# California Assessment Accessibility Resources Matrix



The California Assessment Accessibility Resources Matrix (Accessibility Matrix) displays the embedded and non-embedded universal tools, designated supports, and accommodations (UDAs) allowed as part of the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) Systems for 2024–25 testing.

California Department of Education Revised November 2024

 

## Accessibility Matrix Parts and Definitions

The Accessibility Matrix contains six parts.

### Part 1—Universal Tools

[Universal tools](#_Part_1—Universal_Tools) are available to all students on the basis of student preference and selection.

### Part 2—Designated Supports

[Designated supports](#_Part_2—Designated_Supports_1) are available to any student when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student’s individualized education program (IEP) or Section 504 plan. The determination of assigning designated supports should be decided on a student-by-student basis. Any assigned designated support should be one the student uses in daily instruction, assessment, or both.

### Part 3—Accommodations

[Accommodations](#_Part_3—Accommodations_1) refer to accessibility resources documented in a student’s IEP or Section 504 plan that the student regularly uses in daily instruction, assessment, or both.

### Part 4—Instructional Supports and Resources for the Alternate Assessments

The California Alternate Assessments (CAAs), the Initial Alternate ELPAC, and the Summative Alternate ELPAC are administered to students one-on-one by a test examiner. A student may use specified [instructional supports and resources](#_Part_3—Accommodations) during testing. The optional Alternate Assessment Decision-Making Tool for California at <https://www.cde.ca.gov/ta/tg/ca/documents/altassessmentdecision.pdf> can help guide IEP teams in determining whether the CAAs and the Alternate ELPAC (if indicated) are the most appropriate assessments for an individual student with the most significant cognitive disabilities.

### Part 5—Unlisted Resources

An [unlisted resource](#_Unlisted_Resources) is an instructional resource that a student regularly uses in daily instruction, assessment, or both, that has not been previously identified as a universal tool, designated support, or accommodation. Unlisted resources shall be made available if specified in the eligible student’s IEP or Section 504 plan. This Accessibility Matrix includes a list of pre-identified unlisted resources that have been determined to change the construct being measured. These are approved automatically after being requested in the Test Operations Management System (TOMS). Otherwise, a request in TOMS for an unlisted resource that has *not* been pre-identified is sent to the California Department of Education (CDE) for review, adjudication, and a determination related to a change of test construct. The CDE may contact the local educational agency (LEA) if more information is needed to make this determination.

### Part 6—Technical Resource

Permissive mode, a complementary [technical resource](#_Part_6—Technical_Resources), is not listed as a universal tool, designated support, or accommodation, but may be necessary for student testing. Permissive mode should only be selected when using an approved, non-embedded accessibility software or device and is not for stand-alone use.

## Appropriate Use

Accessibility resources exist to provide equitable access to students. Subsequently, assigning resources on a global scale, either on principle or for simplicity’s sake, is not the intention of accessibility resources. Successful use of accessibility resources requires that the educational team make decisions regarding supports to use on a student-by-student basis; these should be assigned based on supports that the student uses during daily instruction and for classroom assessments. Accessibility resources can be assigned in advance to ensure that the student is familiar with the functionality of the resource within the CAASPP or ELPAC system.

The appropriate identification and use of the universal tools, designated supports, and accommodations (UDAs) for CAASPP computer-based assessments and ELPAC computer-based assessments and related paper–pencil tests (PPTs) are restricted to only those identified in this document. For UDAs for CAASPP and ELPAC PPT emergency forms, refer to the *CAASPP PPT Test Administration Manual* or the *Paper–Pencil Test Administration* section of the appropriate ELPAC test administration manual that is linked on the CAASPP and ELPAC Manuals web page at <https://ca-toms-help.ets.org/>.

Keep the following in mind when assigning UDAs to students:

* Some embedded UDAs are available only for specific items (test questions) or specific ELPAC domains for which they are allowed.
* If a non-embedded resource is shown to be available for “allowed items,” it may be used only for the specific items for which the embedded version of the resource is made available by the test delivery system.
* Additional details about the assignment and use of accessibility resources used for testing can be found in the *CAASPP and ELPAC Accessibility Guide* at <https://ca-toms-help.ets.org/accessibility-guide/>.

The accessibility resources in the Accessibility Matrix identified as UDAs are available for the listed, approved assessments and do not change the construct of what is being assessed.   
**Students who receive these accessibility resources will receive a valid score.**

## What’s New for 2024–25

### General

* Links that pointed to either the CAASPP website or ELPAC website were replaced with links to the CAASPP & ELPAC Website.

### Universal Tools

* The definition of the embedded digital notepad was simplified.
* The definition of the embedded highlighter was simplified.
* The definition of the embedded line reader was simplified.
* The definition of the embedded mark for review was updated to include test examiner assistance for students taking the ELPAC or CAAs.
* The definition of non-embedded scratch paper was clarified that graph paper can be used by a student in any grade level taking the mathematics assessment.
* The definition of writing tools was clarified to note that this resource is not applicable to the CAA for English Language Arts/‌Literacy (ELA).

### Designated Supports

* The definition of the non-embedded 100s number table was simplified.
* Color contrast with print-on-demand is no longer listed as a non-embedded designated support.
* The definition of the non-embedded multiplication table was simplified.
* The definition of embedded masking was clarified to note that this is a digital tool.
* The use of non-embedded read aloud for CSA items was redesignated from an accommodation to a designated support.
* The use of non-embedded read aloud in Spanish was updated to specify that this resource is not applicable to the CSA.
* The definition of non-embedded translated test directions was updated to specify that this resource is not applicable to alternate assessments.
* The definition of embedded translations (Spanish stacked–dual language) was updated.

### Accommodations

* The definition of the non-embedded 100s number table was simplified.
* The definition of non-embedded alternate response options was expanded to include augmentative and alternative communication (AAC) devices.
* The definition of the non-embedded large-print special form was expanded to specify some Initial ELPAC grade levels and domains.
* The definition of the non-embedded multiplication table was simplified.
* The definition of speech-to-text was expanded to note that embedded speech-to-text for Spanish is available for the Smarter Balanced for Mathematics and CAST, and that non-embedded speech-to-text for Spanish can be used for the Smarter Balanced for Mathematics and CAST.
* The embedded and non-embedded accommodation “word prediction” was renamed to “word completion.”

## Additional Resources

To determine the use of resources for individual students, this document should be used in conjunction with one or more of the following resources:

* Accessibility Resources Demonstration Videos web page: <https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/resource-videos>
* Accessibility Resources web page: <https://www.caaspp-elpac.org/resources/preparation/accessibility-resources>
* Alternate Assessment Decision-Making Tool for California web document: <https://www.cde.ca.gov/ta/tg/ca/documents/altassessmentdecision.pdf>
* Alternate ELPAC Accessibility and Accommodations Guidelines web document: <https://www.caaspp-elpac.org/s/docs/Alt-ELPAC-Accessibility-Guidelines.docx>
* *CAASPP and ELPAC Accessibility Guide* web manual: <https://ca-toms-help.ets.org/accessibility-guide/>
* CAASPP and ELPAC Manuals web page: <https://ca-toms-help.ets.org/>
* *California Code of Regulations,* Title 5 (5 *CCR*), Division 1
  + CAASPP
    - 5 *CCR*, Article 1 General, Section 850 Definitions web page: [https://bit.ly/44WBhlg](http://bit.ly/section-850)
    - 5 *CCR*, Article 2 Achievement Tests and Any Primary Language Assessment web page, with links to sections 851 through 864: <https://bit.ly/43HiclH>
  + ELPAC—5 *CCR*, Subchapter 7.6 English Language Proficiency Assessments for California web page: <https://bit.ly/3rB5Zlo>
* Individual Student Assessment Accessibility Profile (ISAAP) Tool web page: <https://isaap.ets.org/>
* *ISAAP Tool User Guide* web manual: <https://ca-toms-help.ets.org/isaap-tool-guide/>
* *Smarter Balanced Assessment Consortium Usability, Accessibility, and Accommodations Guidelines* web document: <https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf>

## Table Setup

### Content

The tables in this document present the following information:

* Resource name and description
* Delivery
  + Embedded (E)
  + Non-embedded (N)
  + Both (B)

### Assessments

The tables in this document include columns for the following California assessments:

* ELA
  + Smarter Balanced Summative and Interim Assessments for ELA
  + CAA for ELA
* Mathematics (Math)
  + Smarter Balanced Summative and Interim Assessments for Mathematics
  + CAA for Mathematics
* Science
  + CAST Summative and Interim Assessments
  + CAA for Science
* Spanish
  + CSA
* English Language Proficiency
  + Computer-based ELPAC (ELPAC-CBA) Initial, Summative, and Interim Assessments
  + Paper–pencil ELPAC (ELPAC-P) Initial and Summative Assessments
  + Alternate ELPAC (ELPAC-A) Initial and Summative Assessments

## Part 1—Universal Tools

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Universal Tool Description | Delivery | ELA | Math | Science | Spanish | ELPAC-CBA | ELPAC-P | ELPAC-A |
| **Breaks**  For CAASPP, the number of items per session can be flexibly defined based on student need. A student may take a break when needed; there is no limit to the number of breaks a student may take. A student may require extra time to complete the assessment if using this resource.  For the ELPAC, breaks—including those during testing over more than one day—between the domains are permitted. Breaks may be permitted for a student who needs additional time to finish testing in a domain to allow for rescheduling. However, breaks in the middle of a domain as identified in a student’s IEP are allowed as an accommodation. Refer also to the [breaks accommodation](#BreaksA).  For additional information about breaks, refer to <https://ca-toms-help.ets.org/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-breaks-online-assessments> for information about breaks as an embedded universal tool; or <https://ca-toms-help.ets.org/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#non-embedded-breaks-computer-and-paper> for information about breaks as a non-embedded universal tool. | B | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **Calculator**  A student can access an embedded, on-screen digital calculator for calculator-allowed items when a student selects the [**Calculator**] button.  For mathematics, this tool is available only on the specific items for which the *Smarter Balanced Item Specifications* indicated as appropriate in grades six through eight and grade eleven. Details on calculator availability for the Smarter Balanced for Mathematics is available at [https://portal.smarterbalanced.org/library/en/‌calculator-availability-for-operational-assessments.pdf](https://portal.smarterbalanced.org/library/en/calculator-availability-for-operational-assessments.pdf). For science, this tool is available as a four-function (basic) calculator for grade five and a scientific calculator for grade eight and high school.  This resource is not applicable to the CAAs. | E | No | Yes (6–‍8 and 11) | Yes (5, 8, and 10–‍12) | No | No | No | No |
| **Digital notepad**  A student can use the digital notepad for making notes about an item. It is item-specific and available through the end of the test segment. A student can use the embedded [speech-to-text accommodation](#SpeechtoText) with this universal tool if speech-to-text is assigned as a test setting in TOMS for the student. If the student returns to the item or page after a pause, the notes are retained. | E | Yes | Yes | Yes | Yes | Yes | No | Yes |
| **English dictionary**  A student can use an English dictionary that is available for the full-write portion of an ELA performance task but not for short-paragraph responses. A full write is the second part of a performance task.  This resource is not applicable to the CAA for ELA. | B | Yes | No | No | No | No | No | No |
| **English glossary**  A student can use the English glossary to access grade- and context-appropriate definitions of specific construct-irrelevant terms, in English, in a pop-up window on the screen.  This resource is not applicable to the CAAs. | E | Yes | Yes | Yes | No | No | No | No |
| **English thesaurus**  A student can use the thesaurus that is available for the full-write portion of an ELA performance task but not for short-paragraph responses. A thesaurus contains synonyms of terms in the text with which a student interacts on the assessment. A full write is the second part of a performance task.  This resource is not applicable to the CAA for ELA. | B | Yes | No | No | No | No | No | No |
| **Expandable items**  A student can expand each item or stimulus so it takes up a larger portion of the screen. | E | Yes | Yes | Yes | Yes | Yes | No | Yes |
| **Expandable passages**  A student can expand each passage or stimulus so it takes up a larger portion of the screen. | E | Yes | Yes | Yes | Yes | Yes | No | Yes |
| **Global notes**  A student can use the global notes—a digital notepad—for ELA performance tasks in which the student completes a full write; it is not for short paragraph responses. A full write is the second part of a performance task. Once entered, global notes remain available to a student throughout the assessment even though the student is not able to go back to specific questions.  A student can use the embedded [speech-to-text accommodation](#SpeechtoText) with this universal tool if speech-to-text is assigned as a test setting in TOMS for the student.  This resource is not applicable to the CAA for ELA. | E | Yes | No | No | No | No | No | No |
| **Highlighter**  A student can use the digital highlighter for marking desired text, item questions, and item answers (or parts of these) with a color. | E | Yes | Yes | Yes | Yes | Yes | No | Yes |
| **Highlighter**  A student can use a physical highlighter, with or without the help of a test examiner, in the Answer Book. | N | No | No | No | No | No | Yes (2–‍12) | No |
| **Keyboard navigation**  A student can navigate through text by using a keyboard’s function keys (instead of a mouse or other adaptive device). A printable document with keyboard commands is available at [https://www.caaspp-elpac.org/s/docs/‌KeyboardCommandsForStudents.2015.pdf](https://www.caaspp-elpac.org/s/docs/KeyboardCommandsForStudents.2015.pdf). | E | Yes | Yes | Yes | Yes | Yes | No | Yes |
| **Line reader**  A student can use an on-screen line reader to assist in reading by raising and lowering the tool for each line of text on the screen. | E | Yes | Yes | Yes | Yes | Yes (2–‍12) | No | Yes |
| **Line reader**  A student can use a paper line reader. | N | No | No | No | No | No | Yes (2–‍12) | No |
| **Mark for review**  A student can flag items for future review during the assessment; for the ELPAC and the CAAs, this can be accomplished with the help of a test examiner. | E | Yes | Yes | Yes | Yes | Yes (2–‍12) | No | Yes |
| **Mark for review**  A student can mark in a Test Book, including noting items for review, using a highlighter in grades two through twelve. In grades three through twelve, a student can use other writing utensils in addition to a highlighter. | N | No | No | No | No | No | Yes (2–‍12) | No |
| **Math tools**  A student can use digital math tools (that is, embedded ruler, embedded protractor) for measurements related to specific mathematics items.  This resource is not applicable to the CAAs. | E | No | Yes | Yes | No | No | No | No |
| **Oral clarification of test directions by the test examiner in English**  A student can have the test examiner provide clarification of test directions to the student in English. | N | No | No | No | No | Yes | Yes | Yes |
| **Science charts**  A student can use these digital tools (such as periodic table of elements and reference sheet) that are available in grade eight and high school for the CAST. When the Spanish stacked–dual language designated support has been assigned, the periodic table of the elements is available in Spanish.  This resource is not applicable to the CAA for Science. | E | No | No | Yes | No | No | No | No |
| **Science tools**  A student can use these digital science tools (for example, analog clock or laboratory equipment) that are available for all tested grade levels of the CAST.  This resource is not applicable to the CAA for Science. | E | No | No | Yes | No | No | No | No |
| **Scratch paper**  A student can use blank scratch paper to make notes, write computations, record responses, or create graphic organizers. Note the following about scratch paper:   * Only plain paper or lined paper is appropriate for ELA and the ELPAC. * For mathematics, graph paper can be used at all grade levels but is **required** beginning in grade six. * A student can use a whiteboard with a marker.   As long as the construct being measured is not impacted, a student is permitted to use an assistive technology device, including low-tech assistive technology (Math Window) and digital graph paper, to make notes. A student’s assistive technology device must have its access to the internet disconnected. | N | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **Spanish glossary**  A student can use the translated glossaries, which are provided to the student for selected construct-irrelevant terms. Translated glossaries are a language support.  Embedded translations for these terms appear on the screen when a student selects them. A student with the language glossary setting enabled can view the translated glossary. A student also can select the [**Audio**] icon next to the glossary term and listen to the audio recording of the glossary.  For mathematics and science, refer to the [translations (glossary)](#Glossary) designated support. | E | No | No | No | Yes | No | No | No |
| **Spell check**  A student can use this writing tool for checking the spelling of words in student-generated responses, spell check, gives **only** an indication that a word is misspelled. It does not provide the correct spelling. This tool is available only on specific Smarter Balanced, CAST, and CSA items.  This resource is not applicable to the CAAs. | E | Yes | Yes | Yes | Yes | No | No | No |
| **Strikethrough**  A student can use this digital tool to cross out answer options, with or without the help of a test examiner. Stricken text or a stricken image will be less visible. | E | Yes | Yes | Yes | Yes | Yes (2–‍12) | No | Yes |
| **Strikethrough**  A student can use a pencil or other writing utensil in a Test Book or Answer Book to strike through images or options, with or without the help of a test examiner. | N | No | No | No | No | No | Yes (2–‍12) | No |
| **Test navigation assistant**  A student who is a new arrival, unfamiliar with the test delivery device, or a technology novice and does not have the necessary computer skills to participate in the computer-based ELPAC may have a trained test examiner assist with the mouse point-and-click and scroll bar, onscreen tool or button navigation (such as back, next, submit, start and stop recording, play Speaking, and recording), and keyboarding necessary for starting the test session.  The test navigation assistant is allowed to assist *only* with the technology as indicated by the student. A student may use a test navigation assistant during one-on-one or group administrations. A student is not permitted to use keyboarding assistance in the test.  The test navigation assistant must follow approved guidelines that are available at <https://www.caaspp-elpac.org/s/docs/ELPAC--TNA-DIA-Use-Scenarios.2019-20.pdf>. | N | No | No | No | No | Yes | No | Yes |
| **Writing tools**  A student can use selected writing tools (such as bold, italic, bullets, undo, and redo) that are available for all student-generated responses. For ELA, mathematics, and science, this resource is available for specific items only.  This resource is not applicable to the CAAs. | E | Yes | Yes | Yes | No | Yes (3–‍12) | No | No |
| **Zoom (in/out)**  A student can make text and graphics larger by selecting the [**Zoom In**] button; and return to the default or select a smaller font size by selecting the [**Zoom Out**] button. (The default font size for all tests is 14 point.) | E | Yes | Yes | Yes | Yes | Yes | No | Yes |

## Part 2—Designated Supports

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Designated Support Description | Delivery | ELA | Math | Science | Spanish | ELPAC-CBA | ELPAC-P | ELPAC-A |
| **100s number table**  A student can use a paper-based table listing numbers 1–100 that is available from Smarter Balanced for reference (<https://www.caaspp-elpac.org/s/docs/CAASPP.hundreds-number-table.pdf>). | N | No | No | Yes | No | No | No | No |
| **American Sign Language or Manually Coded English**  For the ELPAC, a student who is deaf or hard of hearing (DHH) and who typically uses ASL or Manually Coded English can have the test directions signed as a language support prior to beginning the actual test items. | N | No | No | No | No | Yes | Yes | Yes |
| **Amplification**  A student can adjust the volume control beyond the device’s built-in settings using headphones or other non-embedded devices including, but not limited to, assistive technology or FM systems. | N | Yes | Yes | Yes | Yes | Yes | Yes | No |
| **Bilingual dictionary**  A student can use a bilingual or dual language word-to-word dictionary as a language support for the full-write portion of an ELA performance task but not for short-paragraph responses. A full write is the second part of a performance task. | N | Yes | No | No | No | No | No | No |
| **Calculator**  A student taking a science assessment who is unable to use the embedded calculator or requires a special calculator, such as a braille calculator or a talking calculator, can use a non-embedded calculator.  For science, the four-function (basic) calculator is a designated support to be used for grade five and a scientific calculator, for grade eight and high school.  For the mathematics assessments, refer to the [calculator accommodation](#CalculatorA). | N | No | No | Yes | No | No | No | No |
| **Color contrast**  A student can adjust the screen background or font color on an electronic device on the basis of the student’s need or preference. This may include reversing the colors for the entire interface or choosing the color of the font and background. | E | Yes | Yes | Yes | Yes | Yes | No | Yes |
| **Color overlay**  A student with attention difficulties or with visual impairments or other print disabilities (including learning disabilities) can use this resource to view test content. Choice of color should be informed by evidence of those colors that meet the student’s needs. This resource is for PPTs only.  This resource is not applicable to the CAAs. | N | Yes | Yes | Yes | No | No | Yes | No |
| **Designated interface assistant**  A student who is a technology novice and has limited keyboarding skills that prevent the student from responding can be helped by a designated interface assistant, who is available to help the student interact with, or type, handwritten responses on the test platform. The designated interface assistant should be used only during one-on-one administration.  This role meets the needs of ELPAC technology novices and young test takers. | N | No | No | No | No | Yes | No | Yes |
| **Illustration glossaries**  A student can use illustration glossaries, which are a language support provided for selected construct-irrelevant terms for mathematics. Illustrations for these terms appear on the screen when a student selects them. For the non-embedded version, illustrations for these terms appear in a supplement to the PPT and are identified by item number.  This resource is not applicable to the CAAs. | B | No | Yes | No | No | No | No | No |
| **Magnification**  A student can adjust the size of specific areas of the screen (for example, text, formulas, tables, graphics, navigation buttons, and the mouse pointer) with an assistive technology device or software. Magnification allows the student to increase the size of screen elements and change the color contrast, including the size and color of the mouse pointer, to a level not provided for by one or more of the zoom universal tool, color contrast designated support, or mouse pointer designated support. | N | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **Masking**  A student can use the masking digital tool to block off content that is not of immediate need or that may be distracting to the student. A student is able to focus attention on a specific part of a test item by using the masking digital resource. | E | Yes | Yes | Yes | Yes | Yes | No | Yes |
| **Masking**  A student can use the masking non-embedded resource to block off content on a paper test that is not of immediate need or that may be distracting to the student. A student is able to focus attention on a specific part of a test item by using the masking non-embedded resource. | N | No | No | No | No | Yes | Yes | Yes |
| **Medical supports**  A student can access medical supports for medical purposes (for example, glucose monitor or Bluetooth hearing aids). The medical support may include a cell phone; however, it is not limited to devices and should support a student during testing only for medical reasons. To maintain test security, either the device settings must restrict access to other applications, or the test administrator or test examiner must closely monitor the use of the device. | N | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **Mouse pointer (size and color)**  A student can use this embedded resource to use a mouse pointer that has been set to a larger size and has a color that has been changed. | E | Yes | Yes | Yes | Yes | Yes | No | Yes |
| **Multiplication table**  A student taking a science assessment at any tested grade level can use the paper-based multiplication table (1–12) for reference. This is available from Smarter Balanced at [https://www.caaspp-elpac.org/s/docs/‌CAASPP.multiplication-table.pdf](https://www.caaspp-elpac.org/s/docs/CAASPP.multiplication-table.pdf). | N | No | No | Yes | No | No | No | No |
| **Noise buffers**  A student can use a noise buffer such as ear mufflers, white noise, or other equipment to block external sounds. | N | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **Pause or replay audio—Listening domain**  A student who needs the audio to slow down or stop momentarily can have the stimuli of the audio presentation in the ELPAC Listening domain paused or replayed during the administration of the test questions.  (For CAASPP, when audio is present in an item, the ability to pause or replay audio is provided automatically.) | B | No | No | No | No | Yes | Yes | No |
| **Pause or replay audio—Speaking domain**  A student who needs the audio to slow down or stop momentarily can have the audio presentation in the ELPAC Speaking domain paused or replayed during the administration of the test questions in the Summarize an Academic Presentation task. | B | No | No | No | No | Yes | Yes | No |
| **Print-on-demand**  A student can have paper copies of passages, stimuli, items, or any combination of these printed.  For the ELPAC, this resource is a designated support. For CAASPP, refer to the [print-on-demand accommodation](#PODA). | N | No | No | No | No | Yes | No | Yes |
| **Print size**  A student can have the selected font size, within a range of 1.5× to 3×, become the default for all questions in that student’s test.  Print size is a test setting that sets the default font size the student should have when starting a computer-based assessment. This setting applies to text questions and stimuli only and not the buttons in the global menu bar. | E | Yes | Yes | Yes | Yes | Yes | No | Yes |
| **Printed test directions in English**  A student can use a printed copy of the Smarter Balanced for ELA and mathematics oral test directions in English created by Smarter Balanced that is provided by the test administrator. English test directions are available at [https://www.caaspp-elpac.org/resources/‌preparation/accessibility-resources](https://www.caaspp-elpac.org/resources/preparation/accessibility-resources).  This resource is not applicable to the CAAs. | N | Yes | Yes | No | No | No | No | No |
