RCAN
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Participation of Students with Disabilities in SMARTER Balanced

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CALIFORNIA
DEPARTMENT OF
EDUCATION

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Dear County and District Superintendents, Special Education Local Plan Area Directors, Special Education Administrators of County Offices of Education, Charter School Administrators, Principals, and Nonpublic School Directors:

IMPACT OF ASSEMBLY BILL 484 ON IND **UCATION PROGRAMS**

The purpose of this lett   velopment and
implementation of   -14 due to the
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The Individua   quires that students with
disabilities pa   ctwide assessments with appropriate
accommodatio   necessary, as indicated in their respective
IEP (34 *Code of*   00.320). IEP teams should ensure that
students' IEPs includ   ecessary for participation in the
appropriate assessments for th   dents participating in the science
California Standards Test (CST),   dified Assessment (CMA), and California
Alternate Performance Assessment (o changes are necessary unless the
students' needs have changed. Similar   udents participating in the CAPA in ELA
and math, no changes are necessary unl   e students' needs have changed.

However, for students in grades 3 through 8 and 11 who previously participated in the CST or CMA for ELA or math, changes may be necessary because of the change in

Addressing State Assessments on the IEP

How will the student participate in grade level *state testing?*

○ Are the accommodations the same ones used in classroom instruction?

○ Do the selected accommodations result in getting the best measure of what the student knows and can do on the skill being tested?

SMARTER Balanced Conceptual Framework

All students (including students with disabilities, ELLs, and ELLs with disabilities) are to be held to the same expectations for participation and performance on state assessments.

Structure of Conceptual Framework

○ Universal tools (available for all students)

○ Designated supports (available when indicated by an adult or team)

○ Accommodations (available need is documented in an IEP or 504 plan)

It also portrays the additive and sequentially inclusive nature

Access and Participation for ALL

- **Universal tools, designated supports, and accommodations all yield valid scores that count as participation in statewide assessments when used in a manner consistent with the *Guidelines.***
  - A universal tool for one content focus may be an accommodation for another content focus (calculator)
  - Designated support may also be an accommodation, depending on the content target (scribe)

Universal Tools

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

Non-embedded
Breaks, English Dictionary, Scratch Paper, Thesaurus

Designated Supports

Embedded
Color Contrast, Masking, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools

Non-embedded
Bilingual Dictionary, Color Contrast, Color Overlay, Magnification, Read Aloud, Scribe, Separate Setting, Translation (Glossary)

Accommodations

Embedded
American Sign Language, Braille, Closed Captioning, Text-to-speech

Non-embedded
Abacus, Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-text

How do you choose?

Variations and Accommodations for Statewide and District-wide Testing

Student Characteristics

- How does the student's disability affect his or her ability to accurately demonstrate what he or she knows and can do on an assessment?

- Which instructional accommodations does the student use successfully?

- Which of the effective instructional accommodations might minimize or eliminate the effects of the student's disability when taking the assessment?

- Is the student willing to use the instructional accommodation while taking an assessment?

Test Characteristics

- How are test directions given (orally, written, combination)?

- What is the format of the test (multiple choice, essay, performance)?

- Is the test typically administered individually or in groups?

- How are students expected to respond to test items (bubble in an answer sheet, writing an answer, orally responding, pointing to the correct answer, physically performing a task)?

- How much time does it typically take students to complete the test?

Address the Impact.....

.....not the Disability

Designated Support	Description	Recommendations for Use
Color contrast	Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background.	Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the student's needs.
Masking	Masking involves blocking off content that is not of immediate need or that may be	Students with attention difficulties may need to mask content not of immediate need or that

For Students on IEPs Only

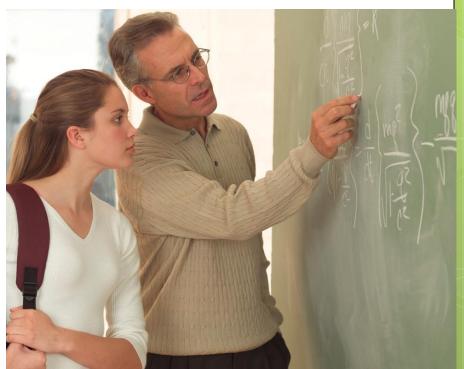| Accommodation	Description	Recommendations for Use
American Sign Language (ASL) (for ELA Listening items and math items)	Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed.	Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.
Braille	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and non-contracted braille is available; Nemeth code is available for math.	Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. Refreshable braille is available only for ELA because Nemeth Code is not available via refreshable braille. For math, braille will be presented via embosser; embosser-created braille can be used for ELA also. The type of braille presented to the student (contracted or non-contracted) is set in TIDE, or state's comparable platform. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

So what do SE Teachers need to do?

- ○ Review Case load
    - ○ What is documented in the assessment section?
        - ○ What accommodations?
        - ○ Are they aligned with SMARTER Balanced?
    - ○ Which IEPs need to be revised
        - ○ By amendment
        - ○ By annual IEP
- ○ How specific does the language in the IEP need to be?

Also……

- Make sure special education teachers understand AB 484

    - What Changed
    - What is Same

Selecting Accommodations for Instruction And Assessment

- ○ **Identify Classroom and Assessment Demands**
- ○ **Note Student Strengths and Needs**
- ○ **Check Potential Areas of Student Success**
- ○ **Look for Potential Problem Areas**
- ○ **Use Information to Brainstorm Accommodations**
- ○ **Decide which Accommodations to Implement**
- ○ **Evaluate Student Progress**

Adaptations

- Rate adjustment
- Strategy Instruction
- Use of supports or aids
- Volume adjustment
- Format adjustment
- Feedback System
- Prioritization

- Size
- Time
- Level of Support
- Input
- Difficulty
- Output
- Participation

Nine Types of Curriculum Adaptations

○ **Quantity –** Adapt the number of items that the learner is expected to learn or number of activities student will complete prior to assessment for mastery.

   ○ For example: Reduce the number of social studies terms a learner must learn at any one time. Add more practice activities or worksheets.

○ **Time –** Adapt the time allotted and allowed for learning, task completion, or testing.

   ○ For example: Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

Nine Types of Curriculum Adaptations

○ **Level of Support –** Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adult-student relationship; use physical space and environmental structure.

  ○ For example: Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors. Specify how to interact with the student or how to structure the environment.

○ **Input –** Adapt the way instruction is delivered to the learner.

  ○ For example: Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in cooperative groups, pre-teach key concepts or terms before the lesson.

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Nine Types of Curriculum Adaptations

- **Difficulty –** Adapt the skill level, problem type, or the rules on how the learner may approach the work.
  - For example: Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.
- **Output –** Adapt how the student can respond to instruction.
  - For example: Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.
- **Participation –** Adapt the extent to which a learner is actively involved in the task.
  - For example: In geography, have a student hold the globe, while others point out locations. Ask the student to lead a group. Have the student turn the pages while sitting on your lap (kindergarten).

Examples of Accommodations

- **Presentation:** allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and manual.
  - For example, a student with a visual impairment may require or may use Braille.
- **Response:** allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.
  - For example, a student may require an alternative method of responding, such as using a scribe.

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Examples of Accommodations

- **Setting:** change the location in which an assignment or a test is given or the conditions of the assessment setting.
  - For example, a student may need to work separately from the group.
- **Timing and Scheduling:** increase the typical length of time to complete an assignment or assessment and perhaps change the way the time allotted is organized.
  - For example, student may take as long as reasonably need to complete an assessment, including taking portions over several days.