system. **Designated supports should not be manually entered nor included in a batch upload to TIDE for students with an IEP/Section 504 Plan.** 3. Although no formal documentation is required by the Connecticut Department of Education (CSDE) for students who do not have an IEP or Section 504 Plan, it is highly recommended that the district adopt consistent policies and practices for assigning designated supports and communicate them to appropriate staff. 4. For students who do not have an IEP or Section 504 Plan, the district user must set the designated support for the ELA subtest in TIDE or include in a batch upload file to TIDE prior to student testing. Refer to the Documenting Designated Supports and Accommodations in TIDE brochure for more information.
TTS of Math and Science Stimuli & Items	Embedded Designated Support (Available in English and Spanish)	The text for math and science stimuli and test items are read to the student via embedded TTS technology. The student needs to click the TTS icon	• The student should be familiar with this support and use it regularly during instruction. • The educational team must agree that this designated support is beneficial to the student for assessment purposes. • If a student needs TTS of math and science stimuli and items, consider the need for TTS of ELA items for consistency.	1. If the student has an IEP or Section 504 Plan, the TTS of Math and Science Stimuli & Items should be: a) documented for all grades that span the duration of the plan within the District and State Testing tile/section and b) finalized and implemented in CT-SEDS prior to testing. 2. If the designated support is selected in a finalized and implemented plan for the current grade of enrollment in CT-SEDS prior to student testing, the

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Separate Setting

Overview of Separate Setting

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- Students may test in flexible groupings based on need. For example, students who are easily distracted, or who may distract others in environments .
- The separate setting may be in a different room that allows students to work individually or among a smaller group, or in the same room, but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, with a whisper phone, near the teacher's desk, or in the front of a classroom).
- Some language supports require students to be assessed individually. These students would also require a separate setting. Examples include students accessing the Read Aloud designated support or Simplified Test Directions.
- If Separate Setting is documented in an IEP/Section 504 Plan, refer to details in the plan that specify the type of setting needed.

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Resources for Educators

Resources

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Resource	URL	Description
Best Practices for Determining Accommodations for Statewide Assessments	https://portal.ct.gov/-/media/sde/student-assessment/special-populations/ct-seds_dec12_office-hours-masterpptx.pdf Recorded Training: https://www.youtube.com/watch?v=NKJrZ-oNquY	Using a strength-based approach and through the implementation of the principles of universal design, this training identifies how accessibility features can promote access to instruction and assessments for all students based on their unique learning profiles.
CSDE Assessment Guidelines	https://ct.portal.cambiumast.com/resource-item/en/csde-assessment-guidelines	This document is intended to provide guidance for Connecticut school district personnel who must make decisions about testing special student populations for Connecticut Summative Assessments.

Resources - Continued

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Resource	URL	Description
Accessibility Considerations	https://ct.portal.cambiumast.com/resource-item/en/accessibility-considerations	This resource addresses accessibility needs for statewide assessments, including accessibility tools that can be incorporated in the instructional setting to promote student access and independence in the classroom, when completing assignments, and for school assessments.
CCSSO Questions to Ask When Selecting Accessibility Supports	https://portal.ct.gov/-/media/sde/student-assessment/special-populations/ccsso_educator-team-accessibility-supports-implementation-and-followup-questionnaires_master.pdf?rev=9c69a7534709410c9b40ed411e8090c4&hash=84026AD06AF4C13E5994BDA2984940A3	This resource provides questions that can be used by local educator teams to guide the initial selection of appropriate accessibility supports and to revisit the usefulness of current supports.

Contact Information

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Education

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Thank you!!!!