| **Read aloud**  A student can have text read aloud by a trained and qualified person who follows the administration guidelines and read-aloud protocol that are available at [https://‌portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf](https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf)—these protocols apply to both CAASPP and the ELPAC. All or portions of the content may be read aloud.  This resource is a designated support for all ELA and CSA items but not for reading passages. Refer to the [read aloud accommodation](#ReadAloudA) for ELA and CSA reading passages. | N | Yes (items) | Yes | Yes | Yes | Yes (Writing) | Yes (Writing) | Yes |
| **Read aloud in Spanish**  A student can have text read aloud by a trained and qualified person who follows the administration guidelines and read-aloud protocol that are available at [https://‌portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf](https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf)—these protocols apply to both CAASPP and the ELPAC (although this specific designated support does not apply to the ELPAC). All or portions of the content may be read aloud in Spanish.  For mathematics and science Spanish stacked–dual language translation, refer to Read Aloud Spanish Guidelines that are available at [https://portal.smarterbalanced.org/library/en/‌read-aloud-guidelines-in-spanish.pdf](https://portal.smarterbalanced.org/library/en/read-aloud-guidelines-in-spanish.pdf). | N | No | Yes | Yes | No | No | No | No |
| **Science charts**  A student can receive state-approved paper versions of the science charts (for example, periodic table of the elements and reference sheet) that are available in grade eight and high school for the CAST.  These resources are available at [https://www.caaspp-elpac.org/resources/‌preparation/accessibility-resources](https://www.caaspp-elpac.org/resources/preparation/accessibility-resources). | N | No | No | Yes | No | No | No | No |
| **Scribe**  A student can dictate responses to a person who records verbatim what is dictated. The scribe must be trained and qualified and must follow the scribing protocol that is available at [https://portal.smarterbalanced.org/‌library/en/scribing-protocol.pdf](https://portal.smarterbalanced.org/library/en/scribing-protocol.pdf).  This resource is a designated support for all items except the ELA performance task full write and the ELPAC. For the CSA, this resource is a designated support for all nonwriting items. Refer to the [scribe accommodation](#ScribeA) for ELA writing, CSA writing, and the ELPAC. | N | Yes | Yes | Yes | Yes | No | No | No |
| **Separate setting**  A student’s test location can be altered so the student is tested in a setting different from that made available for most students. Separate setting may also include the most beneficial time, special lighting or acoustics, and adaptive furniture. | N | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **Simplified test directions**  A student can have the test administrator or test examiner simplify or paraphrase the test directions found in a test administration manual.Referto the *Guidelines for Simplified Test Directions* that are available at <https://‌portal.smarterbalanced.org/library/en/guidelines-for-simplified-test-directions.pdf>. | N | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **Streamline**  A student can use a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli. | E | Yes | Yes | Yes | Yes | Yes | No | Yes |
| **Text-to-speech**  A student can have the test delivery system read text in English, including student responses, aloud via embedded text-to-speech technology. The student can control the speed as well as the volume of the voice.  For ELA and the CSA, this resource is a designated support for stimuli and items, but not for reading passages.  For ELA and CSA reading passages and the ELPAC Listening, Speaking, and Writing domains, refer to the [text-to-speech accommodation](#TexttoSpeechA).  This resource is not applicable to the CAAs. | E | Yes (items) | Yes | Yes | Yes (items) | No | No | No |
| **Text-to-speech in Spanish**  A student can have the test delivery system read text in Spanish aloud via embedded text-to-speech technology. The student can control the speed as well as raise or lower the volume of the voice. This resource is for mathematics items only and must be assigned with translations (Spanish stacked–dual language).  This resource is not applicable to the CAA for Mathematics. | E | No | Yes (items) | No | No | No | No | No |
| **Translated test directions**  A student can have the test delivery system present a translation of test directions in Spanish prior to beginning the actual test items. As an embedded designated support, translated test directions are automatically a part of the [Spanish stacked–dual language translations](#Stacked) designated support. Translated test directions are a language support.  This resource is not applicable to the alternate assessments. | E | No | Yes | Yes | No | No | No | No |
| **Translated test directions**  A student can use translated test directions prior to beginning the actual test items. Translated test directions are a language support.  As a non-embedded designated support, PDFs of directions translated in each of the languages currently supported are available. A bilingual adult can read to the student. Refer also to the [American Sign Language or Manually Coded English](#ASLMCEDS) designated support for a student taking the ELPAC who is DHH and who typically uses ASL or Manually Coded English; this student can have the test directions signed.  Links to the Smarter and CAASPP translated test directions web pages and the ELPAC translated test directions PDFs are provided on the CAASPP & ELPAC Accessibility Resources web page at [https://www.caaspp-elpac.org/resources/‌preparation/accessibility-resources](https://www.caaspp-elpac.org/resources/preparation/accessibility-resources).  This resource is not applicable to the alternate assessments. | N | Yes | Yes | Yes | No | Yes | Yes | No |
| **Translated test directions in American Sign Language**  A student can use test directions that include test administration scripts translated into ASL video. An ASL human signer and the signed test content are viewed at the same time. A student may view portions of the ASL video as often as needed.  This resource is not applicable to the CAAs. | N | Yes | Yes | No | No | No | No | No |
| **Translations (glossary)**  A student can use translated glossaries for selected construct-irrelevant terms. Translated glossaries are a language support.  Embedded translations for these terms appear on the screen when a student selects them. A student with the language glossary setting enabled can view the translated glossary. A student also can select the [**Audio**] icon next to the glossary term and listen to the audio recording of the glossary.  Non-embedded translation glossaries, in which the glossary terms are listed by item and include the English term and its translated equivalent, are available for PPT mathematics through Smarter Balanced–provided PDFs; and for science through ETS-provided PDFs.  For mathematics and science, this resource is a designated support. For the CSA, refer to the [Spanish glossary](#SpanishGlossary) universal tool.  This resource is not applicable to the CAAs. | B | No | Yes | Yes  (E only) | No | No | No | No |
| **Translations (****Spanish stacked–dual language)**  A student can use a stacked translation, which provides a student with the Spanish translation of each item. For the Smarter Balanced for Mathematics, this means that a student can toggle between English and Spanish items and item response options. For CAST, this means that the Spanish translation appears above the original item that is presented in English, and some item responses are provided in either English or Spanish, but not both languages.  This resource is not applicable to the CAAs. | E | No | Yes | Yes | No | No | No | No |
| **Turn off any universal tool(s)**  A student can have the test administrator or test examiner disable any universal tool(s) that might be distracting or that the student does not need to use or is unable to use. Individual universal tools may be disabled by the test administrator or test examiner in the Test Administrator Interface before a test is approved. | E | Yes | Yes | Yes | Yes | Yes | No | Yes |

## Part 3—Accommodations

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Accommodation Description | Delivery | ELA | Math | Science | Spanish | ELPAC-CBA | ELPAC-P | ELPAC-A |
| **100s number table**  A student can use a paper-based table listing numbers 1–100 that is available from Smarter Balanced for reference (<https://www.caaspp-elpac.org/s/docs/CAASPP.hundreds-number-table.pdf>). | N | No | Yes | No | No | No | No | No |
| **Abacus**  A student who typically uses an abacus can use an abacus in place of scratch paper. | N | No | Yes | Yes | No | No | No | No |
| **Alternate response options**  A student with some physical disabilities (including both fine motor and gross motor skills) can use an alternate response option that includes, but is not limited to, AAC devices, adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, FilterKeys, adapted mouse, touch screen, head wand, and switches.  For the ELPAC-P, the test examiner or scribe must transcribe student responses in the Answer Book. For the ELPAC-A, alternate response options can also include picture cards, answer choice cards, objects, and manipulatives. | N | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **ASL**  A student can access test content that is translated into an embedded ASL video. A person who is an ASL signer and the signed test content are viewed on the same screen. A student may view portions of the ASL video as often as needed.  For the Smarter Balanced for ELA, this is available for listening items only.  For the ELPAC, this is available for the Listening domain only.  This resource is not applicable to the CAAs. | E | Yes | Yes | Yes | No | Yes | No | No |
| **ASL or Manually Coded English**  A student can use ASL or Manually Coded English to receive the test questions, use ASL or Manually Coded English for responses, or both. This is a non-embedded resource for the ELPAC Listening and Speaking domains. | N | No | No | No | No | Yes | Yes | Yes |
| **Audio transcript (includes braille transcript)**  A student who is visually impaired or blind and DHH and who uses braille can access braille transcripts, because this student may have difficulty hearing the listening portion of the passage and may not have enough functional vision to read the closed-captioning provided for the passage.  Note the following about this accommodation:   * For ELA, this resource is for listening portions of the test. * For the CSA, this resource is in Spanish for listening passages.   This resource is not applicable to the CAAs. | E | Yes | No | No | Yes | Yes | No | No |
| **Audio transcript (includes braille transcript)**  A student for whom streamed audio is not available can use written scripts provided by the test examiner. The use of this non-embedded accommodation may result in the need for additional overall time for the student to complete the assessment. | N | No | No | No | No | No | Yes (3–‍12) | No |
| **Braille**  A student can use a resource that is a raised-dot code that the student reads with their fingertips. Graphic material (for example, maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform), called tactile graphics. A student is provided with contracted or noncontracted braille; Nemeth and Unified English Braille math code(s) are available for mathematics. The embedded resource is both embossed and refreshable.  To request the CAST tactile package or the braille hybrid adaptive test for mathematics, contact the LEA Success Agent for the region at <https://ca-toms-help.ets.org/contact/>.  Emergency PPT forms are available if a student cannot access the needed assistive technology for refreshable braille presentation and the embosser needed for administration of the computer-based CAASPP or ELPAC.  This resource is not applicable to the CAAs. | B | Yes | Yes | Yes | Yes | Yes | Yes (N only) | No |
| **Breaks**  A student with disabilities who has a documented need can take extended breaks in the middle of an ELPAC domain-level test administration. | N | No | No | No | No | Yes | Yes | Yes |
| **Calculator**  A student taking a mathematics assessment who is unable to use the embedded calculator or requires a special calculator, such as a braille calculator or a talking calculator, can use a non‑embedded calculator. This resource can be used only for the calculator-allowed items of the mathematics assessment.  Details on calculator availability for the Smarter Balanced for Mathematics are available in the document at [https://portal.smarterbalanced.org/‌library/en/calculator-availability-for-operational-assessments.pdf](https://portal.smarterbalanced.org/library/en/calculator-availability-for-operational-assessments.pdf).  For science, refer to the [calculator designated support](#CalculatorDS). | N | No | Yes (6–‍8 and 11) | No | No | No | No | No |
| **Closed-captioning**  A student can use printed text that appears on the screen as audio material.  For ELA and CSA, this resource is available only for the listening portion.  This resource is not applicable to the CAAs. | E | Yes | No | No | Yes | Yes | No | No |
| **Large-print special form**  A student can use a large-print special form for ELA, mathematics, CAST, and the ELPAC (K–2 Initial ELPAC Writing domain for students taking the computer-based assessment). An LEA must request approval from the CDE to qualify for these printed materials. To request this resource, refer to the CAASPP and ELPAC Special Request For Paper Exams web form, which is available at [https://survey.alchemer.com/‌s3/6686924/CAASPP-and-ELPAC-Special-Request-For-Paper-Exams](https://survey.alchemer.com/s3/6686924/CAASPP-and-ELPAC-Special-Request-For-Paper-Exams). For students taking the K–2 Initial ELPAC who require this resource, the appropriate zoom test setting should be selected for the computer-based domains.  This resource is not applicable to the CAAs. | N | Yes | Yes | Yes | No | No | Yes | No |
| **Multiplication table**  A student at any tested grade level can use a paper-based multiplication table (1–12) for reference. This is available from Smarter Balanced at [https://www.caaspp-elpac.org/s/‌docs/CAASPP.multiplication-table.pdf](https://www.caaspp-elpac.org/s/docs/CAASPP.multiplication-table.pdf). | N | No | Yes | No | No | No | No | No |
| **Print-on-demand**  A student can have paper copies of passages, stimuli, items, or any combination of these printed.  For CAASPP, this resource is an accommodation. For the ELPAC, refer to the [print-on-demand designated support](#POD). | N | Yes | Yes | Yes | Yes | No | No | No |
| **Read aloud**  A student can have text read aloud by a trained and qualified person who follows the administration guidelines and read-aloud protocol, which are available at <https://‌portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf>. All or portions of the content may be read aloud.  This resource is an accommodation for ELA and CSA reading passages and a designated support for CSA and ELA items. Refer to the [read aloud designated support](#ReadAloudDS) for ELA and CSA items. | N | Yes | No | No | Yes | No | No | No |
| **Scribe**  A student can dictate responses to a person who records verbatim what is dictated. For the ELPAC, this means the trained scribe may transcribe the student’s responses in the Answer Book or testing interface. The scribe must be trained and qualified and must follow the scribing protocol, which is available at <https://‌portal.smarterbalanced.org/library/en/scribing-protocol.pdf>.  This resource is an accommodation for the ELA performance task full write and the CSA writing items. Refer to the [scribe designated support](#ScribeDS) for CAASPP items. | N | Yes | No | No | Yes | Yes | Yes | No |
| **Speech-to-text**  A student can use voice to dictate responses into the test delivery system for constructed-response items.  *Non-Embedded*—A student uses a personal assistive technology device and voice recognition software. This functionality can be used in English and Spanish for mathematics and science.  *Embedded*—A student uses functionality embedded in the test delivery system. External assistive technology devices are not required. This functionality is available in English and Spanish for mathematics and science.  This resource is not applicable to the alternate assessments. | B | Yes | Yes | Yes | No | Yes | No | No |
| **Text-to-speech**  A student can have the test delivery system read text, including student responses, aloud 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.  For ELA and the CSA, this resource is an accommodation for reading passages. For ELA and CSA stimuli and items, refer to the [text-to-speech designated support](#TexttoSpeechDS).  For the ELPAC, this resource is an accommodation for the Listening, Speaking, and Writing domains.  This resource is not applicable to the CAAs. | E | Yes | No | No | Yes | Yes | No | No |
| **Word completion (formerly word prediction)**  A student can begin writing a word and choose from a list of single words that have been predicted from word frequency and syntax rules. Word completion is either embedded in the test delivery system or delivered via a non-embedded software program. If delivered via a non-embedded program, the program must use only single word completion.  Functionality such as phrase prediction, predict ahead, or next word must be unavailable. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program that reads back the information the student has written.  This resource is not applicable to the CAAs. | B | Yes | Yes | Yes | No | No | No | No |
| **Word processor**  A student may use word processing software with the spelling and grammar check turned off for responses in the Writing domain. Student responses must be transcribed into the Answer Book. | N | No | No | No | No | No | Yes (3–‍12) | No |

## Part 4—Instructional Supports and Resources for Alternate Assessments

The CAAs and the Alternate ELPAC are administered to students one-on-one by a test examiner.

Although most universal tools, designated supports, and accommodations listed in this matrix are available for the CAAs and the Alternate ELPAC through the computer-based testing interface (with the exceptions noted in the following section), a student taking the CAAs and Alternate ELPAC may also need additional instructional supports, including

* the administration of the alternate assessments in the language of instruction,
* physical supports, and
* resources documented in the student’s IEP or Section 504 plan.

The “language of instruction” may include instructional or physical supports needed for communication and instruction. Some test practices (for example, hand-over-hand), as noted in the program’s test administration manual that is linked on the CAASPP and ELPAC Manuals web page at <https://ca-toms-help.ets.org/>, are inappropriate and **not** allowed on an alternate assessment.

For the CAA for Science, because of its design, any instructional supports specified in the student’s IEP and used in daily instruction may be used for the embedded performance tasks.

### Examples of Resources That Are Not Available

The following embedded resources are **not available** for alternate assessments:

* American Sign Language videos
* Audio transcript
* Braille
* Calculator
* Closed-captioning
* English dictionary, glossary, or thesaurus
* Global notes
* Math tools
* Pause or replay audio
* Read aloud in Spanish
* Science charts or tools
* Spell check
* Speech-to-text
* Text-to-speech
* Translated test directions
* Translation glossaries
* Translations (Spanish stacked–dual language)

Note that for braille, the test examiner can request print-on-demand functionality to produce braille documents. For a few ELA items in grades three and four that have decoding as part of the construct, support and guidance will be available to LEAs for brailling the appropriate text.

Examples of permissible non-embedded instructional and physical supports are provided in the next section.

### Examples of Instructional Supports That Are Permissible

The following instructional supports are permissible for alternate assessments:

* Allowing the test examiner to sign to the student as the language of instruction
* Allowing the student to use an augmentative and alternative communication device (for example, Audiovox or switch)
* Allowing a nonverbal student to respond with gestures, movements, or vocalization in place of speech
* Accepting eye gaze as a way of indicating a response (<https://www.caaspp-elpac.org/s/docs/CAASPP.eye-gazing-guidance.pdf>)
* Accepting a change in muscle tone or a change in facial expression as an observed behavior
* Allowing a student to direct another person—such as an aide or a test examiner—in performing physical tasks
* Allowing the use of the student’s calculator (except in grade three), 100s number table, or other instructional supports instead of the embedded supports provided through the testing platform as long as those supports do not impact the test construct

### Examples of Physical Supports That Are Permissible

The following physical supports are permissible for alternate assessments:

* Structuring the test environment to eliminate distractions for a student who is particularly distractible
* Positioning and stabilizing the student to allow for the most controlled movement possible as well as for student comfort and access to the test platform

## Part 5—Unlisted Resources

The LEA may submit a request in TOMS (<https://mytoms.ets.org/>) for the use of unlisted resources required by a student’s IEP or Section 504 plan. The request must be made a minimum of 10 business days before the student’s first day of testing. The CDE will reply to the request within four business days.

The CDE has pre-identified non-embedded, unlisted resources for ELA, mathematics, science, primary language assessments, and the ELPAC that change the construct being measured. There are no pre-identified, non-embedded resources for any alternate assessment.

Approval of an unlisted resource that has not been pre-identified will be granted by the CDE on the basis of the IEP team’s or Section 504 plan’s designation and if the unlisted resource does not compromise the test’s security. The CDE shall determine whether the requested unlisted resource changes the construct being measured. IEP teams should not allow the impact of an LEA’s accountability to outweigh the needs of the student pursuant to 5 *CCR* sections 854.9 and 11518.37.

For unlisted resources that do **not** change the measured construct, a student who receives these accessibility resources will receive a valid score.

For unlisted resources that change the construct of what was being tested:

* CAASPP—The student will receive a score on their Student Score Report with a footnote that the test was administered under conditions that resulted in a score that may not be an accurate representation of the student’s achievement. Therefore, the student’s score will be considered not valid for aggregate reporting on the Test Results for California’s Assessments website, and the student will be considered not tested for accountability calculations for the California School Dashboard.
* ELPAC—The student will receive the lowest obtainable scale score for the affected domain. The student’s score will be considered valid for aggregate reporting on the Test Results for California’s Assessments website and the California School Dashboard.

Despite the unlisted resources used in administration, an individual Student Score Report will still be generated for both CAASPP and the ELPAC.

### The following table lists pre-identified, non-embedded unlisted resources that change the construct being measured.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Non-Embedded Resource | ELA | Math | Science | Spanish | ELPAC |
| **Bilingual dictionary** | Yes  (reading) | Yes | Yes | No | Yes |
| **Calculator (used on nonallowed items)** | No | Yes (6–‍8 and 11) | No | No | No |
| **Calculator** | No | Yes (3–5) | No | No | No |
| **English dictionary** | Yes (reading and listening) | Yes | Yes | Yes | Yes |
| **Math tools (for example, non-embedded ruler or non-embedded protractor)** | No | Yes | No | No | No |
| **Signed Exact English** | Yes | Yes | Yes | No | Yes |
| **Thesaurus** | Yes (reading and listening) | Yes | Yes | No | Yes |
| **Translated word lists** | Yes | Yes | Yes | No | Yes |
| **Translations (not provided by CDE, Smarter Balanced, or ETS)** | Yes | Yes | Yes | No | Yes |

## Part 6—Technical Resource

A student who requires access to approved accessibility software, devices, or both to interact with the assessment (for example, screen readers, magnifiers, braille screen readers, RBDs, etc.) can be assigned **permissive mode**. This resource should only be selected when using an approved, non-embedded accessibility software or device and is not for stand-alone use. In addition, most of the non-embedded assistive technology tools are supported by Windows and macOS desktops only. Mobile devices, such as Chromebooks and iPads, do not support permissive mode, which is required for non-embedded technology. When permissive mode is disabled, the only application that can be open on the device is the secure browser.