Figure 1: Conceptual Model Underlying the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines*

Universal Tools

Universal tools are access features of the assessment that are either provided as digitally-delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection. An ELP is not required for Universal tools.

Designated Supports

Designated supports are available for use by **any student** for whom the need has been indicated by an educator (or team of educators with parent/guardian and student) via an Educational Learning Plan (ELP). These supports are the most appropriate for English Language Learners. It is recommended that a consistent process be used to determine these supports for individual students. Designated supports need to be identified prior to assessment administration.

See Table 1 for a description of each tool:
Embedded Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom

See Table 2 for a description of each tool:
Non-embedded Breaks, English Dictionary, Scratch Paper, Thesaurus

Designated Supports listed below with * are appropriate for ELs

See Table 3 for a description of each tool:
Embedded Color Contrast, Masking, Text-to-speech*, Translated Test Directions*, Translations (Glossary)*, Translations (Stacked)*, Turn off Any Universal Tools

See Table 4 for a description of each tool:
Non-embedded Bilingual Dictionary*, Color Contrast, Color Overlay, Magnification, Read Aloud, Scribe, Separate Setting*, Translation (Glossary)*

Accommodations

Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments.

Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do.

Smarter Balanced states have identified digitally-embedded and non-embedded accommodations for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 accommodation plan.

See Table 5 for a description of each tool:
Embedded American Sign Language, Braille, Closed Captioning, Text-to-speech

See Table 6 for a description of each tool:
Non-embedded Abacus, Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-text

The Conceptual Model recognizes that all students should be held to the same expectations for instruction in CCSS and have available to them universal accessibility features. It also recognizes that some students may have certain characteristics and access needs that require the use of accommodations for instruction and when they participate in the Smarter Balanced assessments.

These *Guidelines* present the current universal tools, designated supports, and accommodations adopted by the Smarter Balanced states to ensure valid assessment results for all students taking its assessments. The following pages specifically highlight the specific supports that are appropriate for English Language Learners.

Stacked translations will be available in Spanish.

Customized grade and context appropriate glossaries, for construct irrelevant terms only, will be available in: * Spanish * Vietnamese * Arabic * Tagalog * Cantonese * Mandarin * Punjabi * Korean * Russian

Section II: Smarter Balanced Designated Supports
for English Language Learners

The following tables list appropriate supports for English Language Learners. Each support contains a description and recommendation for use, which must be included in an Educational Learning Plan as outlined in IDAPA 08.02.03 - 111.04.

What Are Designated Supports?

Designated supports for the Smarter Balanced assessments are those features that are available for use by **any student** for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). Scores achieved by students using designated supports will be included for federal accountability purposes. It is recommended that a consistent process be used to determine these supports for individual students. All educators making these decisions should be trained on the process and should be made aware of the range of designated supports available. Smarter Balanced states have identified digitally-embedded and non-embedded designated supports for students for whom an adult or team has indicated a need for the support.

Designated supports need to be identified prior to assessment administration. Embedded and non-embedded supports must be entered into the Test Information Distribution Engine (TIDE, or state's comparable platform). Any non-embedded designated supports must be acquired prior to testing.

Who Makes Decisions About Designated Supports?

Informed adults make decisions about designated supports. Ideally, the decisions are made by all educators familiar with the student's characteristics and needs, as well as those supports that the student has been using during instruction and for other assessments. Student input to the decision, particularly for older students, is also recommended.

Forthcoming professional development materials to be available through Smarter Balanced will provide suggestions of processes that may be used if a district or school does not have an existing process in place for adults and others to make decisions about designated supports. The use of an *Individual Student Assessment Accessibility Profile (ISAAP)*, created and provided by Smarter Balanced, is one process that may be used to determine which designated supports should be available for an individual student. Schools may choose to use another decision-making process. **Regardless of the process used, all embedded designated supports must be activated prior to testing by entering information in the TIDE, or state's comparable platform.**

Table 3 lists the embedded designated supports available to all students for whom the need has been indicated. It includes a description of each support along with recommendations for when the support might be needed.

Embedded Designated Supports

Table 3: Embedded Designated Supports

Designated Support	Description	Recommendations for Use
Text-to-speech (for math items and ELA items, not for reading passages)[2] (See Embedded Accommodations for ELA passages)	Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting.
Translated test directions (for math items)	Translation of test directions is a language support available prior to beginning the actual test items. Students can see test directions in another language.	Students who have limited English language skills can use the translated directions support. This support should only be used for students who are proficient readers in the other language and not proficient in English.
Translations (glossaries) (for math items)	Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms for math. Translations for these terms appear on the computer screen when students click on them.	Students who have limited English language skills (whether or not designated as ELLs or ELLs with disabilities) can use the translation glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment.
Translations (stacked) (for math items)	Stacked translations are a language support. Stacked translations are available for some students; stacked translations provide the full translation of each test item above the original item in English.	For students whose primary language is not English and who use dual language supports in the classroom, use of the stacked (dual language) translation may be appropriate. Students participate in the assessment regardless of the language. This support will increase reading load and cognitive load. The use of this support may result in the student needing additional overall time to complete the assessment.
Turn off any universal tools	Disabling any universal tools that might be distracting or that students do not need to use, or are unable to use.	Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools. Knowing which specific tools may be distracting is important for determining which tools to turn off.

[2] See Embedded Accommodations for guidelines on the use of Text-to-speech for ELA passages.

Some designated supports may need to be provided outside of the digital-delivery system. These supports, shown in Table 4, are to be provided locally for those students unable to use the designated supports when provided digitally.

Non-embedded Designated Supports

Table 4: Non-embedded Designated Supports

Designated Support	Description	Recommendations for Use
Bilingual dictionary (for ELA-performance task full writes)	A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task.	For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.
Separate setting	Test location is altered so that the student is tested in a setting different from that made available for most students.	Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows them 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, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home.
Translations (glossaries) (for math items)	Translated glossaries are a language support. Translated glossaries are provided for selected construct-irrelevant terms for math. Glossary terms are listed by item and include the English term and its translated equivalent.	Students who have limited English language skills can use the translation glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment.