

CAASPP and ELPAC Accessibility Guide

Updated for 2022–23 Administration

Manual Content

This manual provides information about universal tools, designated supports, accommodations, and test settings used in the following California assessments:

- Smarter Balanced for ELA
- Smarter Balanced for Mathematics
- CAST
- CAA for ELA
- CAA for Mathematics
- CAA for Science
- CSA
- Summative ELPAC
- Initial ELPAC
- Summative Alternate ELPAC
- Initial Alternate ELPAC

Information provided includes descriptions of accessibility resources, test settings, configuration information, how to create test sessions, and how to configure and administer tests to students with visual impairment.

What's New in 2022–23

General

- Color contrast now offers the following new options:
 - Yellow font on a black background
 - Red font on a white background
 - White font on a red background

CAASPP

- Text-to-speech in Spanish for mathematics items is now available as an embedded designated support within the TDS for Smarter Balanced for Mathematics assessments.
- Spell check is now available for Smarter Balanced for Mathematics items with open-ended student responses.

- For the CAST, students in grade eight or high school who are using the Spanish stacked–dual language translation now access a Spanish version of the periodic table.
- For the CAST, an equation on the high school reference sheet was updated.
- The printable periodic table of the elements is available in Spanish.
- The Braille HAT option is available for mathematics assessments, which, in California, use the adjusted, shortened-form blueprints.

Alternate ELPAC

- Accessibility resources are now available for the Initial Alternate ELPAC.

Types of Resources

The initial and summative assessments and practice and training tests contain universal tools, designated supports, and accommodations. Embedded resources are those that are part of the online test administration system, whereas non-embedded resources are provided outside of the TDS. **All accessibility resources are listed and described in the CDE [California Assessment Accessibility Resource Matrix](https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp) (<https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp>), which is the definitive source of details about the accessibility resources available for the CAASPP and ELPAC.**

The information in this manual complements the [California Assessment Accessibility Resource Matrix](https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp) (<https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp>).

The accessibility resources in this guide are identified as universal tools, designated supports, and accommodations. These resources 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.

To help identify similarities between the assessment resources and classroom practices, Smarter Balanced has an [Accessibility Strategies](https://smartertoolsforteachers.org/landing/accessibility) (<https://smartertoolsforteachers.org/landing/accessibility>) web page on the [Tools for Teachers](https://smartertoolsforteachers.org/) (<https://smartertoolsforteachers.org/>) website. A user has the option of searching for a specific accessibility resource for additional information about how instructional strategies are used in assessments.

Available Assessments

Accessibility resources are available for both the CAASPP and ELPAC.

CAASPP

The CAASPP is a system of assessments that includes required assessments in ELA, mathematics, and science that permit students to demonstrate their mastery of the Common Core State Standards and the California Next Generation Science Standards. Also included in the CAASPP system is an optional assessment, the CSA, which measures a student’s competency in Spanish language arts.

Assessments are made accessible to all students through a variety of universal tools, designated supports, and accommodations.

Students whose IEP teams designate the use of an alternate assessment take the CAAs to demonstrate mastery of the alternate achievement standards. Since the CAAs are administered one-on-one by a test examiner who is familiar with the student and the student’s needs, some listed accessibility resources may not be necessary or supported by the test design.

ELPAC

The ELPAC is a system of assessments that is aligned with the 2012 California ELD Standards.

The Initial ELPAC is the mandated state test for ELP that is given to students whose primary language is a language other than English as indicated in the home language survey completed when they first enroll in a California public school. Its purpose is to determine the English proficiency of students entering California schools for the first time. The Initial ELPAC is a computer-based test for all grade levels and domains except for K–2 Writing, which is a PPT.

The Summative ELPAC is the mandated state test for determining ELP. It is a computer-based test for all grade levels and domains except for K–2 Writing, which is a PPT, and must be given annually to students who have been identified as an EL student. California and federal law require that LEAs administer a state test of ELP to eligible students in kindergarten through grade twelve.

Existing CAASPP accessibility resources contributed to the development of an ELPAC accessibility framework specific for this population. This approach ensures all students have the opportunity to show what they know and what they can do in English. Resources that were appropriate for the construct were considered, as well as new resources that are specific to the needs of the diverse students taking the ELPAC.

The Initial Alternate ELPAC and Summative Alternate ELPAC are standardized measurements of ELP for EL and potential EL students with the most significant cognitive disabilities. They are aligned with the 2012 ELD Standards via the ELD Connectors, which are reduced in depth, breadth, and complexity for this specific population.

Each test is administered to an individual student by a trained test examiner, typically the student’s teacher. The Initial Alternate ELPAC and the Summative Alternate ELPAC are designed to assess the four domains via integrated receptive (Listening and Reading) items and expressive (Speaking and Writing) items that allow students to use their individually preferred communication modes to ensure eligible students can fully access and participate. Accessibility resources for the Initial Alternate ELPAC and Summative Alternate ELPAC are provided using the same ELPAC framework.

Since the Initial Alternate ELPAC and Summative Alternate ELPAC are administered one-on-one by a test examiner who is familiar with the student and the student’s needs, some listed accessibility resources may not be necessary or supported by the test design.

Available Accessibility Resources

The following accessibility resources and test settings for CAASPP and ELPAC computer-based testing are described in the next sections. Note that usage and description information is adapted from the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines (PDF)* (<https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf>) . Note also that the samples provided are screen captures made using publicly available practice tests.

Universal Tools

Universal tools are available for all students taking 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. Universal tools are provided either as digitally delivered components of the TDS (embedded) or separate from it (non-embedded).

Embedded

Select a resource link in [table 1](#) to access its description. In the embedded universal tools table for the CAASPP Smarter Balanced for ELA and mathematics, CAST, CSA, and Summative and Initial ELPAC, “Y” indicates that the resource is available during testing and “N” indicates that the resource is not available during testing.

**NOTE:** Because the K–2 Writing domain is administered as a PPT, it has no embedded accessibility resources.

Table 1. Embedded Universal Tools for the General Assessments

Embedded Universal Tool	ELA	Math	CAST	CSA	ELPAC	ELPAC (K–2 Writing)
Breaks (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-breaks-online-assessments)	Y	Y	Y	Y	Y	N
Calculator, Mathematics (Selected Items) (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-calculator-math)	N	Y	N	N	N	N
Calculator, Science (All Items) (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-calculator-science)	N	N	Y	N	N	N

Embedded Universal Tool	ELA	Math	CAST	CSA	ELPAC	ELPAC (K–2 Writing)
<u>Digital Notepad (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-digital-notepad).</u>	Y	Y	Y	Y	Y	N
<u>English Dictionary (Writing) (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-english-dictionary-writing).</u>	Y	N	N	N	N	N
<u>English Glossary (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-english-glossary).</u>	Y	Y	Y	N	N	N
<u>English Thesaurus (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-english-thesaurus).</u>	Y	N	N	N	N	N
<u>Expandable Items (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-expandable-items).</u>	Y	Y	Y	Y	Y	N
<u>Expandable Passages (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-expandable-passages).</u>	Y	Y	Y	Y	Y	N
<u>Global Notes (Writing) (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-global-notes-writing).</u>	Y	N	N	N	N	N
<u>Highlighter (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-highlighter).</u>	Y	Y	Y	Y	Y	N
<u>Keyboard Navigation (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-keyboard-navigation).</u>	Y	Y	Y	Y	Y	N
<u>Line Reader (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-line-reader).</u>	Y	Y	Y	Y	Y	N
<u>Mark for Review (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-mark-for-review).</u>	Y	Y	Y	Y	Y	N
<u>Mathematics Tools (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-mathematics-tools).</u>	N	Y	Y	N	N	N
<u>Science Charts (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-science-charts).</u>	N	N	Y	N	N	N
<u>Science Tools (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-science-tools).</u>	N	N	Y	N	N	N
<u>Spanish Glossary (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-spanish-glossary).</u>	N	N	N	Y	N	N
<u>Spell Check (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-spell-check).</u>	Y	Y	Y	N	N	N
<u>Strikethrough (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-strikethrough).</u>	Y	Y	Y	Y	Y	N
<u>Writing Tools (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-writing-tools).</u>	Y	Y	Y	N	Y	N

Embedded Universal Tool	ELA	Math	CAST	CSA	ELPAC	ELPAC (K–2 Writing)
Zoom (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-zoom)	Y	Y	Y	Y	Y	N

Select a resource link in [table 2](#) to access its description. In the embedded universal tools table for the CAAs for ELA, mathematics, and science and the Alternate ELPAC, “Y” indicates that the resource is available during testing and “N” indicates that the resource is not available during testing.

Table 2. Embedded Universal Tools for the Alternate Assessments

Embedded Universal Tool	CAA for ELA	CAA for Math	CAA for Science	Alternate ELPAC
Breaks (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-breaks-online-assessments)	Y	Y	Y	Y
Calculator, Mathematics (Selected Items) (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-calculator-math)	N	N	N	N
Calculator, Science (All Items) (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-calculator-science)	N	N	N	N
Digital Notepad (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-digital-notepad)	Y	Y	Y	Y
English Dictionary (Writing) (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-english-dictionary-writing)	N	N	N	N
English Glossary (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-english-glossary)	N	N	N	N
English Thesaurus (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-english-thesaurus)	N	N	N	N
Expandable Items (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-expandable-items)	Y	Y	Y	Y
Expandable Passages (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-expandable-passages)	Y	Y	Y	Y
Global Notes (Writing) (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-global-notes-writing)	N	N	N	N
Highlighter (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-highlighter)	Y	Y	Y	Y
Keyboard Navigation (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-keyboard-navigation)	Y	Y	Y	Y
Line Reader (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-line-reader)	Y	Y	Y	Y
Mark for Review (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-mark-for-review)	Y	Y	Y	Y
Mathematics Tools (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-mathematics-tools)	N	Y	N	N

Embedded Universal Tool	CAA for ELA	CAA for Math	CAA for Science	Alternate ELPAC
Science Charts (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-science-charts)	N	N	N	N
Science Tools (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-science-tools)	N	N	N	N
Spanish Glossary (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-spanish-glossary)	N	N	N	N
Spell Check (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-spell-check)	N	N	N	N
Strikethrough (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-strikethrough)	Y	Y	Y	Y
Writing Tools (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-writing-tools)	N	N	N	N
Zoom (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-zoom)	Y	Y	Y	Y

Non-Embedded

Select a resource link in [table 3](#) to access its description. In the non-embedded universal tools table for the CAASPP Smarter Balanced for ELA and mathematics, CAST, CSA, and Summative and Initial ELPAC, “Y” indicates that the resource is available during testing and “N” indicates that the resource is not available during testing.

Table 3. Non-Embedded Universal Tools for the General Assessments

Non-Embedded Universal Tool	ELA	Math	CAST	CSA	ELPAC	ELPAC (K–2 Writing)
Breaks (Computer-based Assessments, PPTs, and PPT Emergency Forms) (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#non-embedded-breaks-computer-and-paper)	Y	Y	Y	Y	Y	Y
English Dictionary (Writing) (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#non-embedded-english-dictionary-writing)	Y	N	N	N	N	N
English Thesaurus (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#non-embedded-english-thesaurus)	Y	N	N	N	N	N
Highlighter (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#non-embedded-highlighter)	N	N	N	N	N	Y
Mark for Review (Grade Two) (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#non-embedded-mark-for-review)	N	N	N	N	N	Y
Oral Clarification of Test Directions in English (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#non-embedded-oral-clarification-english)	N	N	N	N	Y	Y
Scratch Paper (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#non-embedded-scratch-paper)	Y	Y	Y	Y	Y	Y

Non-Embedded Universal Tool	ELA	Math	CAST	CSA	ELPAC	ELPAC (K–2 Writing)
Test Navigation Assistant (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#non-embedded-test-navigation-assistant)	N	N	N	N	Y	N

Select a resource link in [table 4](#) to access its description. In the non-embedded universal tools table for the CAAs for ELA, mathematics, and science and the Alternate ELPAC, “Y” indicates that the resource is available during testing and “N” indicates that the resource is not available during testing.

Table 4. Non-Embedded Universal Tools for the Alternate Assessments

Non-Embedded Universal Tool	CAA for ELA	CAA for Math	CAA for Science	Alternate ELPAC
Breaks (Computer-based Assessments, PPTs, and PPT Emergency Forms)(/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#non-embedded-breaks-computer-and-paper)	Y	Y	Y	Y
English Dictionary (Writing)(/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#non-embedded-english-dictionary-writing)	N	N	N	N
Highlighter (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#non-embedded-highlighter)	N	N	N	N
Mark for Review (Grade Two)(/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#non-embedded-mark-for-review)	N	N	N	N
Oral Clarification of Test Directions in English (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#non-embedded-oral-clarification-english)	N	N	N	Y
Scratch Paper (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#non-embedded-scratch-paper)	Y	Y	Y	Y
Test Navigation Assistant (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#non-embedded-test-navigation-assistant)	N	N	N	Y
English Thesaurus (/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#non-embedded-english-thesaurus)	N	N	N	N

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 working with the parent/guardian and student). They are provided either as digitally delivered components of the TDS (embedded) or separate from it (non-embedded).

Embedded

Select a resource link in [table 5](#) to access its description. In the embedded designated supports table for the CAASPP Smarter Balanced for ELA and mathematics, CAST, CSA, and Summative and Initial ELPAC, “Y” indicates that the resource is available during testing and “N” indicates that the resource is not available during testing.



NOTE: Because the K–2 Writing domain is administered as a PPT, it has no embedded accessibility resources.

Table 5. Embedded Designated Supports for the General Assessments

Embedded Designated Support	ELA	Math	CAST	CSA	ELPAC	ELPAC (K–2 Writing)
Color Contrast (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-color-contrast)	Y	Y	Y	Y	Y	N
Masking (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-masking)	Y	Y	Y	Y	Y	N
Mouse Pointer (Size and Color) (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-mouse-pointer-size-and-color)	Y	Y	Y	Y	Y	N
Pause or Replay Audio (Listening Domain) (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-pause-replay-audio-listening)	N	N	N	N	Y	N
Pause or Replay Audio (Speaking Domain) (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-pause-replay-audio-speaking)	N	N	N	N	Y	N
Permissive Mode (Setting) (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-permissive-mode-setting)	Y	Y	Y	Y	Y	N
Print Size (Setting) (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-print-size-setting)	Y	Y	Y	Y	Y	N
Streamline (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-streamline)	Y	Y	Y	Y	Y	N
Text-to-Speech (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-text-to-speech)	Y	Y	Y	Y	N	N
Text-to-Speech in Spanish (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-text-to-speech-spanish)	N	Y	N	N	N	N
Translated Test Directions (Spanish) (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-translated-test-directions-spanish)	N	Y	N	N	N	N
Translation Glossaries (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-translation-glossaries)	N	Y	Y	N	N	N
Translations (Spanish Stacked–Dual Language) (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-translation-spanish-stacked-dual-language)	N	Y	Y	N	N	N
Turn Off Any Universal Tools (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-turn-off-any-universal-tools)	Y	Y	Y	Y	Y	N

Select a resource link in [table 6](#) to access its description. In the embedded designated supports table for the CAAs for ELA, mathematics, and science and the Alternate ELPAC, “Y” indicates that the resource is available during testing and “N” indicates that the resource is not available during testing.

Table 6. Embedded Designated Supports for the Alternate Assessments

Embedded Designated Support	CAA for ELA	CAA for Math	CAA for Science	Alternate ELPAC
Color Contrast (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-color-contrast)	Y	Y	Y	Y

Embedded Designated Support	CAA for ELA	CAA for Math	CAA for Science	Alternate ELPAC
<u>Masking (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-masking).</u>	Y	Y	Y	Y
<u>Mouse Pointer (Size and Color) (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-mouse-pointer-size-and-color).</u>	Y	Y	Y	Y
<u>Pause or Replay Audio (Listening Domain) (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-pause-replay-audio-listening).</u>	N	N	N	N
<u>Pause or Replay Audio (Speaking Domain) (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-pause-replay-audio-speaking).</u>	N	N	N	N
<u>Permissive Mode (Setting) (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-permissive-mode-setting).</u>	Y	Y	Y	Y
<u>Print Size (Setting) (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-print-size-setting).</u>	Y	Y	Y	Y
<u>Streamline (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-streamline).</u>	Y	Y	Y	Y
<u>Text-to-Speech (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-text-to-speech).</u>	N	N	N	N
<u>Text-to-Speech in Spanish (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-text-to-speech-spanish).</u>	N	N	N	N
<u>Translated Test Directions (Spanish) (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-translated-test-directions-spanish).</u>	N	N	N	N
<u>Translation Glossaries (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-translation-glossaries).</u>	N	N	N	N
<u>Translations (Spanish Stacked–Dual Language) (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-translation-spanish-stacked-dual-language).</u>	N	N	N	N
<u>Turn Off Any Universal Tools (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-turn-off-any-universal-tools).</u>	Y	Y	Y	Y

Non-Embedded

Select a resource link in [table 7](#) to access its description. In the non-embedded designated supports table for the CAASPP Smarter Balanced for ELA and mathematics, CAST, CSA, and Summative and Initial ELPAC, “Y” indicates that the resource is available during testing and “N” indicates that the resource is not available during testing.

The single asterisk (*) indicates that the read-aloud items designated support is only available for the Writing domain for the Initial ELPAC and the Summative ELPAC.

Table 7. Non-Embedded Designated Supports for the General Assessments

Non-Embedded Designated Support	ELA	Math	CAST	CSA	ELPAC	ELPAC (K–2 Writing)
<u>100s Number Table, Science (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-100s-numbers-table-science).</u>	N	N	Y	N	N	N

Non-Embedded Designated Support	ELA	Math	CAST	CSA	ELPAC	ELPAC (K–2 Writing)
<u>American Sign Language or Manually Coded English (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-asl-or-manually-coded-english)</u> (test directions)	N	N	N	N	N	Y
<u>Amplification (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-amplification)</u> .	Y	Y	Y	Y	Y	Y
<u>Bilingual Dictionary (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-bilingual-dictionary)</u> .	Y	N	N	N	N	N
<u>Calculator, Science (All Items) (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-calculator-science)</u> .	N	N	Y	N	N	N
<u>Color Contrast (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-color-contrast)</u> .	Y	Y	Y	Y	Y	N
<u>Color Overlay (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-color-overlay)</u> .	Y	Y	Y	Y	Y	Y
<u>Designated Interface Assistant (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-designated-interface-assistant)</u> .	N	N	N	N	Y	N
<u>Magnification (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-magnification)</u> .	Y	Y	Y	Y	Y	Y
<u>Masking (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-masking)</u> .	N	N	N	N	Y	Y
<u>Medical Supports (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-medical-supports)</u> .	Y	Y	Y	Y	Y	Y
<u>Multiplication Table, Science (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-multiplication-table-science)</u> .	N	N	Y	N	N	N
<u>Noise Buffers (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-noise-buffers)</u> .	Y	Y	Y	Y	Y	Y
<u>Print-on-Demand (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-print-on-demand)</u> .	N	N	N	N	Y	N
<u>Read-Aloud in Spanish (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-read-aloud-spanish)</u> .	N	Y	Y	N	N	N
<u>Read-Aloud Items (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-read-aloud-items)</u> .	Y	Y	Y	Y	Y*	Y
<u>Science Charts (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-science-charts)</u> .	N	N	Y	N	N	N
<u>Scribe Items (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-scribe-items)</u> (items only [non-PT full write])	Y	Y	Y	Y	N	N
<u>Separate Setting (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-separate-setting)</u> .	Y	Y	Y	Y	Y	Y

Non-Embedded Designated Support	ELA	Math	CAST	CSA	ELPAC	ELPAC (K–2 Writing)
Simplified Test Directions (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-simplified-test-directions) .	Y	Y	Y	Y	Y	Y
Translated Test Directions (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-translated-test-directions) .	Y	Y	Y	N	Y	Y

Select a resource link in [table 8](#) to access its description. In the non-embedded designated supports table for the CAAs for ELA, mathematics, and science and the Alternate ELPAC, “Y” indicates that the resource is available during testing and “N” indicates that the resource is not available during testing.

Table 8. Non-Embedded Designated Supports for the Alternate Assessments

Non-Embedded Designated Support	CAA for ELA	CAA for Math	CAA for Science	Alternate ELPAC
100s Number Table, Science (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-100s-numbers-table-science) .	N	N	Y	N
American Sign Language or Manually Coded English (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-asl-or-manually-coded-english) (test directions)	N	N	N	Y
Amplification (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-amplification) .	Y	Y	Y	N
Bilingual Dictionary (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-bilingual-dictionary) .	N	N	N	N
Calculator, Science (All Items) (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-calculator-science) .	N	N	N	N
Color Contrast (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-color-contrast) .	Y	Y	Y	N
Designated Interface Assistant (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-designated-interface-assistant) .	N	N	N	Y
Magnification (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-magnification) .	Y	Y	Y	Y
Masking (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-masking) .	N	N	N	Y
Medical Supports (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-medical-supports) .	Y	Y	Y	Y
Multiplication Table, Science (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-multiplication-table-science) .	N	N	Y	N
Noise Buffers (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-noise-buffers) .	Y	Y	Y	Y
Print-on-Demand (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-print-on-demand) .	N	N	N	Y

Non-Embedded Designated Support	CAA for ELA	CAA for Math	CAA for Science	Alternate ELPAC
Read-Aloud in Spanish (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-read-aloud-spanish)	N	N	N	N
Read-Aloud Items (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-read-aloud-items)	Y	Y	Y	Y
Science Charts (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-science-charts)	N	N	N	N
Scribe Items (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-scribe-items) (items only [non-PT full write])	Y	Y	Y	N
Separate Setting (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-separate-setting)	Y	Y	Y	Y
Simplified Test Directions (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-simplified-test-directions)	N	N	N	Y
Translated Test Directions (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-translated-test-directions)	N	N	N	Y

Accommodations

Accommodations are changes in procedures or materials that increase equitable access during CAASPP or ELPAC administration. Assessment accommodations will allow these students to show what they know and can do. Students assessed using accommodations will receive a valid score. Accommodations are available for assignment to students with documented IEPs or Section 504 plans. They are provided either as digitally delivered components of the TDS (embedded) or separate from it (non-embedded).

Accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessments.

Embedded

Select a resource link in [table 9](#) to access its description. In the embedded accommodations table for the CAASPP Smarter Balanced for ELA and mathematics, CAST, CSA, and Summative and Initial ELPAC, “Y” indicates that the resource is available during testing and “N” indicates that the resource is not available during testing.

The single asterisk (*) indicates that this American Sign Language accommodation is available for the Speaking and Listening domains of the Initial ELPAC and Summative ELPAC. The two asterisks (**) indicate that the closed-captioning accommodation is available for the listening portion of the CAASPP Smarter Balanced for ELA. The three asterisks (***) indicate that the text-to-speech accommodation is available for all domains except Reading.



NOTE: Because the K–2 Writing domain is administered as a PPT, it has no embedded accessibility resources.

Table 9. Embedded Accommodations for the General Assessments

Embedded Accommodation	ELA	Math	CAST	CSA	ELPAC	ELPAC (K–2 Writing)
American Sign Language (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#embedded-american-sign-language)	Y	Y	Y	N	Y*	N

Embedded Accommodation	ELA	Math	CAST	CSA	ELPAC	ELPAC (K–2 Writing)
Audio Transcript (Includes Braille Transcript) (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#embedded-audio-transcript-includes-braille-transcript)	Y	N	N	Y	Y	N
Braille (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#embedded-braille)	Y	Y	Y	Y	Y	N
Closed-Captioning (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#embedded-closed-captioning)	Y**	N	N	Y	Y	N
Speech-to-Text (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#embedded-speech-to-text)	Y	Y	N	N	Y	N
Text-to-Speech (Reading Passages) (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#embedded-text-to-speech-reading-passages)	Y	N	N	Y	Y***	N

Select a resource link in [table 10](#) to access its description. In the embedded accommodations table for the CAAs for ELA, mathematics, and science and the Alternate ELPAC, “Y” indicates that the resource is available during testing and “N” indicates that the resource is not available during testing.

Table 10. Embedded Accommodations for the Alternate Assessments

Embedded Accommodation	CAA for ELA	CAA for Math	CAA for Science	Alternate ELPAC
American Sign Language (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#embedded-american-sign-language)	N	N	N	N
Audio Transcript (Includes Braille Transcript) (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#embedded-audio-transcript-includes-braille-transcript)	N	N	N	N
Braille (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#embedded-braille)	N	N	N	N
Closed-Captioning (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#embedded-closed-captioning)	N	N	N	N
Speech-to-Text (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#embedded-speech-to-text)	N	N	N	N
Text-to-Speech (Reading Passages) (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#embedded-text-to-speech-reading-passages)	N	N	N	N

Non-Embedded

Select a resource link in [table 11](#) to access its description. In the non-embedded accommodations table for the CAASPP Smarter Balanced for ELA and mathematics, CAST, CSA, and Summative and Initial ELPAC, “Y” indicates that the resource is available during testing and “N” indicates that the resource is not available during testing. The single asterisk (*) indicates that the American Sign Language accommodation is available for the Speaking and Listening domains of the Initial ELPAC and Summative ELPAC. The double asterisks (**) indicate that the scribe writing accommodation is available for the PT full write portion of the CAASPP Smarter Balanced for ELA.

Table 11. Non-Embedded Accommodations for the Alternate Assessments

Non-Embedded Accommodation	ELA	Math	CAST	CSA	ELPAC	ELPAC (K–2 Writing)
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Non-Embedded Accommodation	ELA	Math	CAST	CSA	ELPAC	ELPAC (K–2 Writing)
100s Number Table (Mathematics) (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-100s-numbers-table-math)	N	Y	N	N	N	N
Abacus (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-abacus)	N	Y	Y	N	N	N
Additional Instructional Supports and Resources for Alternate Assessments (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-addtl-instructional-supports-resources-alternate-assessments)	N	N	N	N	N	N
Alternate Response Options (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-alternate-response-options)	Y	Y	Y	Y	Y	Y
American Sign Language or Manually Coded English (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-asl-or-manually-coded-english)	N	N	N	N	Y*	Y
Braille (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-braille)	N	N	N	N	N	Y
Breaks (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-breaks)	N	N	N	N	Y	Y
Calculator, Mathematics (Grades Six and Above) (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-calculator-math-grades-6-and-up)	N	Y	N	N	N	N
Large Print (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-large-print)	N	N	N	N	N	Y
Multiplication Table, Mathematics (Grades Four and Above) (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-multiplication-table-math)	N	Y	N	N	N	N
Print-on-Demand (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-print-on-demand)	Y	Y	Y	Y	N	N
Read-Aloud Reading Passages (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-read-aloud-reading-passages)	Y	N	N	Y	N	N
Scribe (Writing) (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-scribe-writing)	Y**	N	N	N	Y	Y
Speech-to-Text (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-speech-to-text)	Y	Y	Y	N	Y	N
Word Prediction (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-word-prediction)	Y	Y	Y	N	N	N
Word Processor (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-word-processor)	N	N	N	N	Y	N

Select a resource link in [table 12](#) to access its description. In the non-embedded accommodations table for the CAAs for ELA, mathematics, and science and the Alternate ELPAC, “Y” indicates that the resource is available during testing and “N” indicates that the resource is not available during testing.

Table 12. Non-Embedded Accommodations for Alternate Assessments

Non-Embedded Accommodation	CAA for ELA	CAA for Math	CAA for Science	Alternate ELPAC
100s Number Table (Mathematics) (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-100s-numbers-table-math)	N	Y	N	N
Abacus (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-abacus)	N	Y	Y	N
Additional Instructional Supports and Resources for Alternate Assessments (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-addtl-instructional-supports-resources-alternate-assessments)	Y	Y	Y	Y
Alternate Response Options (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-alternate-response-options)	Y	Y	Y	Y
American Sign Language or Manually Coded English (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-asl-or-manually-coded-english)	N	N	N	Y
Braille (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-braille)	N	N	N	N
Breaks (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-breaks)	N	N	N	Y
Calculator, Mathematics (Grades Six and Above) (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-calculator-math-grades-6-and-up)	N	N	N	N
Large Print (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-large-print)	N	N	N	N
Multiplication Table, Mathematics (Grades Four and Above) (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-multiplication-table-math)	N	Y	N	N
Print-on-Demand (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-print-on-demand)	Y	Y	Y	N
Read-Aloud Reading Passages (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-read-aloud-reading-passages)	Y	N	N	N
Scribe (Writing) (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-scribe-writing)	Y	N	N	N
Speech-to-Text (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-speech-to-text)	N	N	N	N
Word Prediction (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-word-prediction)	N	N	N	N
Word Processor (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-word-processor)	N	N	N	N

Universal Tools

All students may access features of the assessments that are provided either as digitally delivered components of the TDS (embedded) or separate from it (non-embedded) based on student preference and selection. For example, global notes is an embedded universal tool; scratch paper is a non-embedded universal tool.

Embedded

Embedded universal tools are available within the computer-based TDS to all students. They are also available to test examiners who are entering student responses to the CAA and the Alternate ELPAC test questions on behalf of students unable to provide responses on their own in the TDS.

Breaks (Computer-based Assessments)

Approved Assessment(s):

- All (computer-based assessments)

Description:

A student selects the [Pause] button, indicated in [figure 1](#), within the test to take a break from testing.

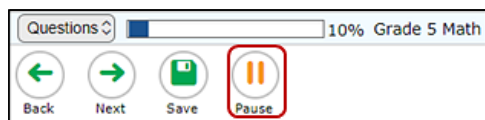


Figure 1. Breaks—[Pause] button

- Breaks of more than 20 minutes will prevent the student from returning to questions already attempted by the student.
- There is no limit on the number of breaks that a student might be given.
- The use of this universal tool may result in the student needing additional overall time to complete the assessment.
- A review screen at the end of each test segment prompts a student to review the answers in that segment. When administering the CAST over multiple sessions, it is recommended that the test be paused at the end of a test segment.

For the CAAs for ELA, mathematics, and science as well as the Initial Alternate ELPAC and Summative Alternate ELPAC, the test examiner can make the decision to pause and resume the test administration if the student is no longer engaged, is not actively participating, or is showing signs of behavioral or functional concerns related to the test. The test can be paused and resumed as many times as necessary to allow the student to show what the student knows. If the choice is made to pause the test, the student can reenter and complete testing on the same day or at a later time.

For the Initial ELPAC and Summative ELPAC:

- **Breaks may be used *between* domains.**
- **Breaks may only be used *in* a domain if the student needs more time to test** and the scheduled test session has ended (for example, if the school day is ending).
- **For Listening and Reading domains (but not the Speaking and Writing domains)**, breaks of more than 20 minutes will prevent the student from returning to questions already attempted by the student.

Calculator, Mathematics (Selected Items)

Additional Resources:

- [California Assessment Accessibility Resources: Calculator \(English\)](https://youtu.be/yuw4VXnKuuk) (<https://youtu.be/yuw4VXnKuuk>) video
- [California Assessment Accessibility Resources: Calculator \(Spanish\)](https://www.youtube.com/watch?v=F-JN1ZCsQY&list=PLFEmF7tMjzzi7U-u21xx6i6J1ik46M1EB&index=29) (<https://www.youtube.com/watch?v=F-JN1ZCsQY&list=PLFEmF7tMjzzi7U-u21xx6i6J1ik46M1EB&index=29>) video



- **Basic (four-function) calculator** (<http://demo.tds.airast.org/DesmosForAssessments/TDSCalculator.html?mode=basic&url=https://capt.tds.airast.org/student>),  web page
- **Scientific calculator** (https://demo.tds.cambiumast.com/DesmosForAssessments/TDSCalculator.html?mode=sbac_sci&url=https://capt.tds.cambiumast.com/student),  web page
- **Graphing calculator** (https://demo.tds.cambiumast.com/DesmosForAssessments/TDSCalculator.html?mode=sbac_graph&url=https://capt.tds.cambiumast.com/student),  web page

Approved Assessment(s):

- Smarter Balanced for Mathematics (grades six through eight and grade eleven)

Description:

An embedded on-screen digital calculator can be accessed for calculator-allowed questions when a student selects the **[Calculator]** button. This button, indicated in [figure 2](#), appears when such questions are accessed.

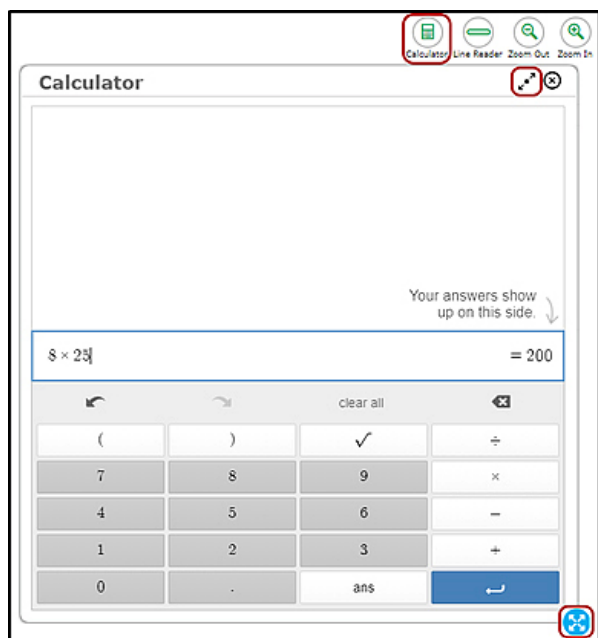


Figure 2. Basic mathematics calculator and **[Calculator]** button

- This universal tool is for use only on calculator-allowed questions in grades six through eight and grade eleven.
- When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use the calculator offered with assistive technology devices, such as a talking calculator or a braille calculator.
- A student who requires a non-embedded calculator should be assigned to use the [mathematics calculator non-embedded accommodation](#) ([/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-calculator-math-grades-6-and-up](#)).
- A student can maximize the calculator so it covers the test question area—item and stem—by selecting the diagonal arrows in the upper-right corner (also indicated in [figure 2](#)). (Selecting the diagonal arrows again restores the calculator to its original size.)
- A student can resize the calculator to a selected height and width by hovering over the circle with the arrows in the lower-right corner—also indicated in [figure 2](#)—until the cursor turns into a diagonal, two-headed arrow; and then using the selection means (for example, pressing and holding a mouse button) to drag the calculator's corner to increase or decrease the size of the calculator.

Calculator, Science (All Items)

Additional Resources:



- [California Assessment Accessibility Resources: Calculator \(English\)](https://youtu.be/yuw4VXnKuuk) (<https://youtu.be/yuw4VXnKuuk>) video
- [California Assessment Accessibility Resources: Calculator \(Spanish\)](https://www.youtube.com/watch?v=9hRn4sxxD-Y) (<https://www.youtube.com/watch?v=9hRn4sxxD-Y>) video
- [Basic \(four-function\) calculator](http://demo.tds.airast.org/DesmosForAssessments/TDSCalculator.html?mode=basic&url=https://capt.tds.airast.org/student) (<http://demo.tds.airast.org/DesmosForAssessments/TDSCalculator.html?mode=basic&url=https://capt.tds.airast.org/student>) web page (grade five)
- [Scientific calculator](http://demo.tds.airast.org/DesmosForAssessments/TDSCalculator.html?mode=scientific&url=https://capt.tds.airast.org/student) (<http://demo.tds.airast.org/DesmosForAssessments/TDSCalculator.html?mode=scientific&url=https://capt.tds.airast.org/student>) web page (grade eight and high school)

Approved Assessment(s):

- CAST

Description:

An embedded on-screen digital calculator can be accessed for calculator-allowed questions when a student selects the calculator button. This button, like the one indicated in [figure 3](#), appears when such questions are accessed.

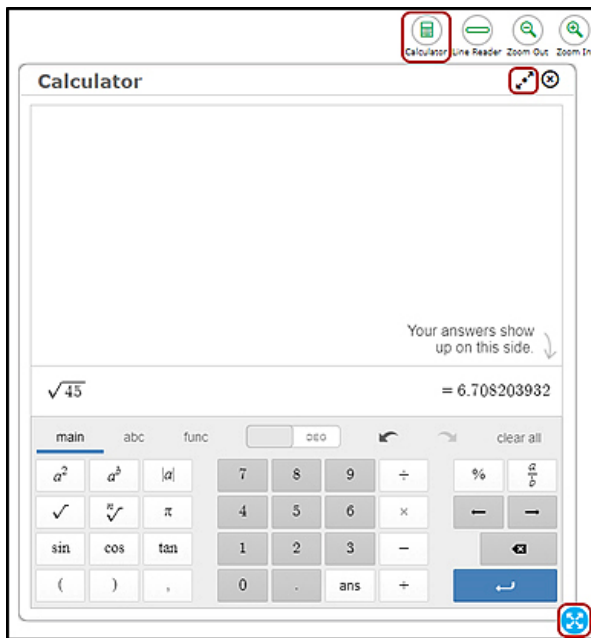


Figure 3. Scientific calculator and [Calculator] button

- When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use the calculator offered with assistive technology devices, such as a talking calculator or a braille calculator.
- This universal tool is for use by a student in grade five with a basic (four-function) calculator; and grades eight, ten, eleven, and twelve with a scientific calculator.
- A student who requires a non-embedded calculator should be assigned to use the [science calculator non-embedded designated support](#) ([/accessibility_guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-calculator-science](#)).
- A student can maximize the calculator so it covers the test question area—item and stem—by selecting the diagonal arrows in the upper-right corner (also indicated in [figure 3](#)). (Selecting the diagonal arrows again restores the calculator to its original size.)
- A student can resize the calculator by hovering over the circle with the arrows in the lower-right corner—also indicated in [figure 3](#)—until the cursor turns into a diagonal, two-headed arrow; and then using the selection means (for example, pressing and holding a mouse button) to drag the calculator's corner to increase or decrease the size of the calculator.

Digital Notepad

Additional Resources:



- [California Assessment Accessibility Resources: Digital Notepad \(English\)](https://youtu.be/L1JMjLZPaU) (https://youtu.be/L1JMjLZPaU) video
- [California Assessment Accessibility Resources: Digital Notepad \(Spanish\)](https://www.youtube.com/watch?v=zaxUxMkhiPI) (https://www.youtube.com/watch?v=zaxUxMkhiPI) video

Approved Assessment(s):

- All (computer-based assessments)

Description:

This resource is used for making notes about a question. A student accesses the digital notepad by right-clicking on the test question or using the context menu (which is indicated in [figure 4](#)) and then selecting *Notepad* from the shortcut menu.

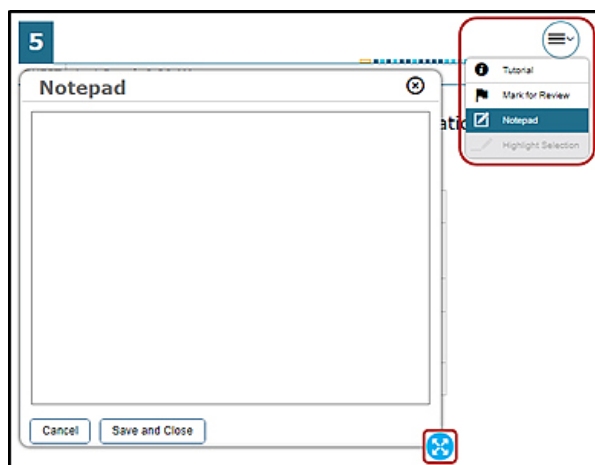


Figure 4. Digital notepad

- The digital notepad is question-specific and is available through the end of the test segment.
- For the CAASPP, notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
- For the ELPAC, notes are saved after a break of more than 20 minutes on the page to which the student is returning if there are multiple items on the page.
- A student can resize the digital notepad by hovering over the circle with the arrows in the lower-right corner—also indicated in [figure 4](#)—until the cursor turns into a diagonal, two-headed arrow; and then using the selection means (for example, pressing and holding a mouse button) to drag the notepad's corner to increase or decrease the size of the notepad.
- A student cannot copy and paste content from the digital notepad into the CR field.

English Dictionary (Writing)

Additional Resources:



- [California Assessment Accessibility Resources: English Dictionary \(English\)](https://youtu.be/PLUmMnQMcMU) (https://youtu.be/PLUmMnQMcMU) video
- [California Assessment Accessibility Resources: English Dictionary \(Spanish\)](https://www.youtube.com/watch?v=_udxvAJ3zYs) (https://www.youtube.com/watch?v=_udxvAJ3zYs) video

Approved Assessment(s):

- Smarter Balanced for ELA

Description:

An English dictionary is available for the full write (WER) portion of an ELA PT. (A full write is the second part of a PT.)

- A student accesses the English dictionary by selecting the [**Dictionary**] icon during specific test segments. This button is indicated in [figure 5](#).

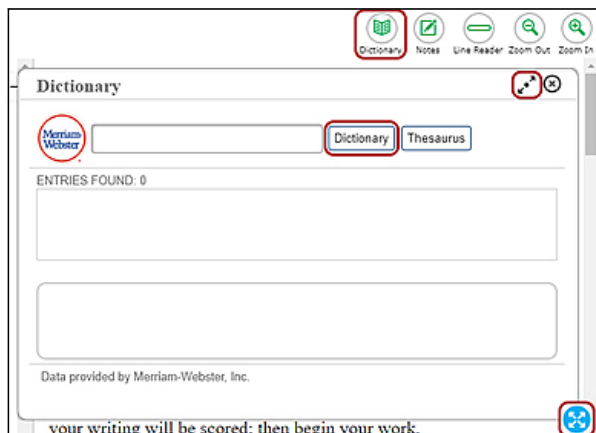


Figure 5. English dictionary

- A student must first type a word into the field next to the Merriam-Webster® logo and then select the [**Dictionary**] button, also indicated, to receive a result.
- The use of this universal tool may result in the student needing additional overall time to complete the assessment.
- A student can maximize the dictionary so it covers the test question area—item and stem—by selecting the diagonal arrows in the upper-right corner (also indicated in [figure 5](#)). (Selecting the diagonal arrows again restores the dictionary to its original size.)
- A student can resize the dictionary by hovering over the circle with the arrows in the lower-right corner—also indicated in [figure 5](#)—until the cursor turns into a diagonal, two-headed arrow; and then using the selection means (for example, pressing and holding a mouse button) to drag the dictionary corner to increase or decrease the size of the dictionary.

English Glossary

Additional Resources:

- [California Assessment Accessibility Resources: English Glossary \(English\)](https://youtu.be/nhUqZy-hODg) (<https://youtu.be/nhUqZy-hODg>)  video
- [California Assessment Accessibility Resources: English Glossary \(Spanish\)](https://www.youtube.com/watch?v=-9AWu9fgppE) (<https://www.youtube.com/watch?v=-9AWu9fgppE>)  video
- [Instructions for Using Embedded English and Translation Glossaries \(PDF\)](https://portal.smarterbalanced.org/library/en/instructions-for-using-embedded-glossaries.pdf) (<https://portal.smarterbalanced.org/library/en/instructions-for-using-embedded-glossaries.pdf>)  web document

Approved Assessment(s):

- Smarter Balanced for ELA
- Smarter Balanced for Mathematics
- CAST

Description:

Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window. An example is shown in [figure 6](#).



Figure 6. English glossary

- A student can access the embedded glossary by selecting any of the preselected terms.
- A student can resize the glossary by hovering over the circle with the arrows in the lower-right corner—indicated in [figure 6](#)—until the cursor turns into a diagonal, two-headed arrow; and then using the selection means (for example, pressing and holding a mouse button) to drag the glossary corner to increase or decrease the size of the glossary.
- The use of this universal tool may result in the student needing additional overall time to complete the assessment.

English Thesaurus

Additional Resources:



- [California Assessment Accessibility Resources: English Thesaurus \(English\)](https://youtu.be/5p1X4lIWh9Q) (<https://youtu.be/5p1X4lIWh9Q>)  video
- [California Assessment Accessibility Resources: English Thesaurus \(Spanish\)](https://www.youtube.com/watch?v=taZiK-jFnao) (<https://www.youtube.com/watch?v=taZiK-jFnao>)  video

Approved Assessment(s):

- Smarter Balanced for ELA (PT)

Description:

A thesaurus contains synonyms of terms that can be accessed while a student interacts with text included in the assessment.

- This universal tool is available on an ELA full write (WER) PT. (A full write is the second part of a PT.)
- A student accesses the thesaurus by selecting the **[Dictionary]** icon during specific test segments. This button is indicated in [figure 7](#).

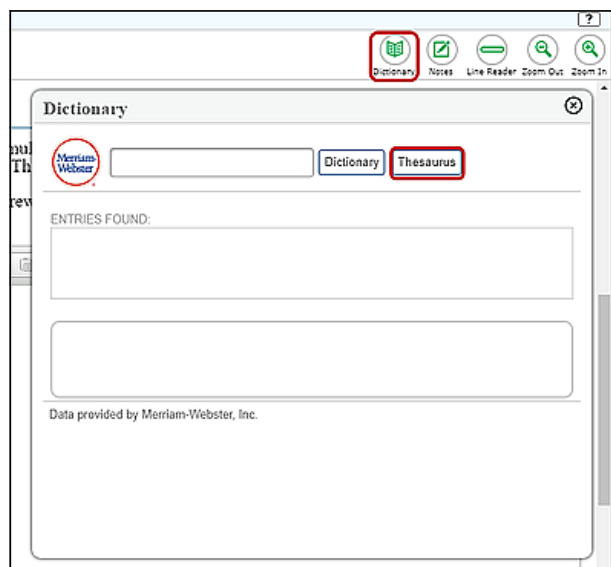


Figure 7. English dictionary

- A student must first type a word into the field next to the Merriam-Webster® logo and then select the [**Thesaurus**] button, also indicated, to garner a result.
- The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Expandable Items

Additional Resources:



- [California Assessment Accessibility Resources: Expandable Items and Expandable Passages \(English\)](https://youtu.be/BZNctwpc8nk) (<https://youtu.be/BZNctwpc8nk>) video
- [California Assessment Accessibility Resources: Expandable Items and Expandable Passages \(Spanish\)](https://www.youtube.com/watch?v=opxrvatNwek) (<https://www.youtube.com/watch?v=opxrvatNwek>) video

Approved Assessment(s):

- All (computer-based assessments)

Description:

Each stimulus in the left pane and question(s) in the right pane can be expanded so that it takes up a larger portion of the screen when the student selects one of the two horizontal arrows between the passage and the question(s). The arrows are indicated in [figure 8](#).

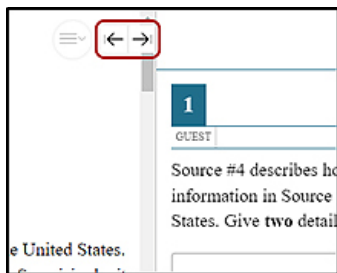


Figure 8. Expandable items

- The right arrow expands the passage or stimulus; the left arrow contracts the expanded passage or stimulus and expands the question(s). However, if the test administrator or test examiner has turned off the Expandable Passages universal tool, the student would see the left arrow—to expand the pane with the test item—only.
- The default setting for this universal tool is “ON” and must be toggled to “OFF” by the test administrator or test examiner on the *Approvals and Student Test Settings* screen for the student (select the [**See Details**] eye [] icon for a student before approving the test and then set the Expandable Items toggle to “ON”).
- This toggle is indicated in [figure 9](#).

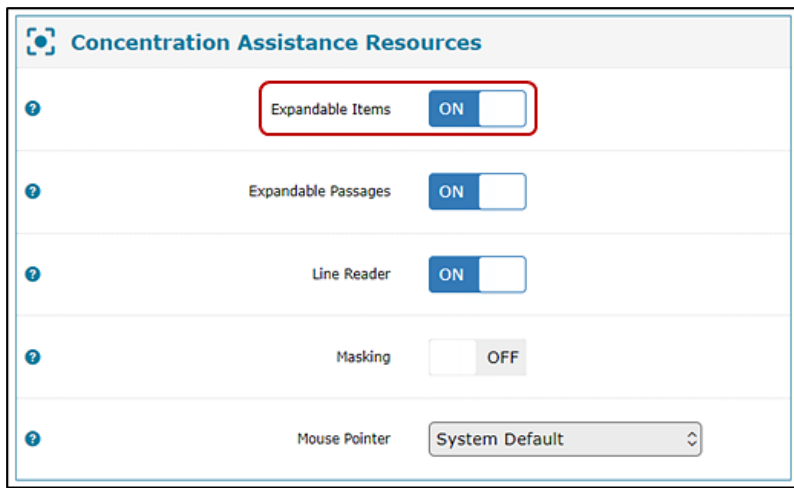


Figure 9. Test settings in the Test Administrator Interface

- For the CAAs for ELA and mathematics, the Summative ELPAC, and the Initial ELPAC, the default setting is for all items to be expandable.

Expandable Passages

Additional Resources:



- [California Assessment Accessibility Resources: Expandable Items and Expandable Passages \(English\)](https://youtu.be/BZNctwpc8nk) (<https://youtu.be/BZNctwpc8nk>) video
- [California Assessment Accessibility Resources: Expandable Items and Expandable Passages \(Spanish\)](https://www.youtube.com/watch?v=opxrvatNwek) (<https://www.youtube.com/watch?v=opxrvatNwek>) video

Approved Assessment(s):

- All (computer-based assessments)

Description:

Each passage or stimulus can be expanded so that it takes up a larger portion of the screen when the student selects the **[Expand]** arrows icon, which is indicated in [figure 10](#).



Figure 10. Expandable passages

- Select the **[Expand]** arrows icon to expand the passage. The icon will appear as shown only if the Expandable Items universal tool has been turned off. If both Expandable Passages and Expandable Items are on, the test will display with two arrow buttons as shown in [figure 10](#).
- This universal tool expands the passage only.

Global Notes (Writing)

Additional Resources:

- [California Assessment Accessibility Resources: Global Notes \(English\)](https://youtu.be/ZoqPC8SbiK4) (<https://youtu.be/ZoqPC8SbiK4>) video



- [California Assessment Accessibility Resources: Global Notes \(Spanish\)](https://www.youtube.com/watch?v=eq7cWT5SL5Y) (<https://www.youtube.com/watch?v=eq7cWT5SL5Y>) video

Approved Assessment(s):

- Smarter Balanced for ELA (PT)

Description:

The global notes universal tool is a notepad that is available for the item(s) in the ELA PT in which a student completes a full write (the second part of a PT). The student selects the [Notes] icon, indicated in [figure 11](#), for the notepad to appear.

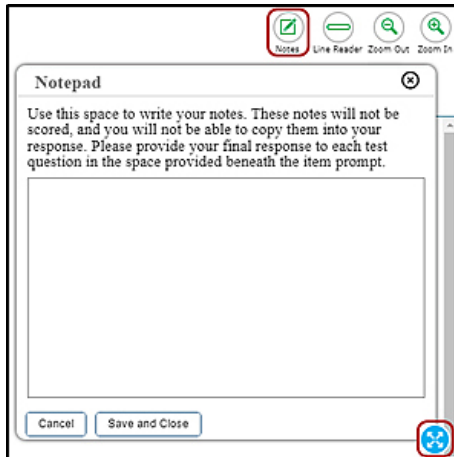


Figure 11. Global notes

During the ELA PT, the global notes are retained from segment to segment so that the student may go back to the notes even though the student is not able to go back to specific questions in the previous segment.

A student can resize the global notes by hovering over the circle with the arrows in the lower-right corner—indicated in [figure 11](#)—until the cursor turns into a diagonal, two-headed arrow; and then using the selection means (for example, pressing and holding a mouse button) to drag the global notes corner to increase or decrease the size of the global notes.

Highlighter

Additional Resources:



- [California Assessment Accessibility Resources: Highlighter \(English\)](https://youtu.be/FdFvwWV14pc) (<https://youtu.be/FdFvwWV14pc>) video
- [California Assessment Accessibility Resources: Highlighter \(Spanish\)](https://www.youtube.com/watch?v=HIGYsCdw7_0) (https://www.youtube.com/watch?v=HIGYsCdw7_0) video

Approved Assessment(s):

- All (computer-based assessments)

Description:

Highlighter is a digital resource for marking desired text, questions, answers, or parts of these with one of four colors. Highlighted text remains available throughout each test segment. To use this tool, a student selects text and then selects *Highlight Selection* from the context menu (indicated in [figure 12](#)). Finally, the student selects a color, either yellow, orange, mint green, or lavender. (Note that colors in the CSA are labeled in Spanish—amarillo, anaranjado, verde, or lavanda.)

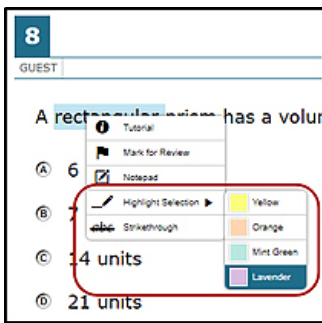


Figure 12. Highlighter

Keyboard Navigation

Additional Resources:



- [California Assessment Accessibility Resources: Keyboard Navigation \(English\)](https://youtu.be/PNKZ4MHR314) (<https://youtu.be/PNKZ4MHR314>) video
- [California Assessment Accessibility Resources: Keyboard Navigation \(Spanish\)](https://www.youtube.com/watch?v=pPyzm5DZXHo) (<https://www.youtube.com/watch?v=pPyzm5DZXHo>) video
- [Keyboard Commands for Students \(PDF\)](https://www.caaspp.org/rsc/pdfs/KeyboardCommandsForStudents.2015.pdf) (<https://www.caaspp.org/rsc/pdfs/KeyboardCommandsForStudents.2015.pdf>) web document

Approved Assessment(s):

- All (computer-based assessments)

Description:

Navigation throughout text can be accomplished by using a keyboard, rather than a mouse or other adaptive device.

Line Reader

Additional Resources:



- [California Assessment Accessibility Resources: Line Reader \(English\)](https://youtu.be/GkAHV7GxEhM) (<https://youtu.be/GkAHV7GxEhM>) video
- [California Assessment Accessibility Resources: Line Reader \(Spanish\)](https://www.youtube.com/watch?v=-oZg_36-oy0) (https://www.youtube.com/watch?v=-oZg_36-oy0) video

Approved Assessment(s):

- All (computer-based assessments)

Description:

A student moves an on-screen horizontal line that surrounds each line of text with shading after selecting the [**Line Reader**] line button (indicated in [figure 13](#)). To move the line reader, the student selects (clicks) anywhere on the next line to be shaded or uses the arrow keys on the keyboard.

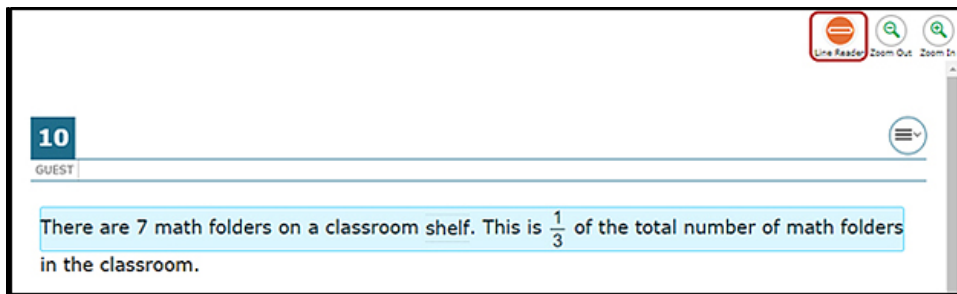


Figure 13. Line Reader

- This universal tool applies to both questions and passages.
- Selecting an answer option with the line reader universal tool also will cause an option such as a radio button or checkbox to be selected.
- If the student selects the “Option B” radio button in a vertical list of answer options, selecting (clicking) Option B’s text will both shade the line of text in the line reader and select that answer option as the student’s response to the test question (figure 14). The student must select a line of text away from a radio button answer option—in a passage or the test question, for example—to unselect the selected line as the focus of the line reader universal tool. However, that answer option is still selected as the student’s response unless or until the student selects a different option.

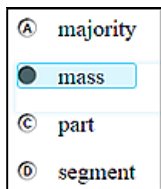


Figure 14. Line Reader with a radio button

- If the student selects the first checkbox in a vertical list of answer options, selecting (clicking) the first checkbox’s text will both shade the line of text in the line reader and select that answer option as one of the student’s responses to the test question (figure 15). The student must select a line of text away from a checkbox answer option—in a passage or the test question, for example—to unselect the selected line as the focus of the line reader universal tool. However, that answer option is still selected as one of the student’s responses unless or until the student selects the checkbox to unselect it.

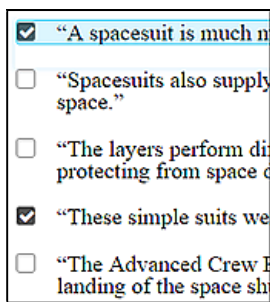


Figure 15. Line Reader with a checkbox

Mark for Review

Additional Resources:



- [California Assessment Accessibility Resources: Mark for Review \(English\)](https://youtu.be/ogfUyoNahqA) (https://youtu.be/ogfUyoNahqA) video
- [California Assessment Accessibility Resources: Mark for Review \(Spanish\)](https://www.youtube.com/watch?v=-sVaEIHmj9A) (https://www.youtube.com/watch?v=-sVaEIHmj9A) video

Approved Assessment(s):

- All (computer-based assessments)

Description:



WARNING: Breaks Longer Than 20 Minutes

Markings are not saved when the student moves on to the next segment or after a break of more than 20 minutes (for an assessment with a pause rule).

Mark for review allows a student to flag completed test questions—that is, those to which the student already has responded—for future review during the assessment by right-clicking the question and then selecting *Mark for Review* from the shortcut menu or by selecting *Mark for Review* from the context menu (indicated in [figure 16](#)).

- Marked questions can be unmarked using the same context menu.
- A student cannot return to an item response after a break of more than 20 minutes, even if the item is marked for review.

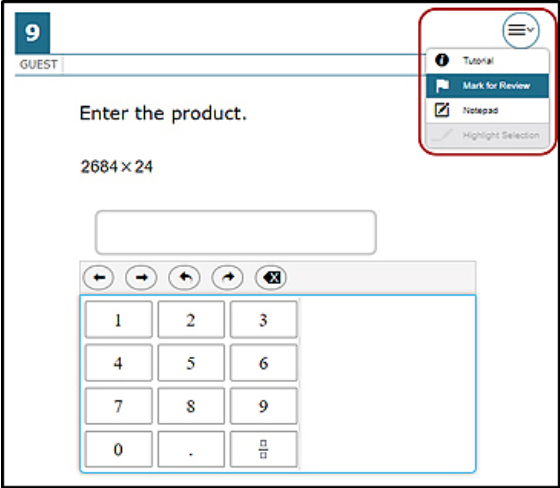


Figure 16. Mark for review

[Figure 17](#) shows three questions (23, 26, and 29) that have been marked for review at the end of a segment. A student may select a question to return to it.

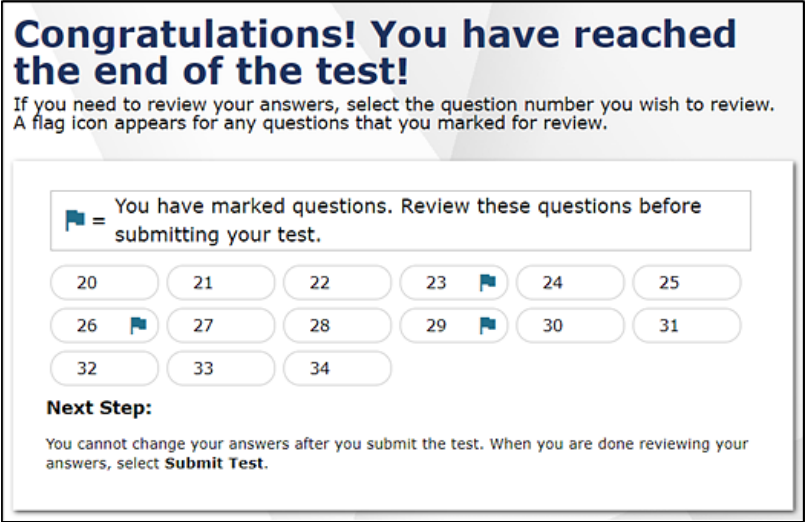


Figure 17. Questions marked for review

Mathematics Tools

Approved Assessment(s):

- Smarter Balanced for Mathematics
- CAST
- CAA for Mathematics

Description:

These digital resources (i.e., embedded ruler, embedded protractor) are used for measurements related to mathematics or science questions. They are available only with the specific questions for which the test item specifications indicate that one or more of these resources would be appropriate.

Science Charts

Additional Resources:



- [California Assessment Accessibility Resources: Science Charts \(English\)](https://youtu.be/OpE8oNB4akQ) (<https://youtu.be/OpE8oNB4akQ>), video
- [California Assessment Accessibility Resources: Science Charts \(Spanish\)](https://www.youtube.com/watch?v=aUc2y4fjit4) (<https://www.youtube.com/watch?v=aUc2y4fjit4>), video

Approved Assessment(s):

- CAST

Description:

- A student taking the grade eight or high school CAST may refer to a periodic table of elements as a universal tool. A student taking the grade eight or high school CAST may refer to a reference sheet of formulas.
- When the Spanish stacked–dual language designated support has been assigned, the periodic table of the elements is available in Spanish.
- The science chart in [figure 18](#) is the reference sheet that appears for grade eight after the [**Formulas**] button has been selected.
- A student can resize a science chart by hovering over the circle with the arrows in the lower-right corner—also indicated in [figure 18](#)—until the cursor turns into a diagonal, two-headed arrow; and then using the selection means (for example, pressing and holding a mouse button) to drag the science chart corner to increase or decrease the size of the science chart.

Formulas

Grade 8 Reference Sheet California Science Test

Matter

Density: $d = \frac{m}{V}$ density = $\frac{\text{mass}}{\text{volume}}$

Force and Motion

Average Speed: $s = \frac{d}{t}$ speed = $\frac{\text{distance}}{\text{time}}$

Newton's Second Law: $F = ma$ force = mass $\times$ acceleration

Kinetic Energy: $KE = \frac{1}{2}mv^2$ kinetic energy = $\frac{1}{2} \text{mass} \times \text{velocity squared}$

Waves and Light

Wave Speed: $v = f\lambda$ wave speed = frequency $\times$ wavelength

Wave Energy: $E \propto A^2$ energy is proportional to amplitude squared

Units, Constants, and Conversions

Energy: 1 Joule = 1 Newton $\cdot$ meter Length: 1 m = 100 cm
Force: 1 Newton = 1 kilogram $\cdot$ meter second squared Mass: 1 kg = 1000 g
Hertz: 1 Hz = 1 cycle second Volume: 1 L = 1000 mL = 1000 cm³
Acceleration Due to Gravity: $g = 9.8 \frac{m}{s^2}$ Water at Room Temperature: 1 mL = 1 cm³ = 1 g

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Figure 18. Science charts (formulas reference sheet)

Science Tools

Approved Assessment(s):

- CAST

Description:

A student taking the CAST may use a special embedded resource, if applicable, such as interactive laboratory equipment, videos, a stopwatch tool, or any combination of these to respond to a specific question.

Spanish Glossary

Additional Resources:



- [California Assessment Accessibility Resources: English Glossary \(English\)](https://youtu.be/nhUqZy-hODg) (<https://youtu.be/nhUqZy-hODg>) video
- [California Assessment Accessibility Resources: English Glossary \(Spanish\)](https://www.youtube.com/watch?v=-9AWu9fgppE) (<https://www.youtube.com/watch?v=-9AWu9fgppE>) video
- [Instructions for Using Embedded English and Translation Glossaries \(PDF\)](https://portal.smarterbalanced.org/library/en/instructions-for-using-embedded-glossaries.pdf) (<https://portal.smarterbalanced.org/library/en/instructions-for-using-embedded-glossaries.pdf>) web document

Approved Assessment(s):

- CSA

Description:

Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in Spanish on the screen via a pop-up window. An example is shown in [figure 19](#).

- The student can access the embedded glossary by selecting any of the preselected terms.
- The use of this universal tool may result in the student needing additional overall time to complete the assessment.

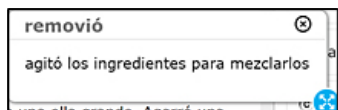


Figure 19. Spanish glossary

Spell Check

Additional Resources:



- [California Assessment Accessibility Resources: Spell Check \(English\)](https://youtu.be/sZSOP8mdLs8https://youtu.be/sZSOP8mdLs8) (<https://youtu.be/sZSOP8mdLs8https://youtu.be/sZSOP8mdLs8>) video
- [California Assessment Accessibility Resources: Spell Check \(Spanish\)](https://www.youtube.com/watch?v=QmC4S8_bn58) (https://www.youtube.com/watch?v=QmC4S8_bn58) video

Approved Assessment(s):

- Smarter Balanced for ELA

- Smarter Balanced for Mathematics
- CAST

Description:

Spell check is a writing tool for checking the spelling of words in student-generated responses. The **[Spell Check]** button on the Writing toolbar is indicated in [figure 20](#).



Figure 20. Spell check

- Spell check only gives an indication that a word is misspelled; it does not provide the correct spelling.
- Spell check is bundled with other embedded writing tools for ELA, mathematics, and science items with open-ended student responses.
- This resource is available only with the specific questions for which the test item specifications indicated that it would be appropriate.

Strikethrough

Additional Resources:



- [California Assessment Accessibility Resources: Strikethrough \(English\)](https://youtu.be/HdvloQNSTF8) (<https://youtu.be/HdvloQNSTF8>) video
- [California Assessment Accessibility Resources: Strikethrough \(Spanish\)](https://www.youtube.com/watch?v=UscLJvSrIyw) (<https://www.youtube.com/watch?v=UscLJvSrIyw>) video

Approved Assessment(s):

- All (computer-based assessments)

Description:

Strikethrough allows a student to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out. The student selects strikethrough by right-clicking the option and then selecting *Strikethrough* from the shortcut menu or the Context menu ([figure 21](#)). Options can be unstricken by selecting *Undo Strikethrough*.

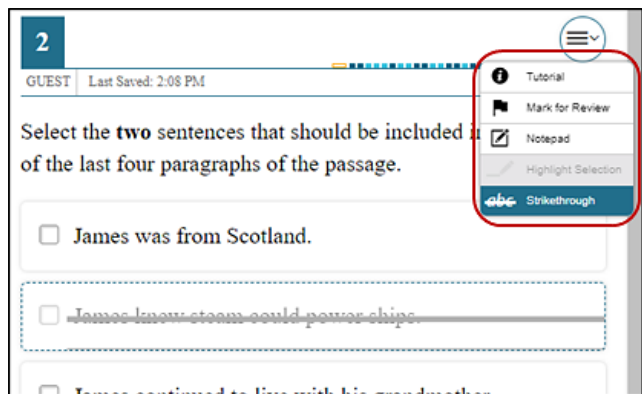


Figure 21. Strikethrough

Writing Tools

Additional Resources:



- [California Assessment Accessibility Resources: Writing Tools \(English\)](https://youtu.be/f3xEbmfTy9k) (<https://youtu.be/f3xEbmfTy9k>) video
- [California Assessment Accessibility Resources: Writing Tools \(Spanish\)](https://www.youtube.com/watch?v=2Prg4eFTx-k) (<https://www.youtube.com/watch?v=2Prg4eFTx-k>) video

Approved Assessment(s):

- Smarter Balanced for ELA
- Smarter Balanced for Mathematics
- CAST
- Initial ELPAC
- Summative ELPAC

Description:

Selected writing tools are available for all student-generated responses. (Also refer to [spell check \(/accessibility-guide/accessibility-features-caaspp-elpac/universal-tools/#embedded-spell-check\)](#).) Writing tools are as follows:

- Bold
- Italic
- Underline
- Remove Format
- Numbered
- Bullet
- Outdent
- Indent
- Cut
- Copy
- Paste
- Undo
- Redo
- Spell check (CAASPP only)
- Insert special character

Writing tools on the Writing toolbar are shown in [figure 22](#).



Figure 22. Writing tools

Zoom

Additional Resources:



- [California Assessment Accessibility Resources: Zoom \(English\)](https://youtu.be/BXdC4k4jJfQ) (<https://youtu.be/BXdC4k4jJfQ>), video
- [California Assessment Accessibility Resources: Zoom \(Spanish\)](https://www.youtube.com/watch?v=jnLy8kjFBVk) (<https://www.youtube.com/watch?v=jnLy8kjFBVk>), video

Approved Assessment(s):

- All (computer-based assessments)

Description:

Zoom is a resource for making text or other graphics in a window or frame appear larger on the screen. The buttons controlling zoom are indicated in [figure 23](#).

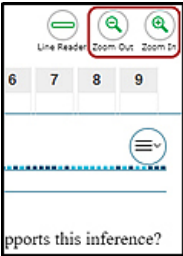


Figure 23. Zoom

- The default font size for all tests is 14 point.
- The student can make text and graphics larger by selecting the [Zoom In] button. The student can select the [Zoom Out] button to return to the default or smaller print size. Zoom levels are shown in [table 1](#).

Table 1. Zoom Levels

Level #	Size
Level 0	No zoom, 14-point text
Level 1	1.50× zoom
Level 2	1.75× zoom
Level 3	2.00× zoom
Level 4	2.50× zoom

- When using the zoom feature, the student changes the size of text and graphics on the current screen only, including the size of the navigation buttons. To increase the default print size so that it persists during the entire test (from 1.5× to 3× default size), the print (font) size must be set for the student as a test setting in TOMS or set by the test administrator or test examiner prior to the start of the test. This is the only feature that test administrators and test examiners can set.
- The use of this resource may result in the student needing additional overall time to complete the assessment.
- To set the zoom to a size larger than 3× default, refer to the [Streamline \(/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-streamline\)](#) embedded designated support.

Non-Embedded

Non-embedded universal tools are not embedded within the TDS and are provided by the test administrator or test examiner to students at the time of testing. All accessibility resources for PPTs are non-embedded.

Breaks (Computer-based Assessments, PPTs, and PPT Emergency Forms)

Approved Assessment(s):

- All

Description:

Breaks, including those during testing over more than one day or between the ELPAC domain sections are permitted if the student needs more time to test.

The use of this universal tool may result in the student needing additional overall time to complete the assessment.

English Dictionary (Writing)

Approved Assessment(s):

- Smarter Balanced for ELA (PT)

Description:

An English dictionary can be provided for the full write portion of an ELA PT. (A full write is the second part of a PT.)

The use of this resource may result in the student needing additional overall time to complete the assessment.

English Thesaurus

Approved Assessment(s):

- Smarter Balanced for ELA (PT)

Description:

A thesaurus contains synonyms of terms that can be accessed while a student interacts with text included in the assessment. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

This resource is available only on the for ELA full write (WER) PT. (A full write is the second part of a PT.)

Highlighter

Approved Assessment(s):

- Initial ELPAC (Writing domain for K–2)
- Summative ELPAC (Writing domain for K–2)

Description:

Highlighter is a resource for marking desired text, questions, answers, or parts of these with a colored pen. A student is permitted to use a highlighter in the Test Book, for example.

Mark for Review (Grade Two)

Approved Assessment(s):

- Initial ELPAC (Writing domain for grade two)
- Summative ELPAC (Writing domain for grade two)

Description:

A student may mark in an assigned Test Book, including noting items for review.

Oral Clarification of Test Directions in English

Approved Assessment(s):

- Initial ELPAC (computer-based assessments)
- Initial ELPAC (Writing domain for K–2)
- Summative ELPAC (computer-based assessments)
- Summative ELPAC (Writing domain for K–2)
- Initial Alternate ELPAC
- Summative Alternate ELPAC

Description:

The test examiner clarifies test directions to a student in English.

Scratch Paper

Approved Assessment(s):

- All

Description:

A student may use blank scratch paper to make notes, write computations, record responses, or create graphic organizers.

- Only plain paper or lined paper is appropriate for ELA.
- Graph paper is required beginning in grade six and can be used on all mathematics assessments.
- A whiteboard with marker may be used as scratch paper.
- As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes. The assistive technology device needs to be consistent with the student's IEP or Section 504 plan.
- Access to the internet must be disabled on assistive technology devices.

CAT and the CAST:

- All scratch paper must be collected and securely destroyed at the end of each ELA and mathematics CAT session and the CAST to maintain test security.
- All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session.

PTs:

- For the mathematics and ELA PT, if a student needs to take the PT in more than one session, scratch paper, graphic organizers, whiteboards, assistive technology devices, or any combination of these may be collected at the end of each session, securely stored, and made available to the student at the next PT testing session.

- Once the student completes the PT, the scratch paper or graphic organizer must be collected and securely destroyed, whiteboards should be erased, and notes on assistive technology devices should be erased to maintain test security.

Test Navigation Assistant

Additional Resources:



- California Assessment Accessibility Resources: Test Navigation Assistant and Designated Interface Assistant (<https://www.youtube.com/watch?v=nYvWgBM9g5U>) video
- ELPAC Test Navigation Assistant and Designated Interface Assistant Use Scenarios (PDF) (<https://www.elpac.org/s/pdf/ELPAC--TNA-DIA-Use-Scenarios.2019-20.pdf>) web document

Approved Assessment(s):

- Initial ELPAC (computer-based assessments)
- Summative ELPAC (computer-based assessments)
- Initial Alternate ELPAC
- Summative Alternate ELPAC

Description:

A student who is a new arrival and a student who is unfamiliar with the test delivery device or is a technology novice and does not have the necessary computer skills to participate in the computer-based ELPAC may have a trained test examiner help with mouse point-and-click and scroll bar assistance, on-screen tool or button navigation (i.e., back, next, submit, start and stop recording, play speaking, and recording), and keyboarding assistance necessary for starting the test session.

- The test examiner is allowed to assist only with the technology as indicated by the student.
- Test navigation assistant can be used during one-on-one or group administrations.
- The use of keyboarding assistance in the test is not permitted with this universal tool.

Test navigation assistant must follow approved guidelines in the Use Scenarios (PDF) (<https://www.elpac.org/s/pdf/ELPAC--TNA-DIA-Use-Scenarios.2019-20.pdf>) document.

Designated Supports

Designated supports are accessibility resources 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. Designated supports are provided either as digitally delivered components of the test administration system (embedded) or separate from it (non-embedded) based on student preference and selection. For example, text-to-speech is an embedded designated support; simplified test directions is a non-embedded designated support.

Designated supports for all assessments except for the Initial ELPAC are assigned in TOMS by an LEA CAASPP or ELPAC coordinator or CAASPP or ELPAC test site coordinator. For the Initial ELPAC, designated supports may be selected in the student's *Test Settings* screen in the Test Administrator Interface.

Embedded

Embedded designated supports are available within the computer-based TDS to all students. They are also available to test examiners who are entering student responses to CAA and Alternate ELPAC test questions on behalf of students unable to provide responses on their own in the TDS.

Color Contrast

Additional Resources:



- [California Assessment Accessibility Resources: Color Contrast \(English\)](https://youtu.be/JZvvuF7ltns) (<https://youtu.be/JZvvuF7ltns>)  video
- [California Assessment Accessibility Resources: Color Contrast \(Spanish\)](https://www.youtube.com/watch?v=YcMpnFeMZr0) (<https://www.youtube.com/watch?v=YcMpnFeMZr0>)  video

Approved Assessment(s):

- All (computer-based assessments)

Description:

The adjustment of screen background or font color is based on student needs or preferences and set in TOMS for the student. Color contrast may include reversing the colors for the entire interface or choosing the color of font and background. Choices are as follows; note that the default font color of black is not specified:

- Not selected
- Reverse contrast
- Black font on rose background
- Medium gray font on light gray background
- Yellow background
- Light yellow background
- Yellow font on black background
- Yellow font on blue background
- Blue background
- Light blue background
- Black font on cream background
- Gray background
- Light gray background
- Green background
- Light green background
- Light magenta background
- White font on navy background
- Red font on white background
- White font on red background

The sample in [figure 1](#) shows reverse contrast.

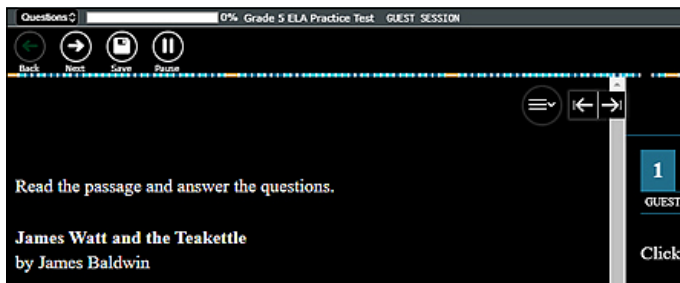


Figure 1. Color contrast (reverse contrast)

Use:

A student with attention difficulties may need this resource for viewing test content.

- It also may be needed by a student with visual impairment or other print disability (including a learning disability).
- Choice of colors should be chosen intentionally and be informed by evidence that color selections meet the student's needs.

Masking

Additional Resources:



- [California Assessment Accessibility Resources: Masking \(English\)](https://youtu.be/8w3LGxuO9bs) (https://youtu.be/8w3LGxuO9bs) video
- [California Assessment Accessibility Resources: Masking \(Spanish\)](https://www.youtube.com/watch?v=5HIQnAextVk) (https://www.youtube.com/watch?v=5HIQnAextVk) video

Approved Assessment(s):

- All (computer-based assessments)

Description:

Masking involves blocking 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 question by masking. In [figure 2](#), the [Masking] button is indicated, and an arrow indicates the masked portion of the answer options.

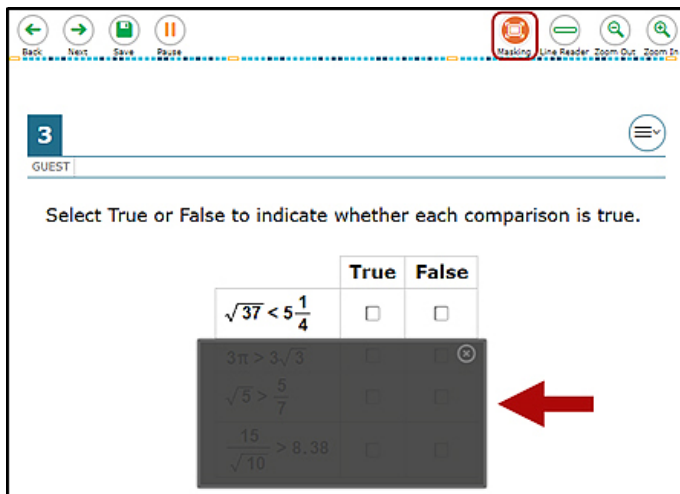


Figure 2. Masking

Use:

Masking allows a student to hide or reveal individual answer options as well as all navigational buttons and menus. A student with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment.

- This resource also may be needed by a student with a print disability (including a learning disability) or visual impairment.

Mouse Pointer (Size and Color)

Additional Resources:



- [California Assessment Accessibility Resources: Mouse Pointer \(English\)](https://youtu.be/6DxndzeorJU) (<https://youtu.be/6DxndzeorJU>)  video
- [California Assessment Accessibility Resources: Mouse Pointer \(Spanish\)](https://www.youtube.com/watch?v=DXh886sHCZc) (<https://www.youtube.com/watch?v=DXh886sHCZc>)  video

Approved Assessment(s):

- All (computer-based assessments)

Description:

Mouse pointer is a test setting for a student who is visually impaired and needs the mouse pointer to be larger or a different color to more readily find the mouse pointer on the screen.

An enlarged mouse pointer is shown in [figure 3](#).

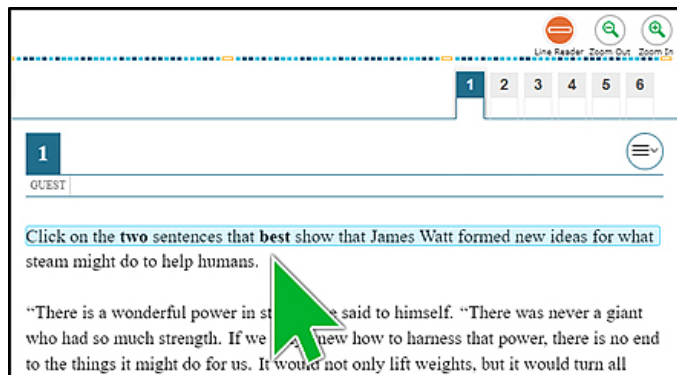


Figure 3. Mouse pointer

While the mouse pointer resource can be used with the zoom universal tool, the enlarged mouse pointer is built into the magnification universal tool.

What follows are the options for the mouse pointer designated support:

- Large, Black Mouse Pointer
- Extra Large, Black Mouse Pointer
- Large, Green Mouse Pointer
- Extra Large, Green Mouse Pointer
- Large, Red Mouse Pointer
- Extra Large, Red Mouse Pointer
- Large, White Mouse Pointer
- Extra Large, White Mouse Pointer
- Large, Yellow Mouse Pointer
- Extra Large, Yellow Mouse Pointer

Pause or Replay Audio (Listening Domain)

Additional Resources:



- [California Assessment Accessibility Resources: Pause or Replay Audio \(English\)](https://youtu.be/14R5Cmzc5so) (https://youtu.be/14R5Cmzc5so) video
- [California Assessment Accessibility Resources: Pause or Replay Audio \(Spanish\)](https://www.youtube.com/watch?v=QaQ1pI09dFQ) (https://www.youtube.com/watch?v=QaQ1pI09dFQ) video

Approved Assessment(s):

- Initial ELPAC (computer-based assessments)
- Summative ELPAC (computer-based assessments)

Description:

A student who may need the audio to slow down or stop momentarily may have the stimulus of the audio presentation in the Listening domain be paused or replayed during the administration of the test questions. A sample of the [**Pause**] button is presented in [figure 4](#).

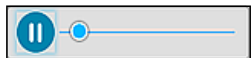


Figure 4. [**Pause**] button in the audio controls interface

Pause or Replay Audio (Speaking Domain)

Additional Resources:



- [California Assessment Accessibility Resources: Pause or Replay Audio \(English\)](https://youtu.be/14R5Cmzc5so) (https://youtu.be/14R5Cmzc5so) video
- [California Assessment Accessibility Resources: Pause or Replay Audio \(Spanish\)](https://www.youtube.com/watch?v=QaQ1pI09dFQ) (https://www.youtube.com/watch?v=QaQ1pI09dFQ) video

Approved Assessment(s):

- Initial ELPAC (computer-based assessments)
- Summative ELPAC (computer-based assessments)

Description:

A student who may need the audio to slow down or stop momentarily may have the stimulus of the audio presentation in the Speaking domain paused or replayed during the administration of the test questions in the *Summarize an Academic Presentation* task. A sample of the [Pause] button is presented in [figure 5](#).

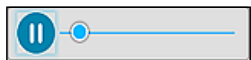


Figure 5. [Pause] button in the audio controls interface

Permissive Mode (Setting)

Note: Permissive mode is compatible with supported desktop operating system versions of macOS and Windows only.

Approved Assessment(s):

- All

Description:

Permissive mode is a test setting that should be enabled for a student who requires access to approved accessibility software, devices, or both to interact with the test (e.g., screen readers, magnifiers, braille screen readers, RBDs, etc.). When permissive mode is disabled, the only application that can be open on the computer is the secure browser.

Print Size (Setting)

Approved Assessment(s):

- All

Description:

Print size is a test setting that sets the default font size the student should have when starting a computer-based test. This setting applies to text questions and stimuli only and not the buttons in the global menu bar.

- The selected font size becomes the default for all questions in that student's test.
- The default font size for all tests is 14 point.
- The default font for ELA assessments is Times New Roman.
- The default font for mathematics tests is Verdana.
- The default font for the ELPAC in grades two through twelve is Verdana.
- The default font for the ELPAC in kindergarten and grade one is Comic Neue.

Streamline

Additional Resources:

- [California Assessment Accessibility Resources: Streamline \(English\) \(https://youtu.be/de43_Ugd_2w\)](https://youtu.be/de43_Ugd_2w)  video
- [California Assessment Accessibility Resources: Streamline \(Spanish\) \(https://www.youtube.com/watch?v=GIHK7xL-Yuc\)](https://www.youtube.com/watch?v=GIHK7xL-Yuc)  video



- [Using Streamlined Mode \(/accessibility-guide/requirements-for-visual-impairment/testing-students-requiring-braille/#using-streamline-mode\)](#) subsection in this manual

Approved Assessment(s):

- All (computer-based assessments)

Description:

This designated support provides a streamlined interface of the test in an alternate, simplified format in which the questions are displayed below the stimuli vertically; it is designed to interact with JAWS® navigation.

This designated support includes zoom levels greater than 3× in the student interface. The sample in [figure 6](#) shows a full-screen zoom that includes navigation buttons and a question passage.

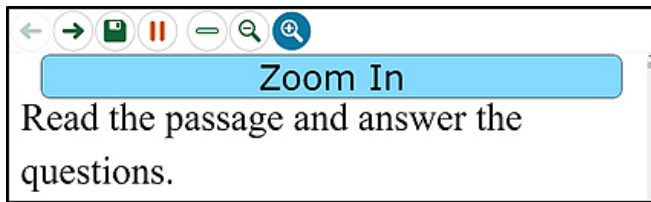


Figure 6. Streamline sample

Use:

This designated support may benefit one of a small number of students who has a specific learning disability, a reading disability, or both, in which the text is presented in a more sequential format.

Text-to-Speech

Additional Resources:



- [California Assessment Accessibility Resources: Text-to-Speech \(English\)](https://youtu.be/cLxzu_Swtng) (https://youtu.be/cLxzu_Swtng) video
- [California Assessment Accessibility Resources: Text-to-Speech \(Spanish\)](https://www.youtube.com/watch?v=r-36myKOqGA) (<https://www.youtube.com/watch?v=r-36myKOqGA>) video
- [Guidelines for Choosing Text-to-Speech or Read Aloud in Grades 3–5 \(PDF\)](https://portal.smarterbalanced.org/library/en/guidelines-for-choosing-tts-or-read-aloud-in-grades-3-5.pdf) (<https://portal.smarterbalanced.org/library/en/guidelines-for-choosing-tts-or-read-aloud-in-grades-3-5.pdf>) web document

(Refer also to the [embedded text-to-speech accommodation \(/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#embedded-text-to-speech-reading-passages\)](#) for ELA reading passages.)

Approved Assessment(s):

- Smarter Balanced for ELA (items only)
- Smarter Balanced for Mathematics (stimuli and items)
- CAST (stimuli and items)
- CSA (items)

Description:

Text for stimuli, items, or both items and stimuli—depending on the assessment type—is read aloud to the student via embedded text-to-speech technology in the TDS that uses a simulated, not a human, voice. In addition, the student can select to read a response that has been entered for a CR item.

The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.

Use:

A student who is a struggling reader may need assistance accessing the assessment by having all or portions of the assessment read aloud. To use this designated support, the student must select either *Speak Question* or *Speak Option* from the context menu (indicated in [figure 7](#)).

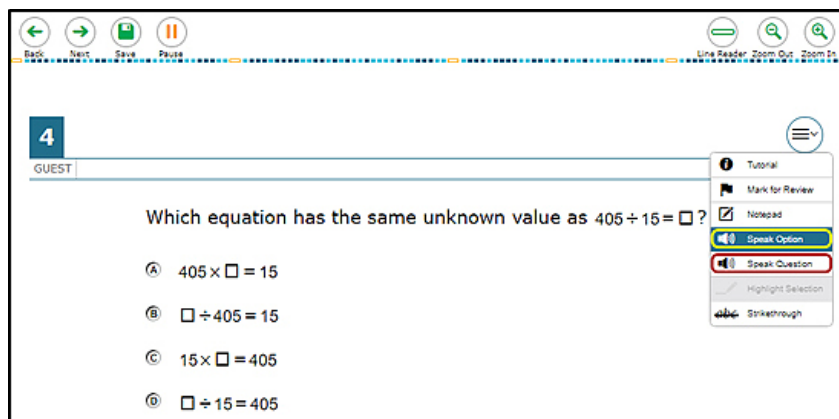


Figure 7. Text-to-speech

- This resource also may be needed by a student who
 - has a reading-related disability,
 - is a struggling reader, or
 - is blind and is advancing toward English braille proficiency.
- A student would need to use this support regularly during instruction to meaningfully benefit from it on assessments.
- Simulated voices may not provide the same emphasis and other qualities of a natural, human voice when reading.
- A student who uses text-to-speech will need headphones unless tested individually in a separate setting.
- When this resource is selected for a student in conjunction with Spanish stacked–dual language translations, text-to-speech in Spanish for mathematics items is assigned automatically.

The technical coordinator at the LEA or test site should ensure that the network bandwidth at the test site is sufficient to support the number of students who will be using this resource concurrently during testing.

Limitations:

On specific CSA multiple-choice questions, the student may be asked about a portion of the text that may need to be revised. For these questions, a student will be presented with four answer choices, each with different versions of the written text. Each answer choice will be followed by a repetition of the answer choice in context of the original excerpt. The answer choices in context are preceded by introductory statements such as, “La oración con cambio, lee” or “La definición lee.” In some instances, the student may want to navigate word-by-word or character-by-character to discern any grammatical or punctuation errors, in addition to addressing any words that may not be pronounced clearly by an assistive technology. Additional information about this portion of the test is included in the test directions.

Text-to-Speech in Spanish

Additional Resources:

- [California Assessment Accessibility Resources: Text-to-Speech \(English\)](https://youtu.be/cLxzu_Swtng) (https://youtu.be/cLxzu_Swtng)  video
- [California Assessment Accessibility Resources: Text-to-Speech \(Spanish\)](https://www.youtube.com/watch?v=r-36myKOqGA) (<https://www.youtube.com/watch?v=r-36myKOqGA>)  video



- [Guidelines for Choosing Text-to-Speech or Read Aloud in Grades 3–5 \(PDF\)](https://portal.smarterbalanced.org/library/en/guidelines-for-choosing-tts-or-read-aloud-in-grades-3-5.pdf) (<https://portal.smarterbalanced.org/library/en/guidelines-for-choosing-tts-or-read-aloud-in-grades-3-5.pdf>)  web document

Approved Assessment(s):

- Smarter Balanced for Mathematics

Description:

Text in Spanish is read aloud to the student via embedded text-to-speech technology in the TDS. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. To set this resource for the student, assign both Spanish stacked–dual language translations as well as the embedded text-to-speech designated support for mathematics in TOMS for the student.

Use:

A student who is a struggling reader, whose primary language is Spanish, and who uses dual language supports in the classroom may need assistance accessing the assessment by having all or portions of the assessment read aloud. To use this designated support, the student must select *Opción de hablar* from the context menu (indicated in [figure 8](#)).



Figure 8. Text-to-speech in Spanish

- If a student does not regularly have this support during daily instruction, it will likely be confusing and may impede the student’s performance. Simulated voices may not provide the same emphasis and other qualities of a natural, human voice when reading.
- A student who uses text-to-speech in Spanish will need headphones unless tested individually in a separate setting.

Translated Test Directions (Spanish)

Additional Resources:



- [California Assessment Accessibility Resources: Translations \(Spanish Stacked–Dual Language\) \(English\)](https://youtu.be/-Q5Q1gDRLE8) (<https://youtu.be/-Q5Q1gDRLE8>)  video
- [California Assessment Accessibility Resources: Translations \(Spanish Stacked–Dual Language\) \(Spanish\)](https://www.youtube.com/watch?v=EpLrYLe2zIQ) (<https://www.youtube.com/watch?v=EpLrYLe2zIQ>)  video

Approved Assessment(s):

- Smarter Balanced for Mathematics
- CAST

Description:

Translation of test directions is a language resource available prior to beginning the actual test questions in the TDS.

- Embedded test directions in Spanish are available in conjunction with the [translations \(Spanish stacked–dual language\) \(/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-translation-spanish-stacked-dual-language\)](#) in Spanish designated support.
- On-screen directions are in Spanish.

- As an embedded designated support, translated test directions are automatically a part of the [translations \(Spanish stacked–dual language\)](#) ([/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-translation-spanish-stacked-dual-language](#)), designated support. Translated buttons are indicated in [figure 9](#).

The screenshot shows a math test interface. At the top, there are navigation buttons: 'Volver' (Back), 'Siguiente' (Next), 'Guardar' (Save), and 'Pausa' (Pause), which are highlighted with a red box. To the right are 'Lector de líneas' (Line reader), 'Alinear' (Align), and 'Acercar' (Zoom in) buttons. The main content area displays the question number '3' and the user 'GUEST'. The directions are in Spanish and English: 'Selecciona Verdadera o Falsa para indicar si cada comparación es verdadera o falsa.' and 'Select True or False to indicate whether each comparison is true or false.' Below the directions is a table with two columns: 'Verdadera' (True) and 'Falsa' (False). The table contains three rows of math problems with checkboxes for 'True' and 'False'.

	Verdadera True	Falsa False
$\sqrt{37} < 5\frac{1}{4}$	☐	☐
$\sqrt{37} < 5\frac{1}{4}$	☐	☐
$3\pi > 3\sqrt{3}$	☐	☐

Figure 9. Translated test directions

Use:

A student who is advancing toward ELP (including non-ELs, ELs, and ELs with disabilities) can use the translated directions resource.

- This resource should be used only for a student who is a proficient reader in Spanish and not proficient in English.
- A student to whom translations (Spanish stacked–dual language) has been assigned should use it in a practice or training test to ensure its appropriateness since this resource can be confusing and may impede the performance of a student who has not used it previously.
- The use of this designated support may result in the student needing additional overall time to complete the assessment.

Translation Glossaries

Additional Resources:

- [California Assessment Accessibility Resources: Translation Glossary \(English\)](https://youtu.be/sMjM2G5TpTw) (<https://youtu.be/sMjM2G5TpTw>) video
- [California Assessment Accessibility Resources: Translation Glossary \(Spanish\)](https://www.youtube.com/watch?v=mPQxe4ZdiEc) (<https://www.youtube.com/watch?v=mPQxe4ZdiEc>) video
- [California Assessment Accessibility Resources: Illustration Glossaries \(English\)](https://youtu.be/n5qIhyqKkW4) (<https://youtu.be/n5qIhyqKkW4>) video
- [California Assessment Accessibility Resources: Illustration Glossaries \(Spanish\)](https://www.youtube.com/watch?v=ZOYUbrHZqkQ) (<https://www.youtube.com/watch?v=ZOYUbrHZqkQ>) video
- [Instructions for Using Embedded English and Translation Glossaries \(PDF\)](https://portal.smarterbalanced.org/library/en/instructions-for-using-embedded-glossaries.pdf) (<https://portal.smarterbalanced.org/library/en/instructions-for-using-embedded-glossaries.pdf>) web document
- [Instructions for the Smarter Balanced Illustration Glossary \(PDF\)](https://portal.smarterbalanced.org/wp-content/uploads/Illustration-Glossary-2020.pdf) (<https://portal.smarterbalanced.org/wp-content/uploads/Illustration-Glossary-2020.pdf>) web document

Approved Assessment(s):

- Smarter Balanced for Mathematics
- CAST

Description:

Translated glossaries are a language resource.

- The translated glossaries are provided for selected construct-irrelevant terms for mathematics.
- Translations for these terms appear on the computer screen when a student selects them.
- This designated support can be set as either an illustration glossary, the language of translation, or the language of translation *and* English.
- A student can also select the audio icon next to the glossary term—indicated in [figure 10](#)—and listen to the audio recording of the glossary for language glossaries only.
- A student can resize a translation glossary by hovering over the circle with the arrows in the lower-right corner—also indicated in [figure 10](#)—until the cursor turns into a diagonal, two-headed arrow; and then using the selection means (for example, pressing and holding a mouse button) to drag the translation glossary corner to increase or decrease the size of the translation glossary.
- In addition to the illustration glossary, current languages of translations for mathematics are as follows:
 - Arabic
 - Burmese
 - Cantonese
 - Hmong
 - Ilokano
 - Korean
 - Mandarin
 - Punjabi
 - Russian
 - Somali
 - Spanish
 - Tagalog
 - Ukrainian
 - Vietnamese

- Current languages of translations for science are as follows:
 - Arabic
 - Cantonese
 - Hmong
 - Korean
 - Mandarin
 - Punjabi
 - Russian
 - Spanish
 - Tagalog
 - Vietnamese

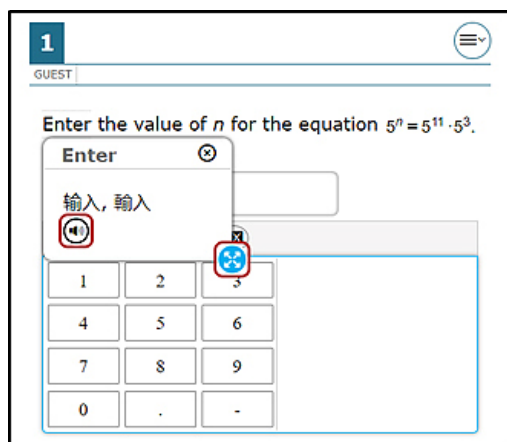


Figure 10. Translated glossary term

Use:

A student who is advancing toward ELP (including non-ELs, ELs, and ELs with disabilities) can use the translation glossary for specific questions. The use of this designated support may result in the student needing additional overall time to complete the assessment.

Translations (Spanish Stacked–Dual Language)

Additional Resources:



- [California Assessment Accessibility Resources: Translations \(Spanish Stacked–Dual Language\) \(English\) \(https://youtu.be/-Q5Q1gDRLE8\)](https://youtu.be/-Q5Q1gDRLE8) video
- [California Assessment Accessibility Resources: Translations \(Spanish Stacked–Dual Language\) \(Spanish\) \(https://www.youtube.com/watch?v=EpLrYLe2zIQ\)](https://www.youtube.com/watch?v=EpLrYLe2zIQ) video

Approved Assessment(s):

- Smarter Balanced for Mathematics
- CAST

Description:

Translations (Spanish stacked–dual language) are a language resource for some students. They provide the full translation of **each test question in Spanish** above the original question in English as well as **all on-screen directions in Spanish, including menus and buttons**. In addition, for the grade eight or high school CAST, a Spanish version of the periodic table is now available.

A practice test question using the translation (Spanish stacked–dual language) designated support is shown in [figure 11](#).

	Verdadera True	Falsa False
$\sqrt{37} < 5\frac{1}{4}$	☐	☐
$\sqrt{37} < 5\frac{1}{4}$	☐	☐
$3\pi > 3\sqrt{3}$	☐	☐

Figure 11. Translations (Spanish stacked–dual language), mathematics

Use:

This resource is for a student whose primary language is not English, who uses dual language supports in the classroom, or both. For this student, use of the translation (Spanish stacked–dual language) may be appropriate.

- A student participates in the assessment regardless of the language.
- This resource will increase reading load and cognitive load.
- This resource should be used only for a student who is a proficient reader in Spanish and not proficient in English.
- Because this resource will likely be confusing and may impede the performance of a student who has not used it previously, a student to whom translations (Spanish stacked–dual language) have been assigned should use it in a practice or training test to ensure its appropriateness.
- Translations (Spanish stacked–dual language) are available in conjunction with the embedded [translated test directions \(/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-translated-test-directions-spanish\)](#) in Spanish.
- When this resource is selected in conjunction with text-to-speech, text-to-speech in Spanish for mathematics items is assigned automatically.
- The use of this designated support may result in the student needing additional overall time to complete the assessment.

Turn Off Any Universal Tools

Approved Assessment(s):

- All (computer-based assessments)

Description:

Any universal tools that might be distracting or that a student does not need to use or is unable to use may be disabled by the test administrator or test examiner in the Test Administrator Interface before a test is approved. While this designated support is set in TOMS, it is used by the test administrator or test examiner in the Test Administrator Interface.

Highlighter is an example of a universal tool that can be toggled off and is indicated in [figure 12](#).

Test Settings for: LED_TES

General Testing Resources

Testing Location: [Blank]

Highlighter: On with multiple colors

Mark for Review: ON

Non-Embedded Accommodations: None

Non-Embedded Designated Supports: None

Print on Demand: None

Strikethrough: ON

Figure 12. Turn off any universal tools

Use:

A student who is easily distracted (including non-ELs, ELs, and ELs with disabilities), whether or not designated as having an attention difficulty or disability, may be overwhelmed by some of the universal tools. Knowing which specific resource may be distracting for the student is important for determining which universal tool(s) to turn off.

Non-Embedded

Non-embedded designated supports are not embedded within the TDS and are provided by the test administrator or test examiner to students at the time of testing. All accessibility resources for PPTs are non-embedded.

100s Number Table, Science



Additional Resources:

- [100s Number Table \(PDF\)](https://www.caaspp.org/rsc/pdfs/CAASPP.hundreds-number-table.pdf) (<https://www.caaspp.org/rsc/pdfs/CAASPP.hundreds-number-table.pdf>) web document

Approved Assessment(s):

- CAST
- CAA for Science

CAST

Description:

The 100s number table is a paper-based table listing numbers from 1–100 available for reference.

Use:

A student with visual processing or spatial perception needs may find this designated support beneficial.

ASL or Manually Coded English

Approved Assessment(s):

- Initial ELPAC (Writing domain for K–2)

- Summative ELPAC (Writing domain for K–2)
- Initial Alternate ELPAC
- Summative Alternate ELPAC

Description:

A student who is deaf or hard of hearing and who typically uses Manually Coded English can have the test directions signed.

Use:

A student who is deaf or hard of hearing and who typically uses ASL may need this accommodation to receive the test directions.

- 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 test directions.

Amplification

Approved Assessment(s):

- All (except the Initial Alternate ELPAC or Summative Alternate ELPAC)

Description:

A student may adjust the volume control beyond the testing device’s built-in settings using headphones or another non-embedded device.

Use:

A student with a hearing impairment may use headphones, assistive technology, noise buffers, or white noise machines to increase the volume provided in the TDS.

- Use of this resource may require a separate setting.
- If the amplification device has additional features that may compromise test security (such as internet access), the functionality should be disabled before testing.

Bilingual Dictionary

Approved Assessment(s):

- Smarter Balanced for ELA (PT full write)

Description:

A bilingual or dual language word-to-word dictionary is a language resource.

- A bilingual or dual language word-to-word dictionary can be provided for the full write portion of an ELA PT.
- This designated support is for use with ELA full write (WER) PT only.

Use:

For a student whose primary language is not English and who uses dual language supports in the classroom, use of a standard published bilingual or dual language word-to-word dictionary may be appropriate.

- The student participates in the assessment regardless of the language.
- The use of this designated support may result in the student needing additional overall time to complete the assessment.

Calculator, Science (All Items)

Approved Assessment(s):

- CAST

Description:

A non-embedded calculator may be used by a student needing a special calculator, such as a braille calculator or a talking calculator, which is currently unavailable within the assessment platform. This designated support is for use by a student in grade five with a four-function calculator; and grades eight, ten, eleven, and twelve with a scientific calculator.

Use:

A student with visual impairment who is unable to use the embedded calculator for calculator-allowed questions may use the calculator used typically, such as a braille calculator or a talking calculator. The student's test administrator should ensure that the calculator is available only for designated calculator questions.

Color Contrast

Approved Assessment(s):

- Smarter Balanced for ELA
- Smarter Balanced for Mathematics
- CAST
- CAA for ELA
- CAA for Mathematics
- CAA for Science
- Initial ELPAC
- Summative ELPAC

Description:

Test content of online questions may be printed with different colors using a color printer. This non-embedded designated support must be used in conjunction with print-on-demand.

Use:

A student with attention difficulties may need this resource for viewing the test when digitally provided color contrasts do not meet the student's needs.

- A student with visual impairment or other print disability (including a learning disability) also may need this resource.
- Choice of colors should be chosen intentionally and be informed by evidence that those colors meet the student's needs.

Color Overlay

Approved Assessment(s):

- All

Description:

Color transparencies are placed over a paper-based assessment, including one that has been printed on demand.

Use:

A student with an attention difficulty may need this resource to view test content.

- This resource also may be needed by a student with visual impairment or other print disability (including a learning disability).
- Choice of color should be chosen intentionally and be informed by evidence that those colors meet the student's needs.

Designated Interface Assistant**Additional Resources:**

- California Assessment Accessibility Resources: Test Navigation Assistant and Designated Interface Assistant (<https://www.youtube.com/watch?v=nYvWgBM9g5U>)  video
- ELPAC Test Navigation Assistant and Designated Interface Assistant Use Scenarios (PDF) (<https://www.elpac.org/s/pdf/ELPAC--TNA-DIA-Use-Scenarios.2019-20.pdf>)  web document

Approved Assessment(s):

- Initial ELPAC (computer-based assessments)
- Summative ELPAC (computer-based assessments)
- Initial Alternate ELPAC (computer-based assessments)
- Summative Alternate ELPAC (computer-based assessments)

Description:

This designated support is available to a student who is a technology novice and has limited keyboarding skills that prevent the student from responding.

Use:

The DIA is available to help the student interact with, or type, hand-written responses into the TDS. The DIA support should be used only during one-on-one administration.

The DIA must follow approved guidelines in the Use Scenarios (PDF) (<https://www.elpac.org/s/pdf/ELPAC--TNA-DIA-Use-Scenarios.2019-20.pdf>)  document.

Magnification**Approved Assessment(s):**

- All

Description:

The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device. Magnification increases the size and color contrast of the student's on-screen presentation to levels not provided by the zoom universal tool, color contrast designated support, mouse pointer designated support, or any combination of these.

Use:

A student accustomed to viewing enlarged text or graphics, or navigation buttons may need magnification to comfortably view content.

- This resource also may meet the needs of a student with visual impairment or other print disability.
- Because magnification increases the size and color contrast of the student's on-screen presentation, the student may not need also to use the zoom universal tool, color contrast designated support, mouse pointer designated support, or any combination of these.

- The use of this designated support may result in the student needing additional overall time to complete the assessment.

Masking

Approved Assessment(s):

- Initial ELPAC (computer-based assessments)
- Initial ELPAC (Writing domain for K–2)
- Summative ELPAC (computer-based assessments)
- Summative ELPAC (Writing domain for K–2)
- Initial Alternate ELPAC
- Summative Alternate ELPAC

Description:

Masking involves blocking 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 question by masking.

Use:

A student with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This resource also may be needed by a student with a print disability (including a learning disability) or visual impairment.

Medical Supports

Approved Assessment(s):

- All

Description:

A student may have access to an electronic device for medical purposes (e.g., glucose monitor). The device may include a cell phone; however, it is no longer limited to devices and should support the student during testing only for medical reasons.

Use:

Follow local policies regarding medical devices and ensure a student’s health is the highest priority.

- Device settings must restrict access to other applications, or the test administrator or test examiner must closely monitor the use of the device to maintain test security.
- Use of electronic devices may require a separate setting to avoid distractions to other test takers and to ensure test security. For example, a student using a cell phone in conjunction with a wireless blood testing kit should be monitored to ensure the cell phone is used for medical reasons only during testing.

Multiplication Table, Science



Additional Resources:

- [Multiplication Table \(PDF\)](https://www.caaspp.org/rsc/pdfs/CAASPP.multiplication-table.pdf) (<https://www.caaspp.org/rsc/pdfs/CAASPP.multiplication-table.pdf>)  web document

Approved Assessment(s):

- CAST

- CAA for Science

Description:

A paper-based (1–12) multiplication table is a resource.

Use:

The multiplication table is for a student with a documented and persistent calculation disability (i.e., dyscalculia).

Noise Buffers

Approved Assessment(s):

- All

Description:

Noise buffers are equipment such as ear mufflers, white noise machines, or other devices used to block external sounds.

Use:

A student (not groups of students) wears equipment to reduce environmental sounds.

- The student may have these testing variations if regularly used in the classroom.
- The student who uses noise buffers will need headphones unless tested individually in a separate setting.

Print-on-Demand



Additional Resources:

- [California Assessment Accessibility Resources: Print on Demand \(https://www.youtube.com/watch?v=cqD65mQsG6I\)](https://www.youtube.com/watch?v=cqD65mQsG6I) video

Approved Assessment(s):

- Initial ELPAC (computer-based assessments)
- Summative ELPAC (computer-based assessments)
- Initial Alternate ELPAC
- Summative Alternate ELPAC

The ability to print on demand for a student is available only if the LEA ELPAC coordinator has received permission by contacting the [LEA Success Agent \(/contact/lea-success-agents/\)](#) . Permission is granted individually by program.

Description:

Paper copies of passages, stimuli, questions, or any combination of these are printed for a student.

Use:

A student with a disability may need paper copies of passages, stimuli, questions, or any combination of these.

- A very small percentage of students may require this accommodation.
- The use of this accommodation may result in the student needing additional time to complete the assessment.
- It is not necessary to request the print-on-demand accommodation when assigning the braille accommodation if there is a braille form available.

- This designated support must be assigned if a student taking the Initial Alternate ELPAC or Summative Alternate ELPAC requires the braille non-embedded accommodation.

Read-Aloud in Spanish

Additional Resources:



- California Assessment Accessibility Resources: Read Aloud (<https://www.youtube.com/watch?v=UknwwdgpO90>) video
- Read Aloud Guidelines in Spanish (PDF) (<https://portal.smarterbalanced.org/library/en/read-aloud-guidelines-in-spanish.pdf>) web document
- Guidelines for Choosing Text-to-Speech or Read Aloud in Grades 3–5 (PDF) (<https://portal.smarterbalanced.org/library/en/guidelines-for-choosing-tts-or-read-aloud-in-grades-3-5.pdf>) web document

Approved Assessment(s):

- Smarter Balanced for Mathematics
- CAST

Description:

Spanish text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided by Smarter Balanced. All or portions of the content as presented in the translations (Spanish stacked–dual language) may be read aloud.

Use:

A Spanish-speaking student receiving the translations (Spanish stacked–dual language) designated support and who is a struggling reader may need assistance accessing the assessment by having all or portions of the assessment read aloud.

- This resource also may be needed by a student with a reading-related disability.
- If not used regularly during instruction, this resource is likely to be confusing and may impede the performance on assessments.
- A student should have the option of asking a reader to slow down or repeat text.
- The use of this designated support may result in the student needing additional overall time to complete the assessment, the use of a separate setting, or both.

Read-Aloud Items

Additional Resources:



- California Assessment Accessibility Resources: Read Aloud (<https://www.youtube.com/watch?v=UknwwdgpO90>) video
- Read Aloud Guidelines (PDF) (<https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf>) web document
- Guidelines for Choosing Text-to-Speech or Read Aloud in Grades 3–5 (PDF) (<https://portal.smarterbalanced.org/library/en/guidelines-for-choosing-tts-or-read-aloud-in-grades-3-5.pdf>) web document

(Refer also to the non-embedded [read-aloud accommodation \(/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-read-aloud-reading-passages\)](/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-read-aloud-reading-passages) for ELA reading passages.)

Approved Assessment(s):

- All CAASPP and only the Writing domain for the Initial ELPAC and Summative ELPAC

Description:

Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines, such as those provided by Smarter Balanced. All or portions of the content may be read aloud.

Qualifications for test readers are as follows; this list is provided as appendix D in the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* (PDF) (<https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf>) 

- The test reader 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 readers must be trained on the administration of the assessment in accordance with member policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.

Use:

A student who is a struggling reader may need assistance accessing the assessment by having all or portions of the assessment read aloud.

- This resource also may be needed by a student with a reading-related disability or a student who is blind and is advancing toward English braille proficiency.
- For mathematics, this resource applies to stimuli and questions.
- If not used regularly during instruction, this resource is likely to be confusing and may impede the performance on assessments.
- Readers should be provided to a student on an individual basis, not to a group of students.
- A student should have the option of asking a reader to slow down or repeat text.
- The use of this designated support may result in the student needing additional overall time to complete the assessment, the use of a separate setting, or both.

Science Charts

Additional Resources:

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- [CAST Periodic Table of the Elements for Grade Eight and High School \(PDF\)](http://www.caaspp.org/rsc/pdfs/CAST.Periodic-table-g8-hs.2021-22.pdf) (<http://www.caaspp.org/rsc/pdfs/CAST.Periodic-table-g8-hs.2021-22.pdf>)  web document
 - [CAST Braille Periodic Table of the Elements for Grade Eight and High School](https://www.caaspp.org/rsc/pdfs/CAST.braille-periodic-table-g8-hs.2018-19.prn) (<https://www.caaspp.org/rsc/pdfs/CAST.braille-periodic-table-g8-hs.2018-19.prn>)  web document
 - CAST Periodic Table of the Elements in Spanish for Grade Eight and High School [This resource will be linked when it becomes available.]
 - [CAST Grade Eight Reference Sheet \(PDF\)](http://www.caaspp.org/rsc/pdfs/CAST.reference-sheet-g8.2021-22.pdf) (<http://www.caaspp.org/rsc/pdfs/CAST.reference-sheet-g8.2021-22.pdf>)  web document
 - [CAST Braille Grade Eight Reference Sheet](https://www.caaspp.org/rsc/pdfs/CAST.braille-reference-sheet-grade-8.2018-19.brf) (<https://www.caaspp.org/rsc/pdfs/CAST.braille-reference-sheet-grade-8.2018-19.brf>)  web document
 - [CAST High School Reference Sheet \(PDF\)](http://www.caaspp.org/rsc/pdfs/CAST.reference-sheet-hs.2021-22.pdf) (<http://www.caaspp.org/rsc/pdfs/CAST.reference-sheet-hs.2021-22.pdf>)  web document
 - [CAST Braille High School Reference Sheet](https://www.caaspp.org/rsc/pdfs/CAST.braille-reference-sheet-hs.2018-19.brf) (<https://www.caaspp.org/rsc/pdfs/CAST.braille-reference-sheet-hs.2018-19.brf>)  web document
 - [Printing Enlarged Science Reference Tools Quick Start Guide \(PDF\)](https://www.caaspp.org/rsc/pdfs/CAST.science-tool-enlargement-quick-start.2016-17.pdf) (<https://www.caaspp.org/rsc/pdfs/CAST.science-tool-enlargement-quick-start.2016-17.pdf>)  web document

Approved Assessment(s):

- CAST

Description:

A student taking the grade eight and high school CAST may refer to a state-approved, paper-based, periodic table of elements as a designated support in grades eight, ten, eleven, and twelve. A Spanish version of the periodic table is now available to a student using translations (Spanish stacked–dual language). A student taking the grade eight and high school CAST may refer to a state-approved reference sheet. These resources are available for download as PDFs. Each reference sheet also is available as a BRF file for braille printing.

A student may alternatively use a different periodic table that is being used in class and is listed in an IEP or Section 504 plan after a request for this use as an unlisted resource has been approved.

Scribe Items

Additional Resources:



- [California Assessment Accessibility Resources: Scribe](https://www.youtube.com/watch?v=LMFrIH-rxjw) (<https://www.youtube.com/watch?v=LMFrIH-rxjw>)  video
- [Scribing Protocol \(PDF\)](https://portal.smarterbalanced.org/library/en/scribing-protocol.pdf) (<https://portal.smarterbalanced.org/library/en/scribing-protocol.pdf>)  web document

(Refer also to the non-embedded [scribe accommodation](#) ([/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-scribe-writing](#)), for writing.)

Approved Assessment(s):

- Smarter Balanced for ELA (except for full write PT)
- Smarter Balanced for Mathematics
- CAST
- CAA for ELA
- CAA for Mathematics
- CAA for Science
- CSA

Description:

A student dictates responses to a human who records verbatim what is dictated.

- The scribe must be trained and qualified, and must follow the Scribing Protocol provided by Smarter Balanced.
- This designated support is for use with mathematics, science, and reading and listening (i.e., nonwriting) ELA questions only; it does not apply to the ELA full write PT.

Use:

A student who has a documented significant motor or processing difficulty(ies) or who has had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses, may need to dictate responses to a human, who then records the student's responses verbatim. The use of this resource may result in the student needing additional overall time to complete the assessment.

Separate Setting

Approved Assessment(s):

- All

Description:

Test location is altered so that the student is tested in a setting different from that made available for most students.

Use:

A student who is 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 the student to work individually or among a smaller group or to use a device requiring voicing (e.g., a WhisperPhone) or use amplification.
- The separate setting may include a calming device or support as recommended by educators or specialists.
- The separate setting may be 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).
- A student also may need specific adjustment to the testing environment to remove obstacles to a comfortable test experience.
- A student may benefit from being in an environment that allows for movement, such as being able to walk around.
- A student also may benefit from testing at a particular time of day.
- A student using the amplification non-embedded designated support may need a separate setting to avoid disturbing other students who are testing.
- Other adjustments to the testing environment include special lighting, acoustics, and adaptive furniture.
- In some instances, a student may need to interact with instructional or test content outside of school, such as in a hospital.

Simplified Test Directions

Additional Resources:



- [Guidelines for Simplified Test Directions \(PDF\)](https://portal.smarterbalanced.org/library/en/guidelines-for-simplified-test-directions.pdf) (https://portal.smarterbalanced.org/library/en/guidelines-for-simplified-test-directions.pdf) web document

Approved Assessment(s):

- All

Description:

The test administrator or test examiner simplifies or paraphrases the test directions found in the test administration manual or *DFA* according to the [Guidelines for Simplified Test Directions \(PDF\)](https://portal.smarterbalanced.org/library/en/guidelines-for-simplified-test-directions.pdf) (https://portal.smarterbalanced.org/library/en/guidelines-for-simplified-test-directions.pdf) .

Use:

A student who needs additional support understanding the test directions may benefit from this resource. This designated support may require testing in a separate setting to avoid distracting other students who are testing.

Translated Test Directions

Additional Resources:



- [CAASPP Smarter Balanced Translated Test Directions](https://www.caaspp.org/ta-resources/directions.html) (https://www.caaspp.org/ta-resources/directions.html) web page
- [CAST Translated Test Directions](https://www.caaspp.org/ta-resources/cast-directions.html) (https://www.caaspp.org/ta-resources/cast-directions.html) web page

- [ELPAC Accessibility Resources \(https://www.elpac.org/resources/accessibility-resources/\)](https://www.elpac.org/resources/accessibility-resources/)  web page

Approved Assessment(s):

- Smarter Balanced for ELA
- Smarter Balanced for Mathematics
- CAST
- CAA for ELA
- CAA for Mathematics
- CAA for Science
- Initial ELPAC (computer-based assessments)
- Initial ELPAC (Writing domain for K–2)
- Summative ELPAC (computer-based assessments)
- Summative ELPAC (Writing domain for K–2)
- Initial Alternate ELPAC
- Summative Alternate ELPAC

Description:

A student uses a PDF of directions translated in each of the languages currently supported.

- A bilingual adult can read to a student.

- Translated test directions PDFs are available in the following languages for ELA:
 - [Arabic \(Saudi and Egypt\) \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Arabic.pdf) (https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Arabic.pdf) 
 - [Burmese \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Burmese.pdf) (https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Burmese.pdf) 
 - [Cantonese \(Traditional and Simplified\) \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Cantonese.pdf) (https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Cantonese.pdf) 
 - [Dakota \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Dakota.pdf) (https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Dakota.pdf) 
 - [Filipino \(Tagalog and Ilokano\) \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Filipino.pdf) (https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Filipino.pdf) 
 - [French \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_French.pdf) (https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_French.pdf) 
 - [Haitian Creole \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_HaitianCreole.pdf) (https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_HaitianCreole.pdf) 
 - [Hmong \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Hmong.pdf) (https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Hmong.pdf) 
 - [Japanese \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Japanese.pdf) (https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Japanese.pdf) 
 - [Korean \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Korean.pdf) (https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Korean.pdf) 
 - [Lakota \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Lakota.pdf) (https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Lakota.pdf) 
 - [Mandarin \(Traditional and Simplified\) \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Mandarin.pdf) (https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Mandarin.pdf) 
 - [Punjabi \(Pakistani \[West\] and Indian \[East\]\) \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Punjabi.pdf) (https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Punjabi.pdf) 
 - [Russian \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Russian.pdf) (https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Russian.pdf) 
 - [Somali \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Somali.pdf) (https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Somali.pdf) 
 - [Spanish \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Spanish.pdf) (https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Spanish.pdf)  (ELA only)
 - [Ukrainian \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Ukrainian.pdf) (https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Ukrainian.pdf) 
 - [Vietnamese \(North and South\) \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Vietnamese.pdf) (https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Vietnamese.pdf) 
 - [Yup'ik \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Yup'ik.pdf) (https://www.caaspp.org/rsc/pdfs/directions/ELATestAdministrationDirections_Yup'ik.pdf) 

- Translated test directions PDFs are available in the following languages for mathematics:
 - [Arabic \(Saudi and Egypt\) \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Arabic.pdf) (https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Arabic.pdf) 
 - [Burmese \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Burmese.pdf) (https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Burmese.pdf) 
 - [Cantonese \(Traditional and Simplified\) \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Cantonese.pdf) (https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Cantonese.pdf) 
 - [Dakota \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Dakota.pdf) (https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Dakota.pdf) 
 - [Filipino \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Filipino_Tagalog_Ilokano.pdf) (https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Filipino_Tagalog_Ilokano.pdf) 
 - [French \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_French.pdf) (https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_French.pdf) 
 - [Haitian Creole \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_HaitianCreole.pdf) (https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_HaitianCreole.pdf) 
 - [Hmong \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Hmong.pdf) (https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Hmong.pdf) 
 - [Japanese \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Japanese.pdf) (https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Japanese.pdf) 
 - [Korean \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Korean.pdf) (https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Korean.pdf) 
 - [Lakota \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Lakota.pdf) (https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Lakota.pdf) 
 - [Mandarin \(Traditional and Simplified\) \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Mandarin.pdf) (https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Mandarin.pdf) 
 - [Punjabi \(Pakistani and Indian\) \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Punjabi.pdf) (https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Punjabi.pdf) 
 - [Russian \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Russian.pdf) (https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Russian.pdf) 
 - [Somali \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Somali.pdf) (https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Somali.pdf) 
 - [Ukrainian \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Ukrainian.pdf) (https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Ukrainian.pdf) 
 - [Vietnamese \(North and South\) \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Vietnamese.pdf) (https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Vietnamese.pdf) 
 - [Yup'ik \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Yupik.pdf) (https://www.caaspp.org/rsc/pdfs/directions/TestAdministrationDirections_Yupik.pdf) 

- Translated test directions PDFs are available in the following languages for the CAST:
 - [Arabic \(PDF\)](http://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Arabic.pdf) (<http://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Arabic.pdf>) 
 - [Armenian \(PDF\)](http://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Armenian.pdf) (<http://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Armenian.pdf>) 
 - [Cantonese \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Cantonese.pdf) (<https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Cantonese.pdf>) 
 - [Farsi \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Farsi.pdf) (<https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Farsi.pdf>) 
 - [Hindi \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Hindi.pdf) (<https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Hindi.pdf>) 
 - [Hmong \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Hmong.pdf) (<https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Hmong.pdf>) 
 - [Japanese \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Japanese.pdf) (<https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Japanese.pdf>) 
 - [Khmer \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Khmer.pdf) (<https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Khmer.pdf>) 
 - [Korean \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Korean.pdf) (<https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Korean.pdf>) 
 - [Mandarin \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Mandarin.pdf) (<https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Mandarin.pdf>) 
 - [Punjabi \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Punjabi.pdf) (<https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Punjabi.pdf>) 
 - [Russian \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Russian.pdf) (<https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Russian.pdf>) 
 - [Tagalog \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Tagalog.pdf) (<https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Tagalog.pdf>) 
 - [Telugu \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Telugu.pdf) (<https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Telugu.pdf>) 
 - [Urdu \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Urdu.pdf) (<https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Urdu.pdf>) 
 - [Vietnamese \(PDF\)](https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Vietnamese.pdf) (<https://www.caaspp.org/rsc/pdfs/directions/CAST.test-admin-directions.Vietnamese.pdf>) 

- Translated test directions PDFs are available in the following languages for the ELPAC:
 - [Arabic \(PDF\)](https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Arabic.2021-22.pdf) (https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Arabic.2021-22.pdf) 
 - [Armenian \(PDF\)](https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Armenian.2021-22.pdf) (https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Armenian.2021-22.pdf) 
 - [Cantonese \(PDF\)](https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Cantonese.2021-22.pdf) (https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Cantonese.2021-22.pdf) 
 - [Chinese \(PDF\)](https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Mandarin.2021-22.pdf) (https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Mandarin.2021-22.pdf) 
 - [Farsi \(PDF\)](https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Farsi.2021-22.pdf) (https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Farsi.2021-22.pdf) 
 - [Hindi \(PDF\)](https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Hindi.2021-22.pdf) (https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Hindi.2021-22.pdf) 
 - [Hmong \(PDF\)](https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Hmong.2021-22.pdf) (https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Hmong.2021-22.pdf) 
 - [Japanese \(PDF\)](https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Japanese.2021-22.pdf) (https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Japanese.2021-22.pdf) 
 - [Khmer \(PDF\)](https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Khmer.2021-22.pdf) (https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Khmer.2021-22.pdf) 
 - [Korean \(PDF\)](https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Korean.2021-22.pdf) (https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Korean.2021-22.pdf) 
 - [Punjabi \(PDF\)](https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Punjabi.2021-22.pdf) (https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Punjabi.2021-22.pdf) 
 - [Russian \(PDF\)](https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Russian.2021-22.pdf) (https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Russian.2021-22.pdf) 
 - [Spanish \(PDF\)](https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Spanish.2021-22.pdf) (https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Spanish.2021-22.pdf) 
 - [Tagalog \(PDF\)](https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Tagalog.2021-22.pdf) (https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Tagalog.2021-22.pdf) 
 - [Telugu \(PDF\)](https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Telugu.2021-22.pdf) (https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Telugu.2021-22.pdf) 
 - [Urdu \(PDF\)](https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Urdu.2021-22.pdf) (https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Urdu.2021-22.pdf) 
 - [Vietnamese \(PDF\)](https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Vietnamese.2021-22.pdf) (https://www.elpac.org/s/pdf/ELPAC-Translated-Test-Directions-Vietnamese.2021-22.pdf) 

Use:

A student who is advancing toward ELP (including non-ELs, ELs, and ELs with disabilities), whether or not designated as an EL or EL with a disability, can use the translated test directions.

- In addition, a biliterate adult trained in the test administration manual or *DFA* can read the test directions to the student.
- The use of this designated support may result in the student needing additional overall time to complete the assessment.

Accommodations

Accommodations 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. Accommodations are provided either as embedded components of the TDS or are non-embedded. For example, braille is an embedded accommodation; the use of alternate response options is a non-embedded accommodation.

Accommodations for all assessments are assigned in TOMS by an LEA CAASPP or ELPAC coordinator or CAASPP or ELPAC test site coordinator. Accommodations are available for assignment to students with documented IEPs or Section 504 plans.



NOTE: To ensure a student remains eligible to receive accommodations, unlisted resources, or both, the CALPADS education program code field must be set for “special education” (value 144) and provide a primary disability category or “504 Plan” (value 101).

Embedded

Embedded accommodations are available within the computer-based TDS to all students. Because the alternate assessments are administered in a one-on-one setting, embedded accommodations are not available for the CAAs or the Alternate ELPAC.

American Sign Language

Additional Resources:



- [California Assessment Accessibility Resources: American Sign Language \(English\)](https://youtu.be/_8rSGkFf_eU) (https://youtu.be/_8rSGkFf_eU) video
- [California Assessment Accessibility Resources: American Sign Language \(Spanish\)](https://www.youtube.com/watch?v=CV3ZEKaokNM) (<https://www.youtube.com/watch?v=CV3ZEKaokNM>) video

Approved Assessment(s):

- Smarter Balanced for ELA (Listening)
- Smarter Balanced for Mathematics
- CAST
- Initial ELPAC (computer-based assessments; Listening, Speaking, and Writing domains)
- Summative ELPAC (computer-based assessments; Listening, Speaking, and Writing domains)

Description:

Test content is translated into ASL video.

- ASL human 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 by selecting *American Sign Language* from the context menu, as displayed in [figure 1](#).

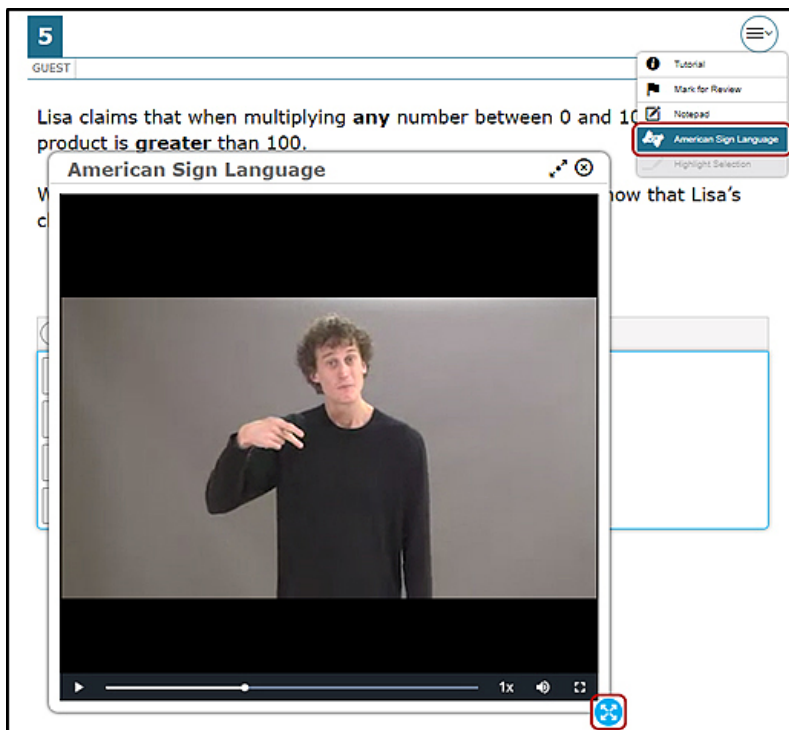


Figure 1. American Sign Language

- A student can resize an American Sign Language box by hovering over the circle with the arrows in the lower-right corner—also indicated in [figure 1](#)—until the cursor turns into a diagonal, two-headed arrow; and then using the selection means (for example, pressing and holding a mouse button) to drag the American Sign Language box corner to increase or decrease the size of the American Sign Language box.

Use:

A student who is deaf or hard of hearing and who typically uses 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.
- For the ELPAC Speaking domain, if a student using an embedded ASL accommodation responds using ASL, an ASL interpreter would need to appropriately scribe the response before recording the student response score into the TDS.

Audio Transcript (Includes Braille Transcript)

Additional Resources:



- [California Assessment Accessibility Resources: Audio Transcript \(English\)](https://youtu.be/JvN254b37-Q) (<https://youtu.be/JvN254b37-Q>) video
- [California Assessment Accessibility Resources: Audio Transcript \(Spanish\)](https://www.youtube.com/watch?v=08hhE4JeTuw) (<https://www.youtube.com/watch?v=08hhE4JeTuw>) video

Approved Assessment(s):

- Smarter Balanced for ELA (Listening)
- CSA (Listening)
- Initial ELPAC (computer-based assessments)
- Summative ELPAC (computer-based assessments)

Description:

Content that is accessed through listening during the course of the assessment with the option of closed-captioning is made available in braille or on-screen as a single text presentation (rather than one line at a time as provided by closed-captioning).

- The [Transcripts] icon the student selects to request a transcript is indicated in [figure 2](#); while the sample transcript is the on-screen, audio transcript that appears in a pop-up box, this accommodation also is available in refreshable braille.

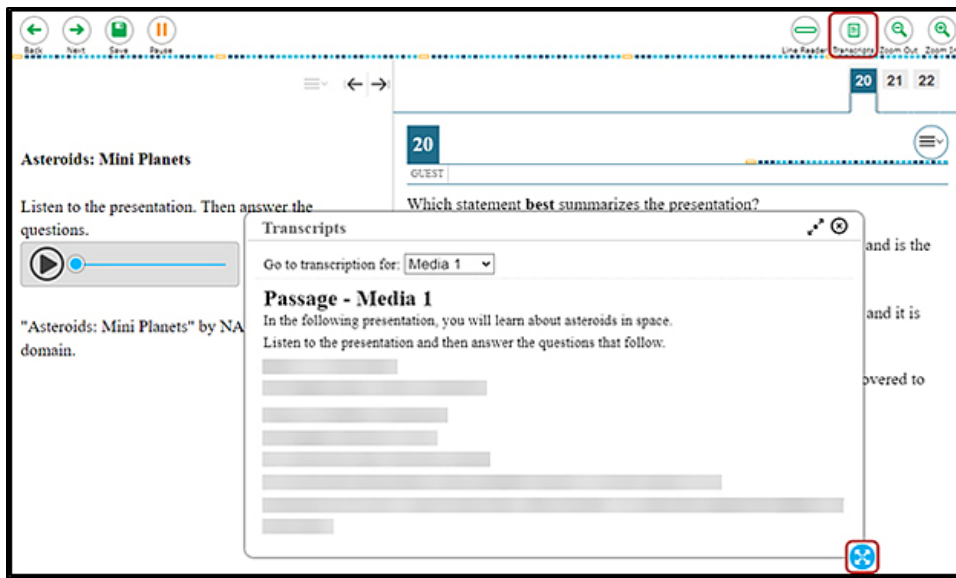


Figure 2. Audio Transcript

- A student can resize the transcripts box by hovering over the circle with the arrows in the lower-right corner—also indicated in [figure 2](#)—until the cursor turns into a diagonal, two-headed arrow; and then using the selection means (for example, pressing and holding a mouse button) to drag the transcripts box corner to increase or decrease the size of the transcripts box.

Use:

A student who is deaf or hard of hearing, visually impaired, or both may have difficulty with portions of the assessment accessed through listening when the closed-captioning does not provide adequate support to assist the student’s testing.

- A student who requires the closed-captions to be presented in braille also must have the braille embedded accommodation set.
- When the closed-captions are presented in braille, they are available in the following braille codes:
 - UEB uncontracted
 - UEB contracted
- A student who requires the closed-captioned material to be presented as a transcript will see the test in the closed-captioning in a single text presentation on screen.

Braille

Additional Resources:



- [Testing Students Requiring Braille \(/accessibility-guide/requirements-for-visual-impairment/testing-students-requiring-braille/\)](#) subsection in this manual

Approved Assessment(s):

- Smarter Balanced for ELA
- Smarter Balanced for Mathematics
- CAST
- CSA (This resource is available in Spanish.)
- Initial ELPAC
- Summative ELPAC

Description:

A student with visual impairment may use 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, noncontracted, or both contracted and noncontracted braille are available, depending on the assessment; Nemeth code is available for mathematics.

Use:

A student with visual impairment 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 the Smarter Balanced for ELA, CAST, CSA, and ELPAC because Nemeth code is not available via refreshable braille.
- For the Smarter Balanced for Mathematics, CAST, and CSA, braille is presented via embosser; embosser-created braille can be used for ELA and the ELPAC also.
- It is not necessary to request the print-on-demand accommodation when assigning the braille accommodation.
- Alternative text descriptions are embedded in the assessment for all graphics.
- The use of this accommodation may result in the student needing additional overall time to complete the assessment.

Limitations:

Note that when braille has been selected as the test mode, the following resource limitations are in effect:

- ASL videos are not available.
- Text-to-speech is not available.
- Color contrast is forced into black on white.
- Embossing options are displayed.
- *Mute System Volume* options are displayed (any test presented in braille).
- The student testing interface is forced into streamline mode.
- Masking is disabled.
- Highlighting is disabled.
- Strikethrough is disabled.
- Expandable passage and item options are disabled.

Closed-Captioning

Additional Resources:



- [California Assessment Accessibility Resources: Closed-Captioning \(English\)](https://youtu.be/5tBvOXrs0VI) (https://youtu.be/5tBvOXrs0VI)  video
- [California Assessment Accessibility Resources: Closed-Captioning \(Spanish\)](https://www.youtube.com/watch?v=ePkJ72YaNhE) (https://www.youtube.com/watch?v=ePkJ72YaNhE)  video

Approved Assessment(s):

- Smarter Balanced for ELA (Listening)
- CSA (Listening) (This resource is available in Spanish.)
- Initial ELPAC (computer-based assessments)
- Summative ELPAC (computer-based assessments)

Description:

Closed-captioning is printed text that appears on the computer screen as audio materials are presented. This resource is shown in [figure 3](#).

- This accommodation starts when the student accesses the audio in the test question and does not disappear until the audio passage has reached the end of its play.
- Closed-captioning does not require additional manual intervention by the student.
- A student can move the closed-caption to the top or the bottom of the test question area by selecting an arrow in the upper-right corner of the closed-captioning box or close the box altogether by selecting the “X” (indicated in [figure 3](#)).

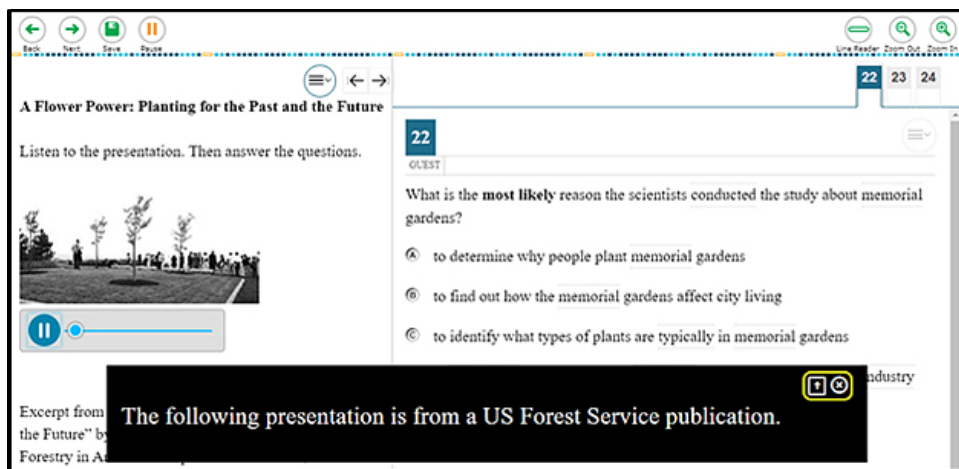


Figure 3. Closed-captioning

Use:

A student who is deaf or hard of hearing and who typically accesses information presented via audio by reading words that appear in synchrony with the audio presentation may need this resource to access audio content.

For many students who are deaf or hard of hearing, viewing words (sometimes in combination with reading lips and ASL) is how they 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.

Speech-to-Text



NOTE: Because permissive mode is compatible with supported desktop operating system versions of macOS and Windows only, speech-to-text is available only with supported desktop operating system versions of macOS and Windows.

Additional Resources:



- [California Assessment Accessibility Resources: Embedded Speech-to-Text \(https://www.youtube.com/watch?v=RA4rvvibYU0\)](https://www.youtube.com/watch?v=RA4rvvibYU0) video

Approved Assessment(s):

- Smarter Balanced for ELA
- Smarter Balanced for Mathematics
- CAST
- Initial ELPAC (computer-based assessments)
- Summative ELPAC (computer-based assessments)

Description:

Speech-to-text functionality within the TDS allows a student to use a voice as an input device to the computer, to dictate responses for CR items. External assistive technology devices are not required.

To enter a response to a question or prompt, the student selects the [**Microphone**] icon in the response area. This is indicated in [figure 4](#).

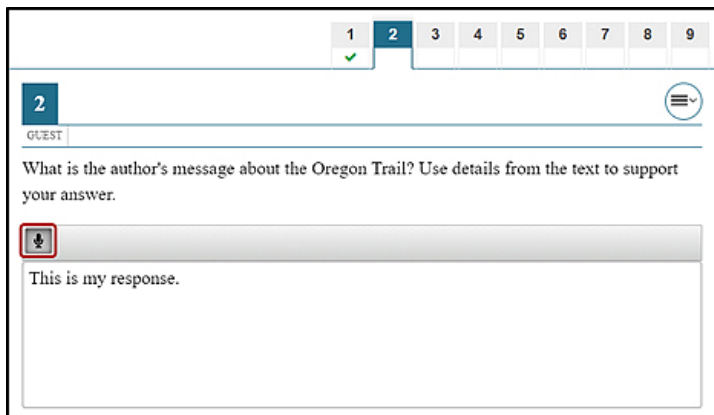


Figure 4. Speech-to-text

Use:

A student who has a motor or processing disability(ies) (such as dyslexia) or who has had a recent injury (such as a broken hand or arm) that makes it difficult to produce text or commands using computer keys may need alternative ways to work with computers.

A student who uses speech-to-text in the TDS should review all generated text to correct errors in transcription, including use of writing conventions and punctuation; thus, prior experience with this accommodation is essential. A student to whom speech-to-text has been assigned should use it in a practice or training test to become familiar with using this accommodation in the TDS.

Using voice recognition software may be the only way the student demonstrates composition skills. Still, the use of speech-to-text does require that the student knows writing conventions and that the student has the review and editing skills required of students who enter text via the computer keyboard. It is important that a student who uses speech-to-text also be able to develop planning notes via speech-to-text, and to view what is produced while composing via speech-to-text.

The use of this accommodation may result in the student needing additional time to complete the assessment, the use of a separate setting, or both.

Text-to-Speech (Reading Passages)

Additional Resources:

- [California Assessment Accessibility Resources: Text-to-Speech \(English\)](https://youtu.be/cLxzu_Swtng) (https://youtu.be/cLxzu_Swtng)  video
- [California Assessment Accessibility Resources: Text-to-Speech \(Spanish\)](https://www.youtube.com/watch?v=r-36myKOqGA) (<https://www.youtube.com/watch?v=r-36myKOqGA>)  video



- [Guidelines for Choosing Text-to-Speech or Read Aloud in Grades 3–5 \(PDF\)](https://portal.smarterbalanced.org/library/en/guidelines-for-choosing-tts-or-read-aloud-in-grades-3-5.pdf) (<https://portal.smarterbalanced.org/library/en/guidelines-for-choosing-tts-or-read-aloud-in-grades-3-5.pdf>)  web document
- [Text-to-Speech for the Initial and Summative ELPAC \(PDF\)](https://www.elpac.org/s/pdf/Text-to-Speech-for-the-Initial-and-Summative-ELPAC.pdf) (<https://www.elpac.org/s/pdf/Text-to-Speech-for-the-Initial-and-Summative-ELPAC.pdf>)  web document

Approved Assessment(s):

- Smarter Balanced for ELA
- CSA
- Initial ELPAC (computer-based assessments; Listening, Speaking, and Writing domains)
- Summative ELPAC (computer-based assessments; Listening, Speaking, and Writing domains)

Description:

On-screen text is read aloud to the student via embedded text-to-speech technology in the TDS. After selecting the *Speak Passage* option, which is indicated in [figure 5](#), the student is able to control the speed as well as raise or lower the volume of the voice via a volume control.

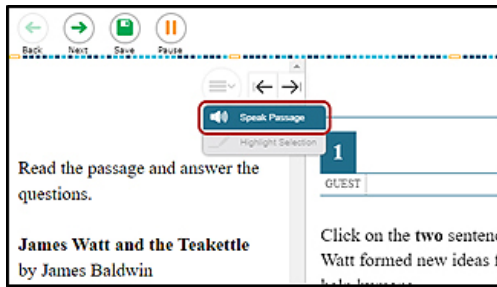


Figure 5. Text-to-speech—passages

Use:

This accommodation is appropriate for one of a very small number of students with a documented need in an IEP or Section 504 plan. A student who uses text-to-speech will need headphones unless tested individually in a separate setting.

Non-Embedded

Non-embedded accommodations are not embedded within the TDS and are provided by the test administrator or test examiner to students at the time of testing. All accessibility resources for PPTs are non-embedded.

100s Number Table (Mathematics)



Additional Resources:

- [100s Number Table \(PDF\)](http://www.caaspp.org/rsc/pdfs/CAASPP.hundreds-number-table.pdf) (<http://www.caaspp.org/rsc/pdfs/CAASPP.hundreds-number-table.pdf>)  web document

Approved Assessment(s):

- Smarter Balanced for Mathematics
- CAST
- CAA for Mathematics

Description:

The 100s number table is a paper-based table listing numbers from 1–100 available for reference. This accommodation is for use by a student taking a mathematics assessment in any grade level.

Use:

A student with visual processing or spatial perception needs may find this beneficial, as documented in an IEP or Section 504 plan.

Abacus

Approved Assessment(s):

- Smarter Balanced for Mathematics
- CAST
- CAA for Mathematics
- CAA for Science

Description:

This resource may be used in place of scratch paper for a student who typically uses an abacus.

Use:

A student with visual impairment or with a documented processing impairment who typically uses an abacus may use an abacus in place of using scratch paper.

Additional Instructional Supports and Resources for Alternate Assessments

Additional Resources:



- CDE [California Alternate Assessment for Science \(https://www.cde.ca.gov/ta/tg/ca/caascience.asp\)](https://www.cde.ca.gov/ta/tg/ca/caascience.asp).  web page
- CDE [California Alternate Assessments for ELA and Math \(http://www.cde.ca.gov/ta/tg/ca/altassessment.asp\)](http://www.cde.ca.gov/ta/tg/ca/altassessment.asp).  web page
- [Guidance on Using Eye Gaze as an Alternate Response Option \(PDF\) \(https://www.caaspp.org/rsc/pdfs/CAASPP.eye-gazing-guidance.pdf\)](https://www.caaspp.org/rsc/pdfs/CAASPP.eye-gazing-guidance.pdf).  web document

Approved Assessment(s):

- CAA for ELA
- CAA for Mathematics
- CAA for Science
- Initial Alternate ELPAC
- Summative Alternate ELPAC

Description:

An eligible student shall have any instructional supports, accommodations, or both, including the language of instruction, used in the student's daily instruction in accordance with the student's IEP.

Use:

Administration of the CAAs, Initial Alternate ELPAC, or Summative Alternate ELPAC to an eligible student shall be one-on-one, test examiner to student. Depending upon the student’s disability or needs, the CAAs, Initial Alternate ELPAC, or Summative Alternate ELPAC may or may not include the student’s independent use of the testing interface.

Alternate Response Options

Approved Assessment(s):

- All

Description:

Devices that can be used as an alternate response option include but are not limited to adapted keyboards, large keyboards, Sticky Keys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.

Use:

A student with certain physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation.

- Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.
- An alternate response option that requires a third-party software to run also requires the permissive mode test setting.

For the Initial Alternate ELPAC and Summative Alternate ELPAC, alternate response options can include picture cards, answer choice cards, objects, and manipulatives.

American Sign Language or Manually Coded English

Approved Assessment(s):

- Initial ELPAC (Writing domain for K–2)
- Summative ELPAC (Writing domain for K–2)
- Initial Alternate ELPAC
- Summative Alternate ELPAC

Description:

A student who is deaf or hard of hearing and who typically uses ASL may need this accommodation when accessing text-based content in the assessment.

Use:

What follows are guidelines for use of ASL or Manually Coded English:

- 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.
- A student using a non-embedded ASL accommodation responds using ASL, with an ASL interpreter scribing the response appropriately.

Braille

Additional Resources:



- [Instructions for Using the Initial ELPAC K–12 Paper–Pencil Braille Test Form \(PDF\)](https://www.elpac.org/s/pdf/Using-the-Initial-ELPAC-K-12-Paper%E2%80%93Pencil-Braille-Test-Form.pdf) (https://www.elpac.org/s/pdf/Using-the-Initial-ELPAC-K-12-Paper%E2%80%93Pencil-Braille-Test-Form.pdf) web document
- [Instructions for Using the Initial ELPAC K–2 Braille Writing Test Form \(PDF\)](https://www.elpac.org/s/pdf/Using-the-Initial-ELPAC-K-2-Braille-Writing-Test-Form.pdf) (https://www.elpac.org/s/pdf/Using-the-Initial-ELPAC-K-2-Braille-Writing-Test-Form.pdf) web document
- [Instructions for Using the Summative ELPAC K–2 Braille Writing Test Form \(PDF\)](https://www.elpac.org/s/pdf/Using-the-Summative-ELPAC-K-2-Braille-Writing-Test-Form.pdf) (https://www.elpac.org/s/pdf/Using-the-Summative-ELPAC-K-2-Braille-Writing-Test-Form.pdf) web document

Approved Assessment(s):

- Initial ELPAC (Writing domain for K–2)
- Summative ELPAC (Writing domain for K–2)

Description:

A student with visual impairment may use a raised-dot code that individuals read with the fingertips. For the Initial ELPAC and Summative ELPAC, uncontracted braille test forms are available to a student in K–2.

Use:

A student with visual impairment may read text via braille.

- Tactile overlays and graphics also may be used to assist the student in accessing content through touch.
- Alternative text descriptions are embedded in the assessment for all graphics.
- The use of this accommodation may result in the student needing additional overall time to complete the assessment.

Breaks

Approved Assessment(s):

- Initial ELPAC (computer-based assessments)
- Initial ELPAC (Writing domain for K–2)
- Summative ELPAC (computer-based assessments)
- Summative ELPAC (Writing domain for K–2)
- Initial Alternate ELPAC
- Summative Alternate ELPAC

Description:

Breaks may be given during the administration of a domain. Sometimes a student is allowed to take breaks when individually needed to reduce cognitive fatigue when the student experiences heavy assessment demands.

The ELPAC test examiner may need to introduce special administrative considerations to support a student needing this resource. The use of this resource may result in the student needing additional overall time to complete the assessment.

Calculator, Mathematics (Grades Six and Above)

Approved Assessment(s):

- Smarter Balanced for Mathematics (grades six through eight and grade eleven)

Description:

A non-embedded calculator may be used by a student needing a specialized calculator, such as a braille calculator or a talking calculator, which is currently unavailable within the assessment platform. This accommodation is for use on calculator-allowed questions only in grades six through eight and grade eleven.

Use:

What follows are guidelines for use of the calculator:

- A student who is unable to use the embedded calculator for calculator-allowed questions will be able to use the calculator that is typically used, such as a braille calculator or a talking calculator.
- Test administrators should ensure that the calculator is available only for designated calculator questions.
- The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed.

A student who requires the use of a non-embedded calculator for all items must have an approved unlisted resource request, because the use of a non-embedded calculator for all items changes the testing construct.

Large Print

Additional Resources:



- [Instructions for Using the Initial ELPAC K–12 Paper–Pencil Large-Print Test Form \(PDF\)](https://www.elpac.org/s/pdf/Using-the-Initial-ELPAC-K-12-Paper%E2%80%93Pencil-Large-Print-Test-Form.pdf) (https://www.elpac.org/s/pdf/Using-the-Initial-ELPAC-K-12-Paper%E2%80%93Pencil-Large-Print-Test-Form.pdf)  web document
- [Instructions for Using the Initial ELPAC K–2 Large-Print Writing Test Form \(PDF\)](https://www.elpac.org/s/pdf/Using-the-Initial-ELPAC-K-2-Large-Print-Writing-Test-Form.pdf) (https://www.elpac.org/s/pdf/Using-the-Initial-ELPAC-K-2-Large-Print-Writing-Test-Form.pdf)  web document
- [Instructions for Using the Summative ELPAC K–2 Large-Print Writing Test Form \(PDF\)](https://www.elpac.org/s/pdf/Using-the-Summative-ELPAC-K-2-Large-Print-Writing-Test-Form.pdf) (https://www.elpac.org/s/pdf/Using-the-Summative-ELPAC-K-2-Large-Print-Writing-Test-Form.pdf)  web document

Approved Assessment(s):

- Initial ELPAC (Writing domain for K–2)
- Summative ELPAC (Writing domain for K–2)

Description:

Large-print test forms are available to a student in K–2.

Use:

A student in K–2 with visual impairment can use printed large-print Test Books and Answer Books for the Initial ELPAC or Summative ELPAC.

Multiplication Table, Mathematics



Additional Resources:

- [Multiplication Table \(PDF\)](http://www.caaspp.org/rsc/pdfs/CAASPP.multiplication-table.pdf) (http://www.caaspp.org/rsc/pdfs/CAASPP.multiplication-table.pdf)  web document

Approved Assessment(s):

- Smarter Balanced for Mathematics

- CAA for Mathematics

Description:

A paper-based (1–12) multiplication table is an accommodation for use by a student taking a mathematics assessment.

Use:

This accommodation is for a student with a documented and persistent calculation disability (i.e., dyscalculia).

Print-on-Demand



Additional Resources:

- [California Assessment Accessibility Resources: Print on Demand \(https://www.youtube.com/watch?v=cqD65mQsG6I\)](https://www.youtube.com/watch?v=cqD65mQsG6I), video

Approved Assessment(s):

- Smarter Balanced for ELA
- Smarter Balanced for Mathematics
- CAST
- CAA for ELA
- CAA for Mathematics
- CAA for Science
- CSA

The ability to print on demand for a student is available only if the LEA ELPAC coordinator has received permission by contacting the [LEA Success Agent \(/contact/lea-success-agents/\)](#). Permission is granted individually by the program.

Description:

Paper copies of passages, stimuli, questions, or any combination of these are printed for a student.

Use:

A student with a disability may need paper copies of passages, stimuli, questions, or any combination of these.

- A very small percentage of students should require this accommodation.
- The use of this accommodation may result in the student needing additional time to complete the assessment.
- It is not necessary to request the print-on-demand accommodation when assigning the braille accommodation.

Read-Aloud Reading Passages

Additional Resources:



- California Assessment Accessibility Resources: Read Aloud (<https://www.youtube.com/watch?v=UknwwdgpO90>) video
- Read Aloud Guidelines (PDF) (<https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf>) web document
- Guidelines for Choosing Text-to-Speech or Read Aloud in Grades 3–5 (PDF) (<https://portal.smarterbalanced.org/library/en/guidelines-for-choosing-tts-or-read-aloud-in-grades-3-5.pdf>) web document

(Refer also to the non-embedded [read-aloud designated support \(/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-read-aloud-items\)](#) for ELA, mathematics, science, and ELPAC questions.)

Approved Assessment(s):

- Smarter Balanced for ELA
- CAA for ELA
- CSA

Description:

Text is read aloud to the student by a human reader or by a trained and qualified human reader who follows the administration guidelines provided in the [Read Aloud Guidelines \(PDF\)](#) (<https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf>) .

- All or portions of the content may be read aloud.
- Refer to the guidelines for choosing the read-aloud accommodation when deciding if this accommodation is appropriate for a student.

Use:

This accommodation is appropriate for a very small number of students.

- A student should have the option of asking a reader to slow down or repeat text.
- The use of this accommodation may result in the student needing additional time to complete the assessment, the use of a separate setting, or both.

Scribe (Writing)

Additional Resources:



- California Assessment Accessibility Resources: Scribe (<https://www.youtube.com/watch?v=LMFrIH-rxjw>) video
- Scribing Protocol (PDF) (<https://portal.smarterbalanced.org/library/en/scribing-protocol.pdf>) web document

(Refer also to the non-embedded [scribe designated support \(/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-scribe-items\)](#) for mathematics, science, and nonwriting ELA and CSA.)

Approved Assessment(s):

- Smarter Balanced for ELA (PT full write)
- CAA for ELA
- CSA

- Initial ELPAC (computer-based assessments)
- Initial ELPAC (Writing domain for K–2)
- Summative ELPAC (computer-based assessments)
- Summative ELPAC (Writing domain for K–2)

Description:

A student dictates responses to a person who records, verbatim, what is dictated. For many of these students, dictating to a scribe is the only way to demonstrate their composition skills.

The scribe must be trained and qualified, and must follow the administration guidelines provided in the Scribing Protocol.

Use:

A student who has a documented significant motor or processing difficulty(ies), or who has had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate responses to a person, who then records the student's responses verbatim.

- The use of this accommodation may result in the student needing overall additional time to complete the assessment.
- It is important that the student be able to develop planning notes via the scribe, and to view what is produced while composing via dictation to the scribe.

Speech-to-Text

Approved Assessment(s):

- Smarter Balanced for ELA
- Smarter Balanced for Mathematics
- CAST
- Initial ELPAC (computer-based assessments)
- Summative ELPAC (computer-based assessments)

Description:

Voice recognition allows a student to use a voice as an input device to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work).

- Voice recognition software can generally recognize speech up to 160 words per minute.
- A student may use a personal assistive technology device.

Use:

A student who has a motor or processing disability(ies) (such as dyslexia) or who has had a recent injury (such as a broken hand or arm) that makes it difficult to produce text or commands using computer keys may need alternative ways to work with computers. The student will need to be familiar with the software and **should** have had many opportunities to use it prior to testing.

Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. If the student uses a personal assistive technology device, all assessment content should be deleted from this device after the test for security purposes.

Using voice recognition software may be the only way the student demonstrates composition skills. Still, the use of speech-to-text does require that the student knows writing conventions and that the student has the review and editing skills required of a student who enters text via the computer keyboard. It is important that a student who uses speech-to-text also be able to develop planning notes via speech-to-text, and to view what is produced while composing via speech-to-text.

The use of this accommodation may result in the student needing additional time to complete the assessment, the use of a separate setting, or both.

Word Prediction



NOTE: Word prediction is compatible with supported desktop operating system versions of macOS and Windows only.

Approved Assessment(s):

- Smarter Balanced for ELA
- Smarter Balanced for Mathematics
- CAST

Description:

A student uses non-embedded software that will offer an option for the next word based on word frequency and syntax rules.

Use:

A student who meets one of the following criteria may use word prediction:

- The student has a documented motor or orthopedic impairment(s) that impairs the student's ability to provide written or typed responses without the use of assistive technology.
- The student has a moderate to severe learning disability(ies) that prevents the student from recalling, processing, or expressing written language.

The student will need to be familiar with the software and **should** have had many opportunities to use it prior to testing.

Using word prediction software does require that the student knows writing conventions and that the student has the review and editing skills required of a student who enters text via the computer keyboard. It is important that a student who uses word prediction also be able to develop planning notes with or without text-to-speech.

A student who uses word prediction in conjunction with speech output will need headphones unless the student is testing individually in a separate setting. A student may need additional time to test.

The student's word prediction solution used must adhere to the following guidelines:

- The software must predict a single word only.
- Phonetic spelling and speech output may be used.
- Functionality that provides phrase prediction, predict ahead, or next word must be disabled prior to testing.
- Expanded dictionaries must be disabled.

The student may use a personal assistive technology device. Note the following about student-provided assistive technology devices:

- Use of this resource may require permissive mode to be enabled.
- If the device has additional features that may compromise test security (such as internet access), the functionality should be disabled before testing.
- All assessment content must be removed after testing to protect the security and integrity of the assessments.

Word Processor

Approved Assessment(s):

- Initial ELPAC

- Summative ELPAC

Description:

A word processor is permitted for grades three through twelve PPT emergency forms. A student who uses word processing software for responses must have the spelling and grammar check turned off.

Use:

A student may use alternate writing options, including a word processor, paper and pencil, adapted pencils, an AAC device, picture cards, and any other method the student typically uses for writing. The test examiner will score the student response and enter the student score into the TDS. Spelling and grammar are not part of the construct being measured.

Literary Assistance Resources

Text-to-Speech

This section contains information about TTS requirements. TTS reads text aloud that appears on the screen for students who may have reading impairments. The TDS includes embedded TTS that can be turned on for students after the student test settings in TOMS have been assigned. For students to test with TTS, a supported voice pack will need to be installed on their device before testing begins. (Supported voice packs are described in the next subsection.) Students testing with TTS should also have a supported headset or headphones.

Students are recommended to use a desktop, laptop, or tablet running Windows, macOS, Linux, or iPadOS for testing; these platforms allow the student to pause the TTS. While the Chromebook does not pause reading, its highlight feature will read text indicated by the student.

Supported Voice Packs

Using TTS requires at least one voice pack to be installed on testing devices.

A number of voice packs are available for testing devices, and all voice packs are researched and tested for compatibility with the secure browsers. However, not all voice packs that come preinstalled with operating systems are approved for use with computer-based testing.

What follows is a list of the voice packs supported for students testing with TTS. A student who needs to use a voice pack not listed in this table should test it with a practice test to ensure there are no issues before its use with an operational assessment. Practice tests are available on the [Practice and Training Test Site \(https://login5.cambiumtds.com/student_core/V52/Pages/LoginShell.aspx?c=California_PT\)](https://login5.cambiumtds.com/student_core/V52/Pages/LoginShell.aspx?c=California_PT).

The student using TTS for the practice test must log on using a supported secure browser. Secure browsers are available for download on the [CAASPP and ELPAC Secure Browsers \(https://ca.portal.cambiumast.com/\)](https://ca.portal.cambiumast.com/) website. The student can also verify that TTS works on the testing device by logging on to a practice test session using a supported secure browser or Chrome, Firefox, or Edge web browser, and then selecting a test for which TTS is available.

- Windows built-in voice packs
- macOS built-in voice packs
- iPadOS built-in voice packs
- Chromebook built-in voice packs
- Heather Infovox iVox HQ (macOS only)
- Rosa Infovox iVox HQ (macOS only)



NOTE: CAI strongly encourages schools to test the TTS settings before students take operational tests. These settings can be checked through the diagnostic page. From the student practice test logon screen, select the [Run Diagnostics] link, and then select the [TTS Check] button.

Overview of TTS

Using TTS

After configuration of TTS, the student or teacher may test the functionality on a practice test administered through a supported secure browser before using it for operational testing. Students or teachers can also verify that TTS works on testing devices by logging on to a practice test session and selecting a test for which TTS is available.

NOTE:



- Test sites are strongly encouraged to test the TTS settings before students take operational tests. Check these settings through the diagnostic page. From the practice test logon screen, select the [Run Diagnostics] link, select the [TTS Check] button, and then follow the instructions on the page.
- When used on a Windows, macOS, or iPadOS device, TTS includes a feature that allows students to pause and then resume TTS in the middle of a passage. On Chromebooks, however, students should just highlight the text to be read as it does not allow students to pause and resume reading again.
- While the secure browser recognizes voice packs that ship out of the box for ChromeOS devices for playback and stop, the pause feature does not work properly on these devices (refer to previous bulleted item for information about Chromebooks).

How the Secure Browser Selects Voice Packs

This subsection describes how the secure browsers select which voice pack to use.

Voice Pack Selection on Desktop Versions of Secure Browsers

When a student who is using TTS starts a test, the secure browser looks for voice packs on the student's device. Upon recognizing an approved voice pack, the secure browser uses the one with the highest priority.

If any of the approved voice packs has been set as the default voice on the device, then that voice pack will always get the highest priority.

Voice Pack Selection on Mobile Versions of Secure Browsers

The mobile secure browser uses either the device's native voice pack or a voice pack embedded in the secure browser. Additional voice packs downloaded to a mobile device are not recognized by the mobile secure browser.

Configuring Windows TTS Settings

This subsection explains how to configure Windows for using TTS with the secure browser. The TTS resource is available on Windows versions as listed on the [CAASPP and ELPAC Secure Browsers \(https://ca.portal.cambiumast.com/\)](https://ca.portal.cambiumast.com/) website. Windows devices are typically shipped with at least one default voice pack. Many of these default voice packs are recognized by the secure browser.

The instructions in this section to configure Windows TTS settings are for Windows 10 and 11.

1. Open the speech recognition resource in the Control Panel by navigating to the Control Panel and then selecting the [Speech Recognition] link ([figure 1](#)).

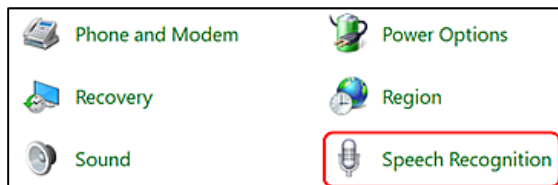


Figure 1. Windows Control Panel sample

2. In the *Configure your Speech Recognition experience* window, select the [Text to Speech] link ([figure 2](#)).

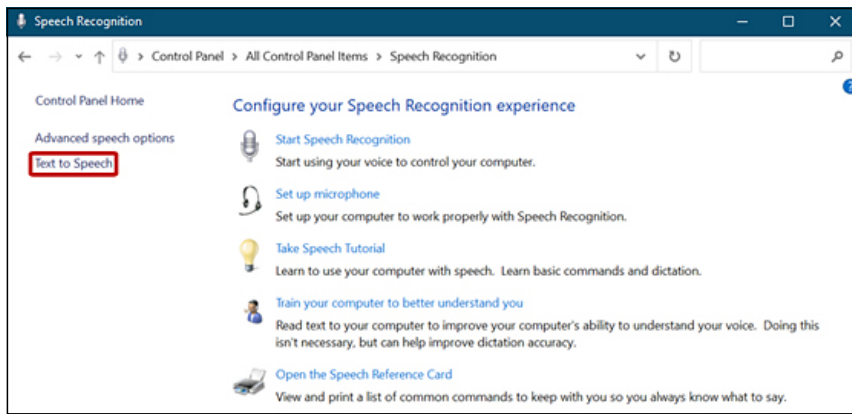


Figure 2. Configure your Speech Recognition experience window

3. In the *Speech Properties* interface, select the [Text to Speech] tab to configure default TTS preferences ([figure 3](#)).
 - a. *Voice selection*: If multiple voice packs are available, select the default voice.
 - b. Select the [Preview Voice] button to hear a sample of the voice and determine whether the selected voice requires a rate adjustment.
 - c. *Voice speed*: If necessary, adjust the voice speed. Drag the slider to make the voice speak slower or faster. To listen to the rate, select the [Audio Output...] button.

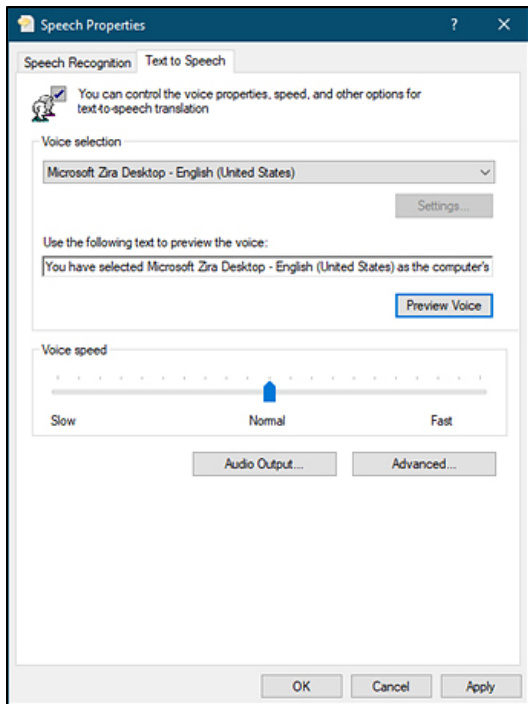


Figure 3. Default TTS preferences in Windows

4. Once all options have been selected, select the [OK] button to save the settings and close the *Speech Properties* window.

Configuring macOS TTS Settings

This section explains how to configure macOS for using TTS with the secure browser. The TTS feature is available on macOS versions as listed in the *System Requirements* document. Using [table 1](#) as a reference, install voice packs from the indicated packages—these are the supported voice packs.

Table 1. Voice Packs Recognized by Secure Browsers—macOS

Vendor	Voice Pack	Language
Mac (preinstalled)	Agnes	English

Vendor	Voice Pack	Language
Mac (preinstalled)	Alex	English
Mac (preinstalled)	Bruce	English
Mac (preinstalled)	Callie	English
Mac (preinstalled)	David	English
Mac (preinstalled)	Fred	English
Mac (preinstalled)	Jill	English
Mac (preinstalled)	Junior	English
Mac (preinstalled)	Kathy	English
Mac (preinstalled)	Princess	English
Mac (preinstalled)	Ralph	English
Mac (preinstalled)	Samantha	English
Mac (preinstalled)	Tom	Spanish
Mac (preinstalled)	Vicki	English
Mac (preinstalled)	Victoria	English
Mac (preinstalled)	Diego	Spanish
Mac (preinstalled)	Javier	Spanish
Mac (preinstalled)	Marta	Spanish
Mac (preinstalled)	Monica	Spanish
Mac (preinstalled)	Paulina	Spanish
Infovox (commercial)	Heather Infovox iVox HQ	English
Infovox (commercial)	Rosa Infovox iVox HQ	Spanish

macOS devices are typically shipped with at least one default voice pack. Many of these default voice packs are recognized by the secure browser.

The instructions in this section to configure macOS for using TTS are for macOS 11.6+. The process is similar for other versions of macOS.

1. Choose the *Apple* menu → ***System Preferences*** ([figure 4](#)).

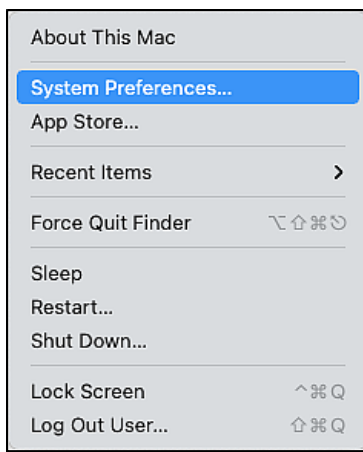


Figure 4. Select macOS System Preferences

2. Select the [Accessibility] icon (indicated in figure 5).

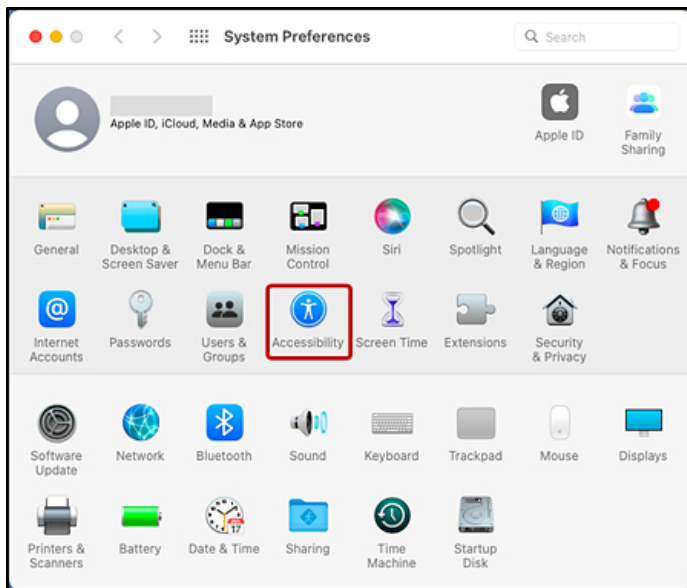


Figure 5. macOS *System Preferences* screen—[Accessibility] icon

3. When the *Accessibility* screen opens, select [Spoken Content] (indicated in figure 6).

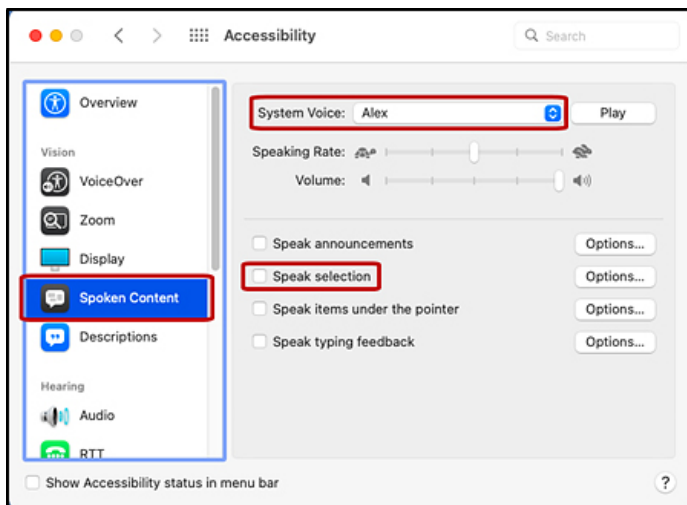


Figure 6. macOS *Accessibility* screen, Spoken Content options

4. Set the TTS preferences:

- a. *System Voice* (indicated in [figure 6](#)). If multiple voice packs are available, select the default voice; select the **[Play]** button to hear a sample of the voice and determine whether the selected voice requires a rate adjustment.
- b. *Speaking Rate*: If necessary, adjust the voice speed. Drag the slider to make the voice speak slower (left) or faster (right). To listen to the rate, select **[Play]**.
- c. When configuration is complete, select the red bubble in the upper-left corner to save the settings, and then close the *Accessibility* screen.

Disabling the TTS Keyboard Shortcut

A feature in macOS 10.15 and later allows users to have any text on the screen read aloud by selecting the text and pressing a preset key or set of keys on the keyboard. By default, this feature is disabled and must remain disabled so as not to compromise test security. Take the following steps to toggle this feature.

1. From the *Apple* menu, select *System Preferences*.

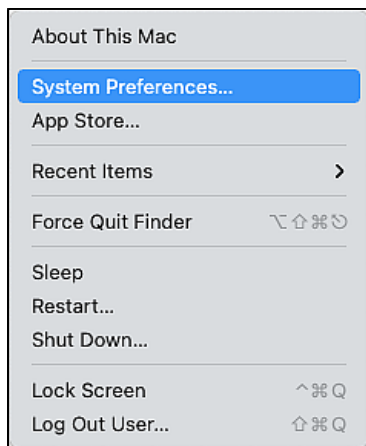


Figure 7. System Preferences on the Apple menu

2. Select the **[Accessibility]** button on the *System Preferences* screen, which is indicated in [figure 8](#).

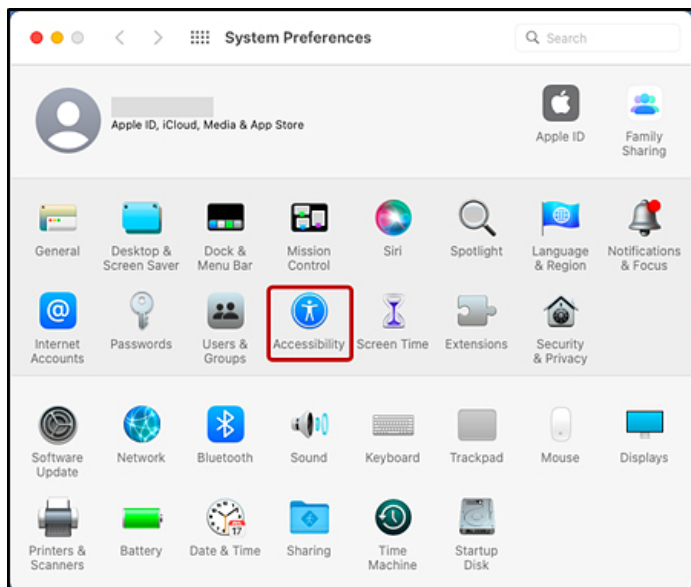


Figure 8. macOS *System Preferences* screen—**[Accessibility]** icon

3. When the *Accessibility* screen opens, select **[Spoken Content]** (indicated in [figure 9](#)).

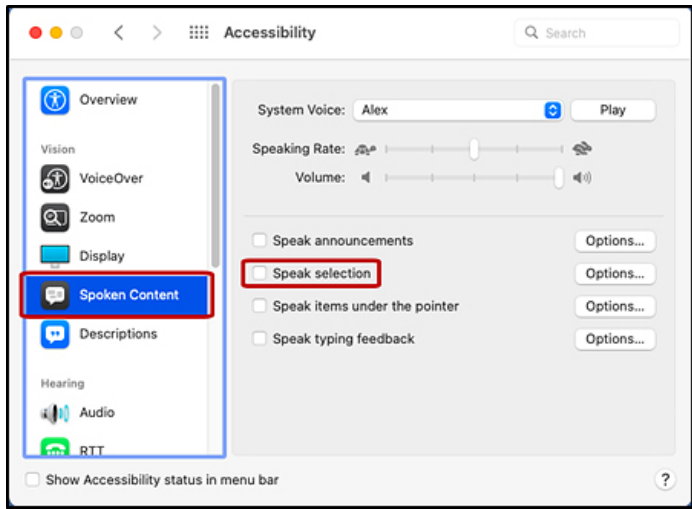


Figure 9. macOS *Accessibility* screen, Spoken Content options

4. To enable this feature, check the *Speak selection* box (indicated in [figure 9](#)). To disable, unselect the checkbox.

Configuring Linux TTS Settings

This section explains how to install voice packs on the supported Linux distributions. Using [table 2](#) and [table 3](#) as references, install voice packs from the indicated packages—these are the supported voice packs.

Table 2. Packages That Include Supported Voice Packs on Linux Distributions—Ubuntu

Distribution/Voice Pack	Available in Package
kal_diphone (Kevin American English male)	festvox-kallpc16k, festvox-kallpc8k
ked_diphone (Kurt American English male)	festvox-kdlpc16k, festvox-kdlpc8k
el_diphone (Castilian Spanish male)	festvox-ellpc11k

Table 3. Packages That Include Supported Voice Packs on Linux Distributions—Fedora

Distribution/Voice Pack	Available in Package
cmu_us_awb_arctic_hts (Scottish English male)	festvox-awb-arctic-hts
cmu_us_bdl_arctic_hts (American English male)	festvox-bdl-arctic-hts
cmu_us_jmk_arctic_hts (Canadian English male)	festvox-jmk-arctic-hts
kal_diphone (Kevin American English male)	festvox-kal-diphone
ked_diphone (Kurt American English male)	festvox-ked-diphone

1. Install Festival for TTS:

- Ubuntu: `sudo apt-get install festival`
- Fedora: `yum install festival`

2. Install Sound eXchange (SoX) for TTS:

- Ubuntu: `sudo apt-get install sox`
- Fedora: `yum install sox`

Speech-to-Text



ADVISORY: While the products listed in [table 4](#) have been tested by CAI for use with the secure browser and TDS, a product’s inclusion in this section does not imply recommendation by the CDE, ETS, or CAI. **It is the LEA’s responsibility to determine whether a product is appropriate for a student, monitor the student during testing, and comply with the LEA’s software and security policies.**

STT technology transcribes a student’s spoken words into text for responses to test questions in the TDS. Students with the appropriate accommodations may use STT assistive technology while taking tests. **It is recommended that students who have been assigned this resource use the embedded STT resources in the TDS, which can be used without an external application.** This embedded resource can be tracked by the CAASPP or ELPAC programs when gathering data about students’ resource use.

If a student needs to use a third-party STT software, refer to the list in [table 4](#) for the software that has been tested with the TDS. The TDS currently supports several non-embedded STT applications.

A student using STT technology will need to use a headset while testing. Any wired headset with a 3.5 mm or USB connection should be compatible.

After configuration of a STT application, the student may test that application on a practice test administered through a supported secure browser prior to using it for operational testing.



ALERT: Users should verify the security and privacy policies of any third-party software before deciding to use that software, because many STT providers send a student’s audio recording to the cloud for processing by default. Users should have a clear understanding of what third-party providers do and do not do with student information and should disable features that might compromise the security of test data.

[Table 4](#) lists STT applications that have been tested with the TDS.

Table 4. Third-party STT Applications

STT Technology	Supported Versions	OS Requirements	Additional Details
Dragon NaturallySpeaking (https://www.nuance.com/dragon/dragon-for-pc/home-edition.html)	15 Professional	- Windows 8.1 - Windows 10 - Windows 11 - Windows Server 2012 R2 - Windows Server 2016 R2	- This resource may need to be used in a separate setting. - This software requires additional setup before use in the TDS; refer to the configuration guidelines for additional information. - Because the TDS cannot confirm appropriate configurations are in use during testing, the TA or TE will need to ensure the student does not use features outside of the STT functionality, such as the ability to record a transcription while testing.

STT Technology	Supported Versions	OS Requirements	Additional Details
iPadOS Built-in Dictation (https://support.apple.com/en-us/HT208343)	- iPadOS 14.8 - iPadOS 15.4 - iPadOS 16	- iPadOS 14.8 - iPadOS 15.4 - iPadOS 16	- This built-in software cannot be used with the secure browser. - The student must dictate into a secondary iPad set in Airplane Mode. The TA or TE enters the student's response into the testing device. - Refer to the configuration guidelines (/accessibility-guide/configuring-resources/literary-assistance-resources/#speech-to-text-config-ipados-dictation) for additional information.
Mac Built-in Dictation (https://support.apple.com/guide/mac-help/use-dictation-mh20584/10.15/mac/10.15)	N/A	- macOS 10.15 - macOS 11.6	- This built-in software must be used with version 12.5 of the secure browser. - This built-in software requires additional setup before use in the TDS; refer to the configuration guidelines (/accessibility-guide/configuring-resources/literary-assistance-resources/#_Mac_Enhanced_Dictation_1) for additional information.
Read&Write—Windows (https://www.texthelp.com/en-us/products/read-write/)	12.0.73 (Windows 10) 12.0.75 (Windows 11)	- Windows 8.1 - Windows 10 - Windows 11 - Windows Server 2012 R2 - Windows Server 2016 R2	- Students have access to Windows Speech Recognition, Screenshot Reader, PDF Reader, Audio Maker, a dictionary, Screen Masking, translators, voice note, and Scan features while testing. - Exam Mode must be enabled before the student begins testing; refer to the configuration guidelines for additional information. (This mode is not available with Read&Write for Mac.) - Locked Browser Mode disables the STT functionality in Read&Write. A student should not use Locked Browser Mode when using Read&Write for STT.

STT Technology	Supported Versions	OS Requirements	Additional Details
Windows Built-in Speech Recognition (https://support.microsoft.com/en-us/windows/how-to-use-speech-recognition-in-windows-d7ab205a-1f83-eba1-d199-086e4a69a49a) 	8.0	- Windows 8.1 - Windows 10 - Windows 11 - Windows Server 2012 R2 - Windows Server 2016 R2	- This built-in software requires additional setup before use in the TDS; refer to the configuration guidelines for additional information. - Because the TDS cannot confirm appropriate configurations are in use during testing, the TA or TE will need to ensure the student does not use features outside of the STT functionality, such as the ability to open and switch between applications, view the desktop, perform searches, and access the Cortana voice assistant while testing.
WordQ+SpeakQ (http://wordqspeakq.lgfl.net/) 	5.3.5	- Windows 8.1 - Windows 10 - Windows 11 - Windows Server 2012 R2 - Windows Server 2016 R2	- This software requires additional setup before use in the TDS; refer to the configuration guidelines for additional information. - Exam Mode must be enabled before the student begins testing. - This application also includes a text prediction feature that cannot be disabled. Therefore, a student's IEP or Section 504 plan must include the use of the word prediction resource to be used along with the STT functionality to use this application.

Configuration Guidelines for STT Applications

Some applications listed in [table 4](#) require additional configuration to prepare for use during computer-based testing. Necessary configurations are described in this subsection. Some applications send data to the cloud for processing by default. Where noted, this feature should be disabled to ensure the security of test data.

After an application is configured, CAI strongly recommends testing that application on a practice test administered through the secure browser prior to using it for operational testing.

Dragon NaturallySpeaking 15 Home or Professional Individual for Windows

Take the following steps to configure Dragon NaturallySpeaking for student testing:

1. Open the *Options* dialog box presented in [figure 10](#) by accessing the *Tools* drop-down list on the DragonBar and then selecting the *Options* item.

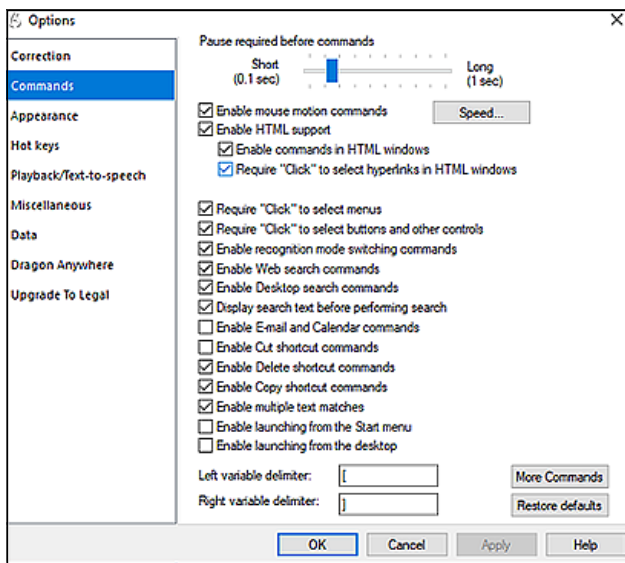


Figure 10. Dragon [Commands] tab in the *Options* dialog box

2. On the [Commands] tab, displayed in [figure 10](#), uncheck the following boxes:

- *Enable E-Mail and Calendar commands*
- *Enable Cut shortcut commands*
- *Enable launching from the Start menu*
- *Enable launching from the desktop*

3. On the [Miscellaneous] tab ([figure 11](#)), uncheck the *Use the Dictation Box for unsupported applications* box.

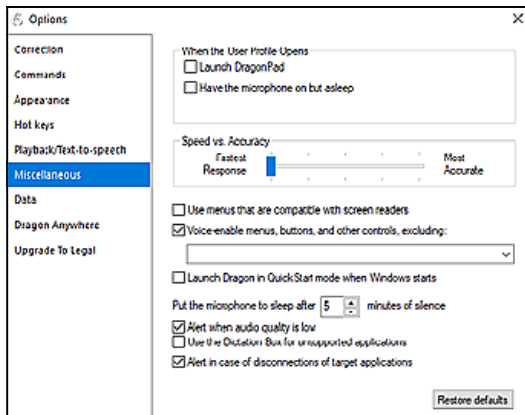


Figure 11. Dragon [Miscellaneous] tab in the *Options* dialog box

4. Open the *Administrative Settings* dialog box presented in [figure 12](#) by accessing the *Tools* drop-down list on the DragonBar and then selecting the *Administrative Settings* item.

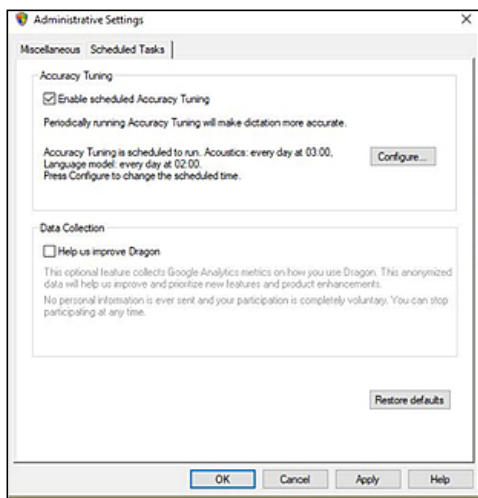


Figure 12. Dragon [Scheduled Tasks] tab in the *Administrative Settings* dialog box

5. On the [Scheduled Tasks] tab, uncheck the *Enable scheduled Data Collection* box (Dragon 1.5) or the *Help us improve Dragon* box (Dragon 1.6).

Setting Up User Profiles for Students

Dragon NaturallySpeaking requires each student to use a specific user profile. Create user profiles and ensure that Dragon NaturallySpeaking is set to the proper profile for each student prior to testing. When creating a profile, the student's age range, language, and accent can be selected, and the audio input devices can be set. The student will then read aloud prompts that Dragon NaturallySpeaking uses to learn the student's voice.

After creating one or more profiles, the [Profiles] button can be selected in the Dragon toolbar. Selecting [Open User Profile...] switches between user profiles (refer to figure 13). For more information about creating user profiles, refer to the [Dragon Home Version 15 Speech Recognition](https://www.nuance.com/dragon/dragon-for-pc/home-edition.html) (<https://www.nuance.com/dragon/dragon-for-pc/home-edition.html>) web page.

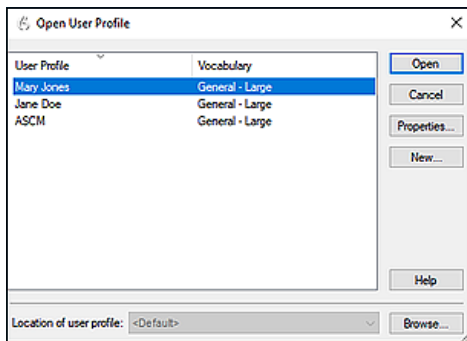


Figure 13. Dragon NaturallySpeaking—Open User Profiles

iPadOS Built-in Dictation

Because of the way iPads are secured for high-stakes assessments, there is currently no third-party application that can provide STT. However, students who need STT can dictate into the built-in dictation application on a secondary iPad and a TA or TE can then enter the student's response, verbatim, into the testing device.

The secondary iPad must be a 5th or 6th Generation iPad or iPad Pro running at least iPadOS 11.4. It must be placed in Airplane Mode so that no secure test data is transmitted to the cloud for processing. Also, it must be opted out of Apple's Diagnostic and Usage program so that no secure test data is stored on the device for analysis.

What follows are the key settings for using the iPadOS Dictation resource:

- Dictation—Enable through an app's settings using *General* → *Keyboard Settings*
- Airplane Mode—Enable through *Settings* → *Airplane Mode*
- Diagnostics & Usage opt-out—Disable through *Settings* → *Privacy* → *Analytics*

Prior to the day of testing, the secondary iPad must be connected to the internet once to download the offline models that allow speech to be transcribed offline. This is done automatically once Dictation is enabled and the device is connected to the internet. No manual download is necessary.

After the device is connected to the internet once, CAI recommends users test offline dictation by enabling Airplane Mode and dictating into the Notes app or another similar app on the iPad. If it works, testing may proceed. If it does not work, disable Airplane Mode and reconnect the iPad to the internet to finish downloading the offline STT models.

On testing day, enable Airplane Mode on the secondary iPad and allow the student to dictate responses into it. A TA or TE must then enter the responses, verbatim, into the student’s testing device.

After testing is completed, be sure to delete any secure test data on the secondary iPad.

macOS Built-in and Enhanced Dictation

Mac workstations that will be used for dictation should be opted out of Apple’s Diagnostic and Usage program so that no secure test data is stored on the device for analysis. Macs can be opted out of this program by disabling Analytics using *Apple menu → System Preferences → Security & Privacy → Analytics* and unchecking the *Share iCloud Analytics* box.

When Enhanced Dictation is enabled on a testing device, a language and keyboard shortcut must also be enabled through the device’s keyboard settings. Take the following steps to enable keyboard dictation:

1. Select *Apple menu → System Preferences*.
2. Select the [**Keyboard**] icon (indicated in [figure 14](#)); this will open the *Keyboard* window.

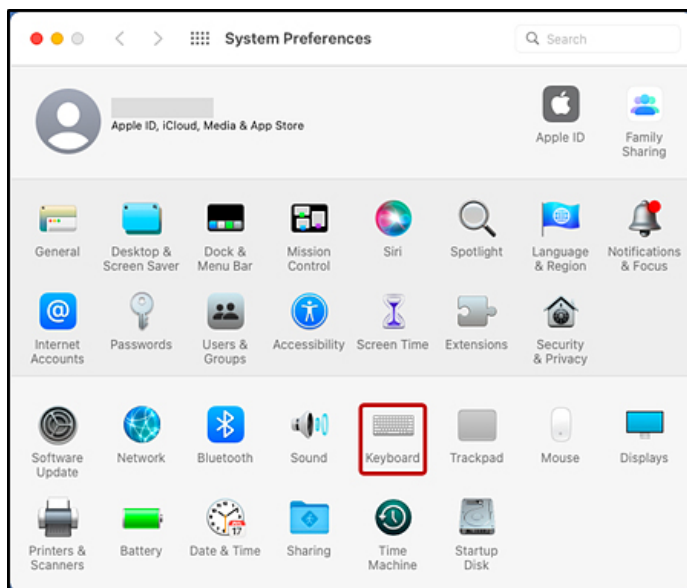


Figure 14. macOS *System Preferences* screen—[**Keyboard**] icon

3. Select the [**Dictation**] tab ([figure 15](#)).

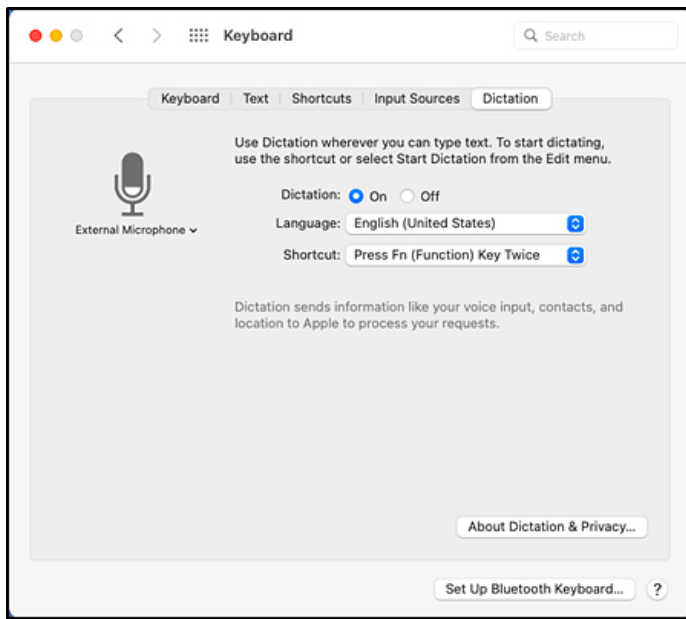


Figure 15. macOS Keyboard settings

4. If asked about improving Siri and Dictation, select the **[Not Now]** button to decline to share audio recordings.
5. Select a language to use from the *Language* drop-down list.

Once Enhanced Dictation is enabled, the device must be connected to the internet to download the offline models that allow speech to be transcribed without sending it to the cloud for processing.

Read&Write for Windows

Read&Write has an Exam Mode that can be used to turn off features for a single student on the particular testing device. When Exam Mode is enabled, the student will have access to only the selected features on the toolbar and certain speech settings, including voice selection, speed, pitch, and Speak As I Type; the full settings menu will not be accessible.

Take these steps to use Exam Mode; refer also to the [Using Exam Mode in Read&Write for Windows \(https://support.texthelp.com/help/using-exam-mode-in-readwrite-for-windows?_ga=2.133251662.1961689598.1575061915-874561491.1574282099\)](https://support.texthelp.com/help/using-exam-mode-in-readwrite-for-windows?_ga=2.133251662.1961689598.1575061915-874561491.1574282099) web page.

1. Open Read&Write.
2. Select the **[Settings]** button.
3. Select the **[Show more settings]** link.
4. Type `adminsettings` in the *Find a Setting* field.
5. Enter and confirm a password to grant administrator access on this computer; select the **[OK]** button. (This username and password are associated with the administrative account for the user's Read&Write subscription.)
6. Select the **[Select your features]** tab and then select which feature(s) to enable on the student's toolbar.
7. Select the *Use Exam Mode now* toggle to start Exam Mode.
8. Close the Read&Write menu to start the exam.

Windows Speech Recognition



ALERT: To prevent Windows from sending data to the cloud, go to *Start* → *Settings* → *Privacy* → **[Diagnostics & Feedback]** and select the *Basic* radio button in the *Diagnostic data* section. Then, select the **[Speech]** tab and make sure the *Online Speech Recognition* toggle is set to *Off*; this indicates that this service is turned off.

Prior to testing day, the Windows built-in Speech Recognition application must be set up on each testing device that will be used by students who require STT. The application can be set up by selecting *Speech Recognition* in the Windows Control Panel. During setup, Speech Recognition Voice Training must be completed by the student for optimal performance.

On the day of testing, the student should launch the secure browser (with permissive mode enabled), enter the test, and *then* launch the Windows Speech Recognition software. This will allow the secure browser to recognize the software and permit students to proceed through the test.

While Windows Speech Recognition is processing speech, the testing site may slow down. If transcription is not needed for testing, make sure Windows Speech Recognition is not listening to prevent this slowness from interfering with test performance.

WordQ+SpeakQ (WordQ5)

To minimize security risks, WordQ+SpeakQ—also known as WordQ5—includes an Exam Mode feature, which can be enabled through the application’s settings. Note the following about Exam Mode:

- It must be set for a minimum of 1 hour and a maximum of 12 hours.
- Exam Mode may not eliminate all security risks.
- Once Exam Mode has been set, it cannot be disabled until the configured time has run out.

Take the following steps to turn on Exam Mode and set the timer:

1. Open WordQ+Speak Q.
2. Select the [Options] icon.
3. Select [Exam Mode]; the *EXAM MODE* pop-up window appears.
4. Set the exam time limit in the *Exam Mode time limit* field at the bottom of the window.
5. Check or uncheck the *Word usage examples* and *Single words added by the user, including topic words* boxes to enable or restrict these features.

Word Prediction



ADVISORY: While the products listed in [table 5](#) have been tested by CAI for use with the secure browser and TDS, a product’s inclusion in this section does not imply recommendation by the CDE, ETS, or CAI. **It is the LEA’s responsibility to determine whether a product is appropriate for a student, monitor students during testing, and comply with the LEA’s software and security policies.**

Word prediction applications, which use predictive text technology, suggest words as a student types a response to a test item. Currently, the TDS does not offer an embedded word prediction feature but supports several third-party tools that use predictive text technology.

Word prediction is compatible with supported desktop operating system versions of macOS and Windows only.

[Table 5](#) lists word prediction applications that have been tested with the TDS.

Table 5. Third-party Word Prediction Applications

Predictive Text Technology	Supported Versions	OS Requirements	Additional Details
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Predictive Text Technology	Supported Versions	OS Requirements	Additional Details
<u>Co:Writer Universal</u> (https://learningtools.donjohnston.com/product/cowriter/) 	1.0.0 (now discontinued)	- Windows 8.1 - Windows 10 - Windows Server 2012 R2 - Windows Server 2016 R2	- Because the TDS cannot confirm appropriate configurations are in use during testing, the TA or TE will need to ensure the student does not use features outside of the word prediction functionality. - This software requires users to enter numbers from an on-screen keypad. - While the only supported version has been discontinued by the manufacturer, students may continue to use version 1.0.0 with the secure browser. - Co:Writer extensions are not supported.
<u>Read&Write for Windows and Mac</u> (https://www.texthelp.com/en-us/products/read-write/) 	12.0.73 (Windows 8.1, 10; Server 2012 R2, 2016 R2) 12.0.75 (Windows 11) 7.1.3 (macOS 10.15) 7.1.4 (macOS 12)	- Windows 8.1 - Windows 10 - Windows 11 - Windows Server 2012 R2 - Windows Server 2016 R2 - macOS 10.15 - macOS 12	- Because the TDS cannot confirm appropriate configurations are in use during testing, the TA or TE will need to ensure the student does not use features outside of the word prediction functionality. - This software requires additional setup before use in the TDS; refer to the configuration guidelines for additional information. - The Windows version also includes STT functionality that the student may use if the student has the proper accommodation assigned. - A student in Windows can press the available function keys from [F1] to [F8] to use the text prediction feature.

Predictive Text Technology	Supported Versions	OS Requirements	Additional Details
WordQ5 (https://www.quillsoft.ca/wordq5) 	5.3.5	- Windows 8.1 - Windows 10 - Windows Server 2012 R2 - Windows Server 2016 R2	- This software requires additional setup before use in the TDS; refer to the configuration guidelines for additional information. - Exam Mode must be enabled before the student begins testing.

Configuration Guidelines for Word Prediction Applications

Read&Write for Windows and macOS

Read&Write has an Exam Mode that can be used to turn off features for a single student on the particular testing device. When Exam Mode is enabled, the student will have access to only the selected features on the toolbar. For students requiring word prediction, Word Prediction should be enabled. Read & Write for Windows also includes TTS and STT (talk and type) features, which should be enabled for students with the proper accommodation settings only.

Take these steps to use Exam Mode; refer also to the [Using Exam Mode in Read&Write for Windows \(https://support.texthelp.com/help/using-exam-mode-in-readwrite-for-windows?_ga=2.133251662.1961689598.1575061915-874561491.1574282099\)](https://support.texthelp.com/help/using-exam-mode-in-readwrite-for-windows?_ga=2.133251662.1961689598.1575061915-874561491.1574282099)  web page.

1. Open Read&Write as the student who is testing.
2. Select the [**Settings**] button in the upper-right corner of the screen.
3. Select the [Show more settings] link.
4. Type `adminsettings` in the *Find a Setting* field.
5. Enter and confirm a password to grant administrator access on this computer; select the [**OK**] button. (This username and password is associated with the administrative account for the user's Read&Write subscription.)
6. Select the [**Select your features**] tab and then select which feature(s) to enable on the student's toolbar.
7. Select the *Use Exam Mode now* toggle to start Exam Mode.
8. Close the Read&Write menu to start the exam.

WordQ5

To minimize security risks, WordQ5 includes an Exam Mode feature, which can be enabled through the application's settings. Note the following about Exam Mode:

- It must be set for a minimum of 1 hour and a maximum of 12 hours.
- Exam Mode may not eliminate all security risks.
- Once Exam Mode has been set, it cannot be disabled until the configured time has run out or the device has been rebooted.

Take the following steps to turn on Exam Mode and set the timer:

1. Open WordQ5.

2. Select the [**Options**] icon.
3. Select [**Exam Mode**]; the *EXAM MODE* pop-up window appears.
4. Set the exam time limit in the *Exam Mode time limit* field at the bottom of the window.
5. Check or uncheck the *Word usage examples* and *Single words added by the user, including topic words* boxes to enable or restrict these features.

Presentation Resources

Audio Transcripts (Includes Braille)

The content in the listening passages with the option of closed-captions are made available in refreshable braille or on-screen as a single text presentation called Audio Transcript.

Students who are presented with this accommodation on-screen select the [**Transcripts**] icon to open a pop-up box that contains a transcript of what is otherwise presented via closed-captions.

Students who require a braille transcript select the [**Print Passage**] icon; the TA or TE approves the request and prints the braille transcript. Note that students also must have the braille embedded accommodation set to print transcripts in braille.

Integration with Assistive Technology



NOTE: Most of the non-embedded assistive technology tools covered in this manual 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.

This section provides an overview of the embedded and non-embedded assistive technology resources that can be used to help students with accessibility needs complete computer-based tests in the TDS.

Embedded assistive technology resources include the built-in test features in the TDS, such as the TTS and STT resources. These resources can be accessed without third-party software or hardware and do not require permissive mode to be turned on in the TDS. The embedded assistive technology tools in the TDS are available using both desktop and mobile devices.

Non-embedded assistive technology resources are the third-party hardware and accessibility software that students use to help them complete tests in the TDS. These resources require permissive mode to be turned on in the TDS and may require additional configuration steps prior to testing.

Students who use assistive technologies with a standard web browser should be able to use those same technologies with the TDS. The best way to test compatibility with assistive technologies is to take a practice test with those technologies turned on. If they do not work, refer to the additional configuration instructions in this manual as required.

Permissive Mode



NOTE: Permissive mode for macOS is supported only with secure browser version 12.5.

Permissive mode is a setting that allows students to use non-embedded assistive technology to complete tests in the secure browser. When permissive mode is turned on, the secure browser's security settings will be partially lowered to allow students to use resources that would otherwise be blocked.

Permissive mode activates when the student is approved for testing. Students who have the permissive mode setting enabled should not continue with the sign-in process until the accessibility software is configured correctly.

Permissive mode is available only for computers running supported desktop Windows and macOS operating systems. When using Windows, the task bar remains on-screen throughout the test after enabling accessibility software. However, forbidden applications are still prohibited.

When permissive mode is turned on, standard keyboard navigation in the secure browser is disabled to accommodate any potential keyboard commands associated with the assistive technology the student may be using. When permissive mode is turned off, the secure browser reoccupies the whole screen, and the student's ability to use assistive technologies or switch between any other applications and the secure browser is suppressed. For information about standard keyboard commands in the secure browser, refer to the [Keyboard Navigation for Students \(/caaspp-otam/student-testing-application/features/#keyboard-navigation-for-students\)](/caaspp-otam/student-testing-application/features/#keyboard-navigation-for-students) subtopic in the [Features of the Student Testing Application \(/caaspp-otam/student-testing-application/features/\)](/caaspp-otam/student-testing-application/features/) topic in the [CAASPP Online Test Administration Manual \(/caaspp-otam/\)](/caaspp-otam/).

Testing Using Permissive Mode



NOTE: Some tools needed for student accessibility may include prohibited features that a student can access, even when permissive mode is enabled. For such tools, it is recommended that a TA or TE monitor the student while testing to ensure the student does not use any prohibited features.

Permissive mode activates when a student is approved for testing in the TDS. A student's assistive technology should already be set up for use with the TDS when the student begins testing with permissive mode. To use accessibility software with the secure browser, complete the following steps:

1. Open the required accessibility software on the student's testing device.
2. Open the secure browser and begin the normal sign-in process up to the TA or TE approval step.
3. When a student is approved for testing, the secure browser allows the operating system's menu and task bar to appear. If the task bar is not visible, turn off the autohide feature.
 - **Windows:** The secure browser resizes, and the task bar remains visible inside the test in its usual position. The student can press [Alt] + [Tab] to switch between the secure browser and accessibility applications that are allowed for use during the test session.
 - **macOS:** The secure browser resizes, and the student can view the dock in its usual position inside the test. If the dock is set to autohide, no resizing occurs, and the dock is only visible when the mouse moves toward the bottom of the screen. The student can press [Cmd] + [Tab] to switch between the secure browser and permitted accessibility applications.
4. The student must immediately switch to the accessibility software that is already open on the device so that it appears over the secure browser. The student cannot select (click) within the secure browser until the accessibility software is configured.
 - **Windows:** To switch to the accessibility software application, select the application in the task bar.



NOTE: When using Windows, the task bar remains on-screen throughout the test after enabling accessibility software. However, forbidden applications are still prohibited.

- **macOS:** To switch to the accessibility software application, select the application in the dock.
5. The student configures the accessibility software settings as needed.
 6. After configuring the accessibility software settings, the student returns to the secure browser. At this point, the student can no longer switch back to the accessibility software. If changes need to be made, the student must sign out, make the changes, and then sign in again.
 7. The student continues with the sign-in process.

Once permissive mode is turned off, the secure browser reoccupies the whole screen, and the student's ability to use assistive technologies or switch between any other applications and the secure browser is suppressed.

NOTES:

- Permissive mode is available only for devices running supported desktop Windows and Mac operating systems. For information about supported operating systems, refer to the [CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing \(/tech-specs-and-config/\)](/tech-specs-and-config/).



- Accessibility software must be certified for use with the test delivery application.
- Forbidden applications still will not be allowed to run.
- Permissive mode will not allow applications, such as those using cloud-based technologies, to connect to the internet.

ACI Technology

ACI assistive tools allow students with various impairments (such as physical and visual impairments) to interact with a computer without using a traditional mouse and keyboard setup. For instance, ACI technology such as PCEye Mini tracks students’ eye movement, while Dwell Clicker 2 allows students to use a mouse without having to press the left or right mouse buttons.

The TDS does not include any embedded ACI tools, but it does support several third-party ACI technologies. Refer to a product’s user manual or web page for detailed instructions on configuration and use.

After configuration of an ACI device, the student may test it on a practice test administered through a supported secure browser prior to using it for operational testing.

Table 1 provides a list of third-party ACI devices that can be used in the TDS. While this list includes only the devices that CAI has tested thoroughly with the secure browser, there may be additional supported ACI devices that have not yet been tested. If a student needs to use an ACI device not listed here, please test it in a practice test first to ensure there are no issues with it.

Table 1. Third-party ACI Devices

ACI Product	Supported Versions	OS Requirements	Additional Details
Access Switch (https://www.ablenetinc.com/technology/switches/specs-switch#Specifications)	• N/A	• Windows 8.1 • Windows 10 • Windows 11 • Windows Server 2012 R2 • Windows Server 2016 R2 • macOS 10.15 • macOS 11.6 • macOS 12.4	• N/A

ACI Product	Supported Versions	OS Requirements	Additional Details
Dwell Clicker 2 (https://thinksmartbox.com/product/dwell-clicker/)	2.0.1.8	- Windows 10 - Windows 11 - Windows Server 2012 R2 - Windows Server 2016 R2	This technology requires additional setup before use in the TDS (refer to configuration instructions).
HeadMouse Nano (http://www.orin.com/access/headmouse/)	N/A	- Windows 8.1 - Windows 10 - Windows 11 - Windows Server 2012 R2 - Windows Server 2016 R2 - macOS 10.15 - macOS 11.6 - macOS 12.4	This technology requires additional setup before use in the TDS (refer to configuration instructions).
PCEye Mini with Windows Control (https://www.tobiidynavox.com/pages/pceye)	(now discontinued)	- Windows 8.1 - Windows 10	This technology requires additional setup before use in the TDS (refer to configuration instructions).

ACI Product	Supported Versions	OS Requirements	Additional Details
Swifty (http://www.orin.com/access/swifty/) 	• SW2	• Windows 8.1 • Windows 10 • Windows 11 • Windows Server 2012 R2 • Windows Server 2016 R2 • macOS 10.15 • macOS 11.6 • macOS 12.4	• This technology requires additional setup before use in the TDS (refer to configuration instructions).

Configuring PCEye Mini with Windows Control on Student Devices

To configure the PCEye Mini, it should be plugged in to a computer that uses Windows Control software and installed by following the product's installation instructions.

For students using PCEye Mini with Windows Control Software, the Word Prediction feature should be disabled by opening the application and navigating to *Settings* → *Keyboard*.

Configuring Dwell Clicker 2

Take the following steps to configure Dwell Clicker 2 settings:

1. Open the application.
2. Select the [On-screen keyboard] icon.
3. Select the [Options] key.
4. In the window that pops up, make sure the *Use Text Prediction* checkbox is not checked.

Configuring HeadMouse Nano

With a SofType Keyboard

Take the following steps to configure HeadMouse Nano when using the SofType keyboard:

1. Open the SofType application.
2. Select *View* → *Word Bar* from the menu.
3. Make sure the *Prediction* radio button is not selected.

For macOS

The HeadMouse Nano on macOS can be used to mimic mouse-clicking movements only in conjunction with an Access Switch device (such as an AbleNet Switch) and the regular Apple on-screen keyboard. When completing a test with a Switch, students can left-click, drag-and-drop, double-click, and right-click (right-clicking would require an additional Switch).

To configure HeadMouse Nano when using the Apple on-screen keyboard, open *System Preferences* → *Keyboard* → *Text*. Then, make sure the following checkboxes are not marked:

- *Add period with double-space*
- *Capitalize words automatically*
- *Correct spelling automatically*

Configuring Swifty: SW2

To configure Swifty Switch Access according to the student’s needs, the DIP switches listed in [table 2](#) should be set when using Switch. After modifying DIP switch settings, unplug and replug Swifty to activate the settings.

Table 2. DIP Switch Settings for Swifty

Switch 1	Switch 2	USB Device	Interface Actions
ON	ON	Mouse	Left, Right, Middle
OFF	ON	Joystick	Btn1, Btn2, Btn3
ON	OFF	Keyboard (For iPad)	Enter, Space, Tab
ON	OFF	Keyboard	1, 2, 3

Assistive Keyboard and Mouse Input Technology

Assistive keyboard and mouse input resources provide additional support to students with physical impairments who need to use a keyboard and mouse to respond to test items. These include keyboards with larger keys, computer mice with trackballs, and other tools that facilitate access for students with limited movement abilities.

The TDS does not include any embedded assistive keyboard and mouse input resources, as these typically involve the use of special hardware. However, the TDS does support several third-party assistive keyboard and mouse input tools.



ALERT: Some third-party assistive keyboards have special function keys that put the computer to sleep. If pressed, the computer will go to sleep, and the student will be exited from the test and will have to sign in again to resume testing.

[Table 3](#) provides a list of third-party assistive keyboard and mouse input tools that can be used to test. If a student needs to use a device not listed here, the student may test it with a practice test prior to using it for operational testing to ensure there are no issues.

Table 3. Third-party Assistive Keyboard and Mouse Input Technology

Product	Version	OS Requirements
Keys-U-See Keyboard (https://www.ablenetinc.com/keys-u-see-keyboard-black/) 	• N/A	• Windows 10 • Windows 11 • Windows Server 2012 R2 • Windows Server 2016 R2

Product	Version	OS Requirements
BigKeys Keyboard (http://www.bigkeys.com/) 	• Plus • LX	• Windows 8.1 • Windows 10 • Windows 11 • Windows Server 2012 R2 • Windows Server 2016 R2 • macOS 10.15 • macOS 11.6 • macOS 12.4
BigTrack2 Trackball (https://www.ablenetinc.com/bigtrack-2) 	• N/A	• Windows 8.1 • Windows 10 • Windows 11 • Windows Server 2012 R2 • Windows Server 2016 R2 • macOS 10.15 • macOS 11.6 • macOS 12.4

Visual Assistance Resources

Screen Magnifier Technology



ADVISORY: While the products listed in [table 1](#) have been tested by CAI for use with the secure browser and TDS, a product's inclusion in this section does not imply recommendation by the CDE, ETS, or CAI. **It is the LEA's responsibility to determine whether a product is appropriate for a student, monitor students during testing, and comply with the LEA's software and security policies.**

Screen magnifier assistive technology enlarges the content displayed on a device's screen to assist students with visual impairment. Although the TDS supports some non-embedded screen magnifier resources from third parties, CAI strongly recommends students use the zoom resources embedded in the TDS. These embedded resources were designed to magnify test content in the most intuitive and user-friendly manner for students. Embedded zoom resources can also be tracked by the CAASPP or ELPAC program when gathering data about students' resource use. Refer to the [Configuring ZoomText Demonstration \(https://www.caaspp.org/rsc/videos/archived-training_configuring-zoomtext-demonstration.2018.html\)](https://www.caaspp.org/rsc/videos/archived-training_configuring-zoomtext-demonstration.2018.html)  video for additional information.

The embedded zoom resources in the secure browser allow students to magnify test content to the following levels:

- 1×
- 1.5×
- 1.75×
- 2.5×
- 3×
- 5×
- 10×
- 15×
- 20×



NOTE: Any zoom level of 5× and greater requires the streamlined mode test setting, which will arrange test content vertically in the TDS.

Table 1 provides a list of third-party screen magnifier tools that can be used in the TDS. The non-embedded screen magnifier tools listed in this table come with an increased risk of interoperability issues, require students to manually pan the magnification resource across the screen, and can include unwanted features that should not be used while testing. These non-embedded resources also cannot be tracked by the CAASPP or ELPAC program when gathering data about students' resource use.

Table 1. Third-party Screen Magnifier Applications

Screen Magnifier	Supported Versions	OS Requirements	Additional Details
<u>Fusion</u> (https://www.freedomscientific.com/products/software/fusion/)	• 2020 • 2021 • 2022	• Windows 8.1 • Windows 10 • Windows 11 • Windows Server 2012 R2 • Windows Server 2016 R2	• This software requires additional setup before use with the TDS (refer to configuration instructions). • Fusion combines the JAWS screen reader with ZoomText.

Screen Magnifier	Supported Versions	OS Requirements	Additional Details
<u>MAGic Magnifier</u> (https://support.freedomscientific.com/Products/LowVision/MAGic) 	14.0.1512, 15.0.2014 (both versions are now discontinued)	- Windows 8.1 - Windows 10 - Windows Server 2012 R2 - Windows Server 2016 R2	- Students have access to research tools and a built-in clipboard that can store content copied before testing began. - Because the TDS cannot confirm appropriate configurations are in use during testing, the TA or TE will need to ensure the student does not use features outside of the screen reader functionality. - MAGic Magnifier includes optional TTS.
<u>ZoomText Magnifier</u> (https://www.freedomscientific.com/products/software/zoomtext/) 	2020 2021 2022	- Windows 8.1 - Windows 10 - Windows 11 - Windows Server 2012 R2 - Windows Server 2016 R2	- ZoomText includes a SpeakIt TTS feature that could be used to read aloud passages, which is not permitted on CAASPP ELA or ELPAC Reading domain tests. Students testing with ZoomText should use the magnification features only. - It is recommended that students requiring TTS support use the secure browser's embedded TTS resources, and that students requiring screen readers use JAWS or Fusion. - This software requires additional setup before use with the TDS (refer to configuration instructions).

Configuring Fusion to Recognize the Secure Browser



NOTE: It is recommended that students requiring both magnification and read-aloud test with Fusion or use JAWS alongside the secure browser's embedded zoom resources.

When displaying a test with a print-size accommodation at or above 3× magnification, the secure browser automatically enters streamlined mode. To retain the standard layout of a test but display it with a print magnification at or above 3×, consider using Fusion, which is magnification and screen-reading software that can be used with the secure browser. Use the following procedure to ensure Fusion recognizes the secure browser.

1. If Fusion is running, close it.
2. In Windows Explorer, go to the installation directory for the local version of Fusion.
3. In a text editor, open the file Fusion.xml.
4. Search for a line containing the D2DPatch property, similar to the following:

```
<Property name="D2DPatch" value  
="*",~dwm,~firefox,~thunderbird"/>
```
5. On the same line, type ~CAsSecureBrowser15.0, immediately after ~firefox, (be sure to include the tilde and the comma).
6. Save and close the file.

Auditory Assistance Resources

Automatic Volume Reduction

Disabling Volume Reduction

These instructions are for Windows 10 and Windows 11. Other versions of Windows will have similar instructions.

1. Right-click the [Sound] speaker  icon in the task bar and select *Sounds* from the pop-up list. The *Sound* interface will open ([figure 1](#)).

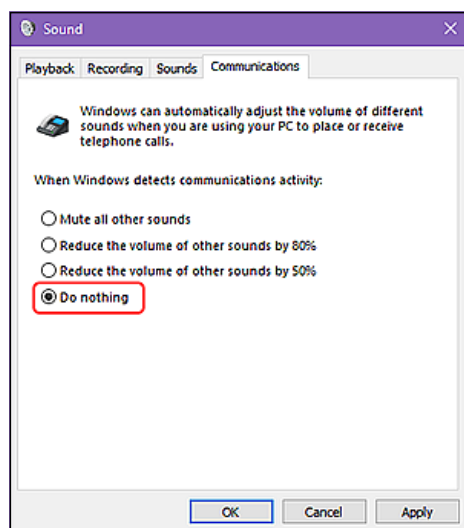


Figure 1. *Sound* interface

2. Select the [Communications] tab.
3. Select the *Do nothing* radio button, which is indicated in [figure 1](#). (By default, the option to *Reduce the volume of other sounds by 80%* is selected.)
4. Select the [OK] button.

Testing Students with Visual Impairment Overview



NOTE: It is suggested that an LEA or site coordinator contacts the school's provider of services for students with visual impairment, if applicable, to verify the functionality of the assistive technology to be used for testing.

This portion of the guide provides information about supported hardware, software, and version requirements and how to configure JAWS. General information about administering a test to a student with a braille accommodation and printing test material is also included.

Assistive Technology

Braille assessments administered in the TDS may require the use of multiple assistive technology devices and applications, including the RBDs and screen readers used by students to read and navigate test content, along with the embossers used by TAs and TEs to print test content.

RBDs are used to read text-only content on the Smarter Balanced for ELA and mathematics, the CSA, and the ELPAC. Braille embossers are needed to read any content with images in ELA assessments, the CSA, and the ELPAC, as well as advanced content in mathematics and science assessments. RBDs must be properly set up before they can be used by students. For information about installing and setting up RBDs, refer to the product's provided instructions and manuals.

The TDS includes several embedded resources that facilitate braille testing, such as braille presentation settings, various print resources for embossing content, and streamlined mode, which arranges test content vertically.

Test Settings

Verify that all test settings are correct. Contact the CAASPP or ELPAC test site coordinator or LEA CAASPP or ELPAC coordinator to have them set if they are not.

- Confirm that streamlined mode, permissive mode, zoom, and questions and stimuli test settings are correct.
- **If the field for student's test presentation is not set to *Braille* and the student uses the braille accommodation, the test administrator or test examiner should not approve the test.** The student's information must be updated in TOMS before the student can test. If the test was approved before the test settings were corrected, the LEA CAASPP coordinator or CAASPP test site coordinator must complete the STAIRS process to file a report and then, when prompted, an Appeal to have the test reset.
- The options for *Braille Type* may be in the *Approvals and Student Test Settings* screen. The *Braille Type* options for each content area are as follows:
 - Mathematics: *UEB Contracted with Nemeth Math*
 - ELA, CSA, and ELPAC domains: *UEB Contracted* or *UEB Uncontracted*
 - Science: *UEB Contracted*, *UEB Nemeth Math*
- *Emboss Request Type* is a test setting that determines whether embossing requests are generated automatically, without student input, or manually, with student input. The default options for each content area are as follows:
 - Mathematics: Auto-Request (As students move through the test, embossing requests will automatically appear on the Test Administrator Interface.)
 - All other content and domain assessments: On-Request (Students must manually request printing of passages and questions as they move through the test.)

Content to Review

The following bulleted list contains brief descriptions of each section in this portion of the guide.

- [*Technology Requirements* \(/accessibility-guide/requirements-for-visual-impairment/tech-requirements/\)](#) outlines the supported operating systems and hardware and software requirements for students and TAs or TEs, including test settings in TOMS for consideration.
- [*Testing Students Requiring Braille* \(/accessibility-guide/requirements-for-visual-impairment/testing-students-requiring-braille/\)](#) provides an introduction to testing with braille, including a screenshot of the sample interface that students will use and how a student submits a print request; how TAs or TEs configure embossing software; and details about BRF and PRN file types and how to configure them. Information on how to delete temporary downloaded files is also provided.
- [*Configuring and Administering Tests with JAWS* \(/accessibility-guide/requirements-for-visual-impairment/config-and-administer-with-jaws/\)](#) includes a table of configurable student test settings in TOMS that may be relevant to students with visual impairment and instructions for configuring JAWS to work with the secure browser.
- [*Running NVDA Screen Reader with the Microsoft Take a Test Application for Windows* \(/accessibility-guide/requirements-for-visual-impairment/running-nvda-screen-reader/\)](#) provides configuration considerations for using the NVDA Screen Reader with the Microsoft Take a Test application on a device using Windows 10 variants.

Technology Requirements

The technology requirements in this section are specific to computer-based testing with braille. The hardware and software that are used for braille testing require the use of a supported **Windows** operating system.

For information about complete requirements for computer-based testing, refer to the [CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing \(/tech-specs-and-config/\)](#).

NOTES:



- For security purposes, tablets are not supported for braille testing and should not be used. Only desktop and laptop computers should be used when testing with the braille accommodation.
- Computer-based braille tests do not support macOS or its associated screen readers. It is recommended that students requiring the braille accommodation test on a device that uses a different operating system.
- The TDS supports screen readers other than JAWS; however, only JAWS screen readers have been thoroughly tested with the online testing system.

Software for Students

Windows Secure Browser

Students will use the same Windows secure browser that is used for all computer-based testing. Visit the [CAASPP and ELPAC Secure Browsers \(https://ca.portal.cambiumast.com/\)](#) website to download the Windows secure browser. For secure browser installation instructions, refer to the [CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing \(/tech-specs-and-config/\)](#).

Screen Readers



ADVISORY: While the products listed in [table 1](#) have been tested by CAI for use with the secure browser and TDS, a product’s inclusion in this section does not imply recommendation by the CDE, ETS, or CAI. **It is the LEA’s responsibility to determine whether a product is appropriate for a student, monitor students during testing, and comply with the LEA’s software and security policies.**

Students can use the same screen reader with the Windows secure browser as with other computer applications.



NOTE: Only JAWS may be used on ELA (CAASPP) and Reading domain (ELPAC) assessments, as this is the only supported screen reader that can effectively mute reading passages; another screen reader would allow students to listen to passages instead of reading them, compromising the ability to assess students’ reading comprehension skills. JAWS is also the recommended screen reader for the CSA.

[Table 1](#) provides a list of third-party screen readers that can be used in the TDS.

Table 1. Supported Screen Readers

Screen Reader	Supported Versions	OS Requirements	System Requirements	Additional Details
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Screen Reader	Supported Versions	OS Requirements	System Requirements	Additional Details
Fusion (https://www.freedomscientific.com/products/software/fusion/) 	• 2020 • 2021 • 2022	• Windows 8.1 • Windows 10 • Windows 11 • 2012 Server R2 • 2016 Server R2	• 2.0 GHz i3 dual core processor • 4 GB RAM	• This software requires additional setup before use with the TDS (refer to configuration instructions (/accessibility-guide/requirements-for-visual-impairment/config-and-administer-with-jaws/) for JAWS). • The test presentation setting must be set to braille, whether the student is a braille user or not.
JAWS—Student (https://www.freedomscientific.com/products/software/jaws/) 	• 2020 • 2021 • 2022	• Windows 8.1 • Windows 10 • Windows 11 • 2012 Server R2 • 2016 Server R2	• 1.5 GHz processor • 4 GB RAM	• This software requires additional setup before use with the TDS (refer to configuration instructions (/accessibility-guide/requirements-for-visual-impairment/config-and-administer-with-jaws/)). • The test presentation setting must be set to braille, whether the student is a braille user or not.
NVDA (https://www.nvaccess.org/download/) 	• 2020 • 2021 • 2022	• Windows 8.1 • Windows 10 • Windows 11 • Windows Server 2012 R2 and later	• (no requirements)	• The student cannot use NVDA for ELA assessments, as the read-aloud of passages cannot be suppressed in this product.

Screen Reader	Supported Versions	OS Requirements	System Requirements	Additional Details
Windows Narrator (https://support.microsoft.com/en-us/help/22798/windows-10-complete-guide-to-narrator) 	Windows 10	Windows 10	(no requirements)	The student cannot use Windows Narrator for ELA assessments, the ELPAC, or the CSA, as the read-aloud of passages cannot be suppressed in this product.

RBDs



ADVISORY: While the products listed in [table 2](#) have been tested by CAI for use with the secure browser and TDS, a product’s inclusion in this section does not imply recommendation by the CDE, ETS, or CAI. **It is the LEA’s responsibility to determine whether a product is appropriate for a student, monitor students during testing, and comply with the LEA’s software and security policies.**

A student who needs to use an RBD not mentioned in [table 2](#) should test it with a practice test to ensure there are no issues before its use with an operational assessment. The student using an RBD for the practice test must log on using a supported secure browser.

RBDs not listed here may include unwanted features that students should not use while testing; students may need to be monitored if they use such RBDs.

[Table 2](#) provides a list of supported RBDs that students can use to read braille content.

Table 2. Supported RBDs

RBD Technology	OS Requirements	Additional Details
Active Braille (https://www.dreamvisiongroup.org/product-page/active-braille-by-help-tech) 	- Windows 8.1 - Windows 10 - Windows 11	- Device has notepad, scheduler, alarm, calculator, and clock features that cannot be disabled. - Device is equipped with an SD card that should be removed before student takes a test. - The TA or TE will need to ensure the student does not use features outside of the braille display functionality.

RBD Technology	OS Requirements	Additional Details
Braille Edge 40 (PDF) (https://www.hims-inc.com/brochure/braille/HIMS-Braille-EDGE-40-data-sheet.pdf)  (now discontinued)	• Windows 8.1 • Windows 10	• Device has notepad, scheduler, alarm, calculator, stopwatch, countdown timer, and clock features that cannot be disabled. • Device is equipped with an SD card that should be removed before the student takes a test. • The TA or TE will need to ensure the student does not use features outside of the braille display functionality. • This product is no longer sold by its manufacturer. However, a student may continue to test with it if it is already available for the student's use.
BrailleNote Touch 32 Cell (https://store.humanware.com/hus/blindness-brailnote-touch-plus-32.html) 	• Windows 8.1 • Windows 10 • Windows 11	• Other applications present include a word processor, email, internet, contacts, planner, file manager, calculator, Victor Reader, Play Store, and KNFB Reader. • Student can only use device for testing in Braille Terminal mode. • Device is equipped with an SD card that should be removed before student takes a test. • The TA or TE will need to ensure the student does not use features outside of the braille display functionality.
Brailiant BI 40 and BI 40X (https://store.humanware.com/hau/brailiant-bi-40x-braille-display.html) 	• Windows 8.1 • Windows 10 • Windows 11	• There can be a security concern if the wrong version of this product is used. • CAI recommends RBDs with at least 40 cells, but students may use displays with fewer cells if preferred. • Students should <i>not</i> use the HumanWare Brailiant BI 14 RBD, which can automatically synchronize notes typed internally with a mail application, potentially violating test security.

RBD Technology	OS Requirements	Additional Details
Focus 40 Blue 5th Generation (https://www.freedomscientific.com/products/blindness/focus40brailledisplay/). 	• Windows 8.1 • Windows 10 • Windows 11	• Device has Scratchpad with BRF Book Reader, calendar, and clock features that cannot be disabled. • Device is equipped with an SD card that should be removed before student takes a test. • The TA or TE will need to ensure the student does not use features outside of the braille display functionality.
QBraille XL (https://www.hims-inc.com/product/qbraille-xl/). 	• Windows 8.1 • Windows 10 • Windows 11	• Students using the QBraille XL in the TDS must be monitored to ensure they are not accessing unwanted internal applications, such as the calculator and notepad.

Software for TAs and TEs

Embossers and Embossing Software

Embossers must be used to print any test content that cannot be read by RBDs; this includes content on mathematics and science assessments and some of the content on ELA and ELPAC domain assessments. Different embossing software is required for printing PRN and BRF file types. The printed file types depend on the content being embossed.

[Table 3](#) provides a list of embossers and embossing software supported for TA and TE computers.

Table 3. Supported Embossers and Embossing Software

Embosser or Software	Supported Versions	OS Requirements	Minimum System	Additional Details
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Embosser or Software	Supported Versions	OS Requirements	Minimum System	Additional Details
Duxbury Braille Translator (http://www.duxburysystems.com/dbt_main.asp). 	• 11.1 • 11.2 • 11.3 • 12.1 • 12.2	• Windows 8.1 • Windows 10 • Windows 11	• 1 GHz Processor • 2 GB RAM	• This software requires additional setup before use with the TDS (refer to the configuration instructions). • This software is used for embossing BRF files from print requests containing only text or formatted tables.

Embosser or Software	Supported Versions	OS Requirements	Minimum System	Additional Details
<u>Tiger Software Suite</u> (https://viewplus.com/product/tiger-software-suite8/)  (Tiger Designer and Tiger Viewer)	• 6 • 7 • 8	• Windows 8.1 • Windows 10 • Windows 11	• N/A	• Download the Tiger Designer prior to testing, as some PRN files will need to be converted in this program before embossing. • Refer to the <i><u>Converting and Printing PRN Files</u></i> subtopic for more details. • Tiger Software Suite is included with all ViewPlus embossers. Its license can be used on up to two devices.
<u>ViewPlus Desktop Embosser</u> (https://viewplus.com/download/)  (driver for ViewPlus Embossers and Tiger Viewer Software)	• N/A	• Windows 8.1 • Windows 10 • Windows 11	• N/A	• Download and install the embosser driver prior to embossing any files. • The Tiger Viewer software is downloaded into the printer driver folder.

Embosser or Software	Supported Versions	OS Requirements	Minimum System	Additional Details
<u>ViewPlus embosser</u> (https://viewplus.com/product-category/braille-embossers/) 	• <u>Max</u> (https://viewplus.com/product/vp-max/)  • <u>Premier</u> (https://viewplus.com/product/vp-premier/)  • <u>Columbia 2</u> (https://viewplus.com/product/vp-columbia-2/)  • <u>PixBlaster</u> (https://www.aph.org/product/pixblaster/) 	• Windows 8.1 • Windows 10 • Windows 11	• N/A	• This product requires additional setup before use with the TDS (refer to the <u>configuration instructions</u>). • The embosser is used for embossing PRN files from print requests with tactile or spatial components, such as images. • A ViewPlus embosser requires that the user download and install the embosser driver prior to embossing. • PRN files are formatted for a specific printer driver and may need to be converted for use with the specific embosser (refer to the <u>Converting and Printing PRN Files</u> subtopic for more details).

Screen Reader Specifications

If a TA or TE requires the use of a screen reader (JAWS, NVDA) to set up or administer test sessions, the TA or TE is recommended to use the most recent Firefox or Chrome web browser. Web browser issues should be directed to a network or IT coordinator within the LEA.

TOMS Test Settings for Consideration

Table 4 is a list of all test settings in TOMS that should be considered for students with a visual impairment prior to the start of summative testing. For a comprehensive explanation of every test setting available in TOMS, please refer to the file specifications in the current test setting spreadsheets linked on the [CAASPP Accessibility Resources \(https://www.caaspp.org/ta-resources/accessibility/index.html\)](https://www.caaspp.org/ta-resources/accessibility/index.html) web page for the CAASPP and the [ELPAC Accessibility Resources \(https://www.elpac.org/resources/accessibility-resources/\)](https://www.elpac.org/resources/accessibility-resources/) web page for the ELPAC. Refer also to the [CAASPP and ELPAC TOMS User Guide \(/toms/\)](#) for instructions on how to set accessibility resources for students.

Table 4. TOMS Student Test Settings for Students with Visual Impairment

Type	Display Name	Possible Values	Test
Embedded Accommodation	Audio Transcript (Includes Braille Transcript) (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#embedded-audio-transcript-includes-braille-transcript)	• Blank (default) • Selected	• Smarter Balanced for ELA Listening • CAST • CSA • Initial ELPAC (computer-based) • Summative ELPAC (computer-based)
Embedded Accommodation	Braille (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#embedded-braille)	• Blank (default) • Selected	• Smarter Balanced for ELA • Smarter Balanced for Mathematics • CAST • CSA • Summative ELPAC (computer-based)

Type	Display Name	Possible Values	Test
Embedded Accommodation	Speech-to-Text (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#embedded-speech-to-text)	- Blank (default) - Selected	- Smarter Balanced for ELA - Smarter Balanced for Mathematics - CAST - CAA for ELA - CAA for Mathematics - CAA for Science - CSA - Initial ELPAC (computer-based) - Summative ELPAC (computer-based)
Embedded Accommodation	Text-to-Speech Reading Passages (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#embedded-text-to-speech-reading-passages)	- Blank (default) - Selected	- Smarter Balanced for ELA PT - CSA - Initial ELPAC (computer-based) - Summative ELPAC (computer-based)
Non-Embedded Accommodation	Print-on-Demand (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-print-on-demand) Notes: - This accommodation is <i>not</i> required when the braille accommodation has been selected. - The LEA CAASPP coordinator should contact the LEA Success Agent (/contact/lea-success-agents/) by phone at least one to two business days before testing to have print-on-demand enabled.	- Blank (default) - Stimuli - Items - Items and Stimuli	- Smarter Balanced for ELA - Smarter Balanced for Mathematics - CAST - CAA for ELA - CAA for Mathematics - CAA for Science - CSA

Type	Display Name	Possible Values	Test
Non-Embedded Accommodation	Read-Aloud Reading Passages (/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#non-embedded-read-aloud-reading-passages)	• Passages	• Smarter Balanced for ELA • CAA for ELA • CSA
Embedded Designated Support	Color Contrast (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-color-contrast)	• Default (Black on White) • Reverse Contrast • Black on Rose • Medium Gray on Light Gray • Yellow on Blue • Blue • Light Blue • Black on Cream • Gray • Light Gray • Green • Light Green • Light Magenta • White on Navy • Yellow • Light Yellow	• Smarter Balanced for ELA • Smarter Balanced for Mathematics • CAST • CAA for ELA • CAA for Mathematics • CAA for Science • CSA • Initial ELPAC (computer-based) • Summative ELPAC (computer-based)

Type	Display Name	Possible Values	Test
Embedded Designated Support	<u>Permissive Mode (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-permissive-mode-setting)</u>	• Blank (default) • Selected	• Smarter Balanced for ELA • Smarter Balanced for Mathematics • CAST • CAA for ELA • CAA for Mathematics • CAA for Science • CSA • Initial ELPAC (computer-based) • Summative ELPAC (computer-based)
Embedded Designated Support	<u>Print Size (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-print-size-setting)</u>	• No zoom applied (default) • 1.5× • 1.75× • 2.5× • 3×	• Smarter Balanced for ELA • Smarter Balanced for Mathematics • CAST • CAA for ELA • CAA for Mathematics • CAA for Science • CSA • Initial ELPAC (computer-based) • Summative ELPAC (computer-based)

Type	Display Name	Possible Values	Test
Embedded Designated Support	<u>Streamline (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-streamline).</u>	• Blank (default) • Selected	• Smarter Balanced for ELA • Smarter Balanced for Mathematics • CAST • CAA for ELA • CAA for Mathematics • CAA for Science • CSA • ELPAC (all computer-based)
Embedded Designated Support	<u>Text-to-Speech Items and Stimuli (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#embedded-text-to-speech).</u>	• Blank (default) • Items (ELA; CSA; ELPAC Listening, Speaking, and Writing) • Items and Stimuli (Mathematics; Science; ELPAC Listening, Speaking, and Writing)	• Smarter Balanced for ELA • Smarter Balanced for Mathematics • CAST • CSA • Initial ELPAC (computer-based) • Summative ELPAC (computer-based)

Type	Display Name	Possible Values	Test
Non-Embedded Designated Support	Color Contrast (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-color-contrast)	- Blank (default) - Selected	- Smarter Balanced for ELA - Smarter Balanced for Mathematics - CAA for ELA - CAA for Mathematics - CAA for Science - CAST - CSA - ELPAC (all computer-based)
Non-Embedded Designated Support	Magnification (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-magnification)	- Blank (default) - Selected	- Smarter Balanced for ELA - Smarter Balanced for Mathematics - CAST - CAA for ELA - CAA for Mathematics - CAA for Science - CSA - ELPAC (all)
Non-Embedded Designated Support	Print-on-Demand (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-print-on-demand) (Note: This accommodation is <i>not</i> required when the braille accommodation has been selected.)	- Blank (default) - Stimuli - Items - Items and Stimuli	ELPAC (all computer-based)

Type	Display Name	Possible Values	Test
Non-Embedded Designated Support	Read-Aloud Items (/accessibility-guide/accessibility-features-caaspp-elpac/designated-supports/#non-embedded-read-aloud-items)	• Blank (default) • Selected	• Smarter Balanced for ELA • Smarter Balanced for Mathematics • CAST • CAA for ELA • CAA for Mathematics • CAA for Science • CSA • Initial ELPAC (Writing domain only) • Summative ELPAC (Writing domain only) • Initial Alternate ELPAC • Summative Alternate ELPAC

Testing Students Requiring Braille

Administration Considerations

Planning

The administration of the braille assessment requires advanced preparation for both the TA or TE and the student. The student accesses the computer-based assessment via assistive technology using an RBD and screen-reading software along with embossed materials, which are downloaded directly from the testing platform. A braille embosser that can produce text and graphics may be needed. This may require the student be tested in a separate location and provided with additional time for testing. The protocol for secure testing should be followed.

Although the CAASPP and ELPAC are not timed, students taking the computer-based braille assessment may need additional time because of the need for embossing test materials throughout the assessment. If there are multiple students testing at the same time who require the braille accommodation, logistical planning should occur in advance of the test administration. Ensure that adequate numbers of embossers are available on site. If there are shared resources throughout an LEA, planning in advance of the test administration to alleviate disruption of services for students not taking the assessment is important to consider.

Prior to administering a test, TAs, TEs, and any other individuals who are administering any secure CAASPP or ELPAC assessment should read the test administration manuals associated with these programs and view any associated training modules. The TA, TE, or additional support person needs to have a working knowledge of the assistive technology being used by the student and be able to read braille to aid in administration.

List of Preparatory Actions

The following items will aid in administration of braille assessments.

- Ensure that the TA or TE has adequate training for administering the computer-based braille assessment.
- As the embossed braille files do not have print indicators, consider having a person who reads braille and has training on the testing protocol available during the entirety of testing. (This may be the TA or TE.)
- Ensure that all assistive technology is properly installed and functioning with the secure browser, including configuring the screen-reading program to ensure the screen-reading program is recognized by the secure browser and that the assessment is reading properly.
- Install Duxbury and ViewPlus Desktop Embosser Driver software on the TA or TE device. Ensure that the TA or TE has a working knowledge of these programs.
- Ensure that a print embosser—used for BRF file types—and a graphic embosser—used for PRN file types—are installed and functioning on the TA or TE device.
- Ensure that the student has had adequate opportunity to practice navigating with a screen reader within the testing environment. (Refer to information about practice and training tests in the subtopic [*Navigating a Test with JAWS* \(/accessibility-guide/requirements-for-visual-impairment/config-and-administer-with-jaws/#navigating-a-test\)](#).)
- Emboss the navigation quick key reference guide—available from the secure browser—to have available for the student during testing.
- Select the appropriate summative assessment option for the student.
- Ensure that the student has been registered for the appropriate braille code. This information can be gained from the student's IEP team or the teacher of the visually impaired who is responsible for this student.
- Ensure the appropriate braille code for the student is available for the specific assessment. (Refer to the [*About Tests and Braille* \(/accessibility-guide/requirements-for-visual-impairment/testing-students-requiring-braille/#about-tests-and-braille\)](#) subtopic for more information.)
- Ensure that *Emboss Type* is set to *on-request* or *auto-request* for each assessment. This may vary from student to student. Often, students prefer emboss *on-request* for ELA, while the default setting for mathematics is *auto-request*.
- Gather additional resources the student may need for the day of the assessment such as an abacus, Perkins Braille, braille paper, braille notetaker (if allowed as an accommodation for notetaking), talking calculator (if using a calculator other than the embedded calculator as an accommodation), other notetaking tools, headphones, and other resources.

About Tests and Braille

ALERT: About Using Braille in Training Tests



- A student who needs to take a training test using the braille accommodation must log on to a training test session with a TA or TE.
- A student cannot emboss test content directly.
- A student should use the secure browser for training tests so the experience with testing is more similar to the operational testing environment.
- A student testing in braille through the TDS requires the use of multiple assistive technology devices and applications, including RBDs and JAWS.

The online TDS is available to students who use braille, allowing them to access the adaptive algorithm and use the online systems in a similar fashion to general education students.

Students who have a braille accommodation will receive the computer-based assessments in an accessible format via streamlined mode (refer to [figure 2](#)). The streamline feature is optimized to allow supported screen-reading software and printing of passages and test questions to braille embossers.

All test content may be delivered to a braille embosser.



ALERT: Mathematics content requiring Nemeth translation cannot be delivered to an RBD.

Overview of Braille Types

For braille assessments, students can use any of the following braille options, depending on the assessment:

- UEB contracted
- UEB uncontracted
- UEB with Nemeth contracted
- UEB with Nemeth uncontracted
- UEB with UEB Math (technical) contracted
- UEB with UEB Math (technical) uncontracted

The braille types for the computer-based Smarter Balanced for ELA and the CSA can be broken down into three formatting characteristics: braille type, grade of braille, and test type. These are listed in [table 1](#).

Table 1. Options for Braille Types—Smarter Balanced for ELA and the CSA

Braille Type	Grade of Braille	Test Type
UEB	Contracted	Online CAT
UEB	Contracted	PPT (CDE approved)
UEB	Uncontracted	Online CAT
UEB	Uncontracted	PPT (CDE approved)

The braille types for the computer-based Initial ELPAC and Summative ELPAC can also be broken down into three formatting characteristics: braille type, grade of braille, and test type. These are listed in [table 2](#).

Table 2. Options for Braille Types—ELPAC

Braille Type	Grade of Braille	Test Type
UEB	Contracted	Computer-based, grades three through twelve
UEB	Contracted	PPT, grades three through twelve (CDE approved)
UEB	Uncontracted	PPT, K–2 (all domains)

The braille types for the Smarter Balanced for Mathematics can be broken down into four formatting characteristics: braille type, math type, grade of braille, and test type. These are listed in [table 3](#).

Table 3. Options for Braille Types—Smarter Balanced for Mathematics

Braille Type	Math Type	Grade of Braille	Test Type
UEB	Nemeth	Contracted	Online CAT

Braille Type	Math Type	Grade of Braille	Test Type
UEB	Nemeth	Contracted	PPT
UEB	Nemeth	Contracted	Braille HAT
UEB	Nemeth	Uncontracted	Online CAT
UEB	Nemeth	Uncontracted	PPT
UEB	Nemeth	Uncontracted	Braille HAT
UEB	UEB Math	Contracted	Online CAT
UEB	UEB Math	Contracted	PPT
UEB	UEB Math	Contracted	Braille HAT
UEB	UEB Math	Uncontracted	Online CAT
UEB	UEB Math	Uncontracted	PPT
UEB	UEB Math	Uncontracted	Braille HAT

The braille types for the CAST can be broken down into three formatting characteristics: braille type, math type, grade of braille, and test type. These are listed in [table 4](#).

Table 4. Options for Braille Types—CAST

Braille Type	Math Type	Grade of Braille	Test Type
UEB	Nemeth	Contracted	Online CAT
UEB	Nemeth	Contracted	PPT
UEB	Nemeth	Contracted	Tactile graphics package

Content Areas and Braille

ELA

The Smarter Balanced for ELA tests will present students with questions in either contracted or uncontracted literary braille:

- Questions that contain only text will be sent to an RBD.
- Questions that contain text and images that are not read by an RBD will be sent to a braille embosser.

Mathematics



NOTE: Braille HAT Adjusted uses the adjusted Smarter Balanced for Mathematics test form.

Students will take the Braille HAT Adjusted option for the Smarter Balanced Summative Assessments for Mathematics. Braille HAT Adjusted is delivered in UEB with Nemeth math code (contracted and uncontracted) and UEB with UEB Math code (contracted and uncontracted).

The Braille HAT Adjusted includes the following:

- Adaptive segment, which will include only questions that have no graphics

- Fixed-form segment, which will include questions with graphics
- Pre-embossed graphic supplement

Refer to the subsection [Using Braille HAT Adjusted \(/accessibility-guide/requirements-for-visual-impairment/testing-students-requiring-braille/#using-braille-hat\)](/accessibility-guide/requirements-for-visual-impairment/testing-students-requiring-braille/#using-braille-hat) for additional details about the braille HAT option.

Listening, Speaking, Reading, and Writing Domains for the ELPAC

The ELPAC domain assessments will present students with questions in either contracted or uncontracted literary braille:

- Questions that contain only text will be sent to an RBD.
- Questions that contain text and images that cannot be read by an RBD will be sent to a braille embosser.

CSA

Students who have been assigned the braille accommodation will have access to the test questions in uncontracted Spanish braille [Spanish world language braille code]. Through the use of individually allowed accommodations on the test delivery platform, a student will be able to access the CSA test questions using assistive technology, such as the student's RBD, as well as through a student request to emboss (print) the test questions on demand.

CAST

Students who have been assigned the braille accommodation for the CAST have the option of receiving questions printed via embosser or refreshable braille.

Additionally, an optional, supplemental tactile graphics package can be ordered for a student to minimize the amount of embossing that must be done during testing. This package includes pre-embossed materials for all test questions that include a graphic. (Print-on-demand is still available for test questions that are text-only.) Content is available only in contracted braille.

Refer to the subsection [Using CAST Tactile Graphics \(/accessibility-guide/requirements-for-visual-impairment/testing-students-requiring-braille/#using-cast-tactile-graphics\)](/accessibility-guide/requirements-for-visual-impairment/testing-students-requiring-braille/#using-cast-tactile-graphics) for additional details about the CAST tactile graphics.

Using Braille HAT Adjusted



NOTE: Braille HAT Adjusted uses the adjusted Smarter Balanced for Mathematics test form.

Serving as an alternative to the online adaptive and paper fixed-form options, the Braille HAT Adjusted allows LEAs to order a set of preprinted, embossed graphics for grades three through eight and high school students' mathematics assessments when the students do not otherwise have access to an embossing printer that produces tactile graphics for the Smarter Balanced assessment questions. Questions that do not have tactile graphics should still be embossed for students, as the braille is not displayed accurately on the RBD.

This option provides students with access to an efficient online adaptive test that simplifies logistical burdens for educators and students. With the Braille HAT Adjusted option, students can use the online test administration platform, including embedded accessibility resources, while also accessing the pre-embossed graphics.

These graphics packages must be ordered by the LEA CAASPP coordinator for a Smarter Balanced Summative Assessment for Mathematics by emailing the LEA's [Success Agent \(/contact/lea-success-agents/\)](/contact/lea-success-agents/)  at least 14 business days prior to the start of testing at the school. Materials are available only for students in the LEA who have the braille accommodation assigned.

Order of Testing

The Braille HAT Adjusted consists of a fixed-form segment, a computer adaptive segment, and a PT. The segments are presented to students in this order.

1. **Computer Adaptive Segment:** The computer adaptive segment does not include questions with tactile graphics. Questions that do not have tactile graphics should still be embossed for students, as the braille is not displayed accurately on the RBD.

2. **Fixed-Form Segment:** The fixed-form segment includes questions with tactile graphics. These questions can be embossed at the testing location or received as a package of pre-embossed materials ordered from the LEA's Success Agent. Questions that do not have tactile graphics should still be embossed for students, as the braille is not displayed accurately on the RBD.
3. **PT:** The PT does not include questions with tactile graphics. Questions that do not have tactile graphics should still be embossed for students, as the braille is not displayed accurately on the RBD.



NOTE: If there are multiple students in the school who would benefit from the same package of pre-embossed materials, the pre-embossed materials may be stored securely and used by each student individually as the student takes the assessment. Students sharing the same package of pre-embossed materials must be scheduled to take the assessment at separate times.

In such cases, a TA must review the materials to ensure that each student left no markings or information on the sheets that would compromise the validity of results and that the braille was not damaged (flattened). After the school finishes testing every student who needs these materials, the materials must be securely recycled.

Selecting Braille HAT Adjusted

The mathematics section of the Smarter Balanced Summative Assessments listing on the *Operational Test Selection* screen in the Test Administrator Interface includes an option for selecting the *Mathematics Braille Hybrid Adaptive Test*, indicated in [figure 1](#).

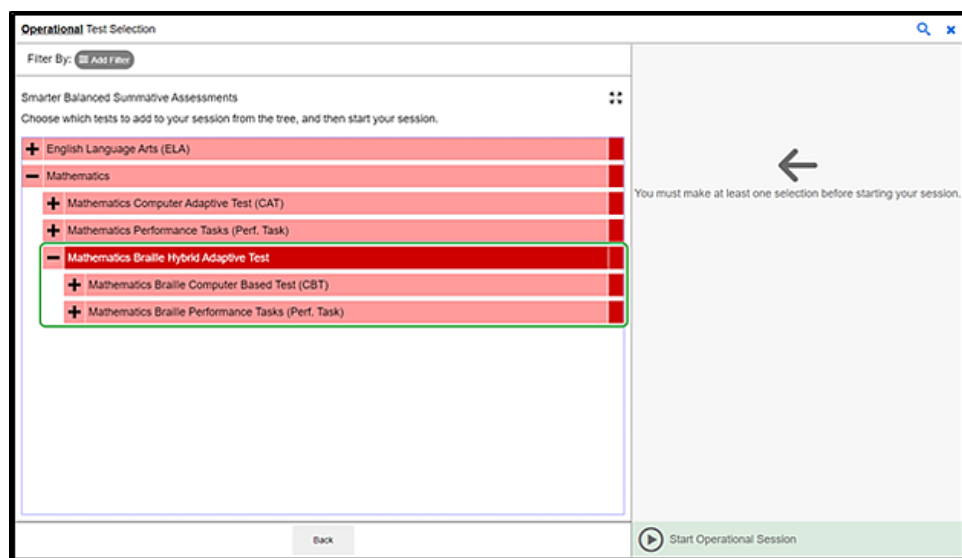


Figure 1. *Operational Test Selection* screen showing the option for Braille HAT

When starting test sessions, be sure to select the appropriate option for students.

The *Your Tests* page in the student TDS also lists the HAT option. Verify that students selected the appropriate option when approving them for testing.

Using CAST Tactile Graphics

Serving as an alternative to the online and paper fixed-form options, the tactile graphics option allows LEAs to order a set of preprinted, embossed graphics for students' science tests when the students do not otherwise have access to an embossing printer that works with the CAST questions.

This option simplifies logistical burdens for educators and students. With the CAST tactile graphics, students can use the online test administration platform, including embedded accessibility resources, while also accessing the pre-embossed graphics.

These graphics packages must be ordered by the LEA CAASPP coordinator for the CAST by emailing the LEA's [Success Agent \(/contact/lea-success-agents/\)](#) at least 14 business days prior to the start of testing at the school. Materials are available only for students in the LEA who have the braille accommodation assigned.



NOTE: If there are multiple students in the school who would benefit from the same package of pre-embossed materials, the pre-embossed materials may be stored securely and used by each student individually as the student takes the assessment. Students sharing the same package of pre-embossed materials must be scheduled to take the assessment at separate times.

In such cases, a TA must review the materials to ensure that each student left no markings or information on the sheets that would compromise the validity of results. After the school finishes testing every student who needs these materials, the materials must be securely recycled.

Using Streamlined Mode

The braille reading format is selectable within the student's test presentation field within the TDS. When braille is selected, the test layout will default to streamlined mode. The streamlined mode layout, shown in [figure 2](#), is different from the standard test interface and is designed to interact with JAWS navigation. When streamlined mode is enabled, the test content is laid out vertically. Passages and stimuli are located at the top of the screen, with questions appearing beneath them.

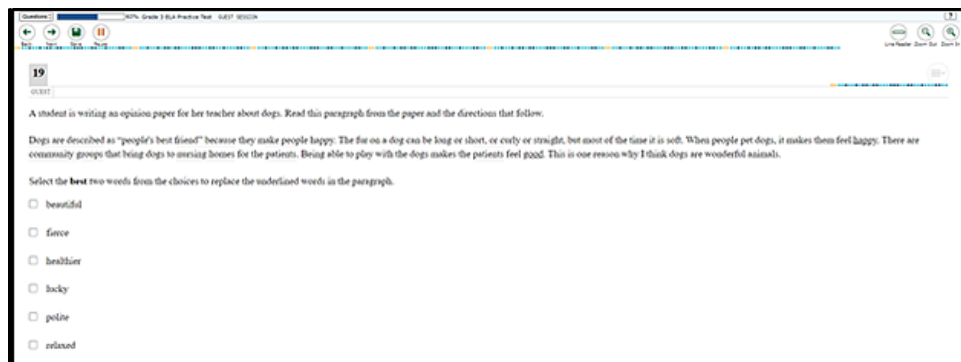


Figure 2. Sample streamlined mode layout

Increasing Font Size

Students who have a braille accommodation and also have usable vision may use the embedded zoom resource available in the test to adjust the size of text and graphics as necessary. Test content is arranged vertically with the streamlined mode required for testing in braille.

- No zoom, 14-point text
- 1.50× zoom
- 1.75× zoom
- 2.00× zoom
- 2.50× zoom
- 3.00× zoom
- 5.00× zoom
- 10.00× zoom
- 15.00× zoom
- 20.00× zoom

With the streamlined mode setting, students may increase the font size of questions and stimuli to sizes in excess of the 3.00× permitted by the zoom resource.

Configuring and Using Embossing Software

The TDS is designed to allow students to print secure test material with TA or TE approval. This means that the software used for sending print requests to the braille embosser must be installed on the computers that TAs and TEs will use for test sessions.

The embossed output for student print requests varies depending on the file type associated with a test question. A TA or TE must ensure that the student has the braille type test setting prior to approving the student for testing, as this determines which file type is used for printing. There are two types of files:

1. **BRF:** The BRF file type handles print requests for questions containing only text, including formatted tables and poems. This file type is handled by the DBT software.
2. **PRN:** The PRN file type handles print requests containing tactile or spatial components such as images, diagrams, etc. This file type is handled by the ViewPlus software.

Upon approving a print request, the TA or TE must send the file to the embosser using either the DBT software (for BRF files) or ViewPlus software (for PRN files). The following subtopic provides steps for configuring BRF and PRN files using sample files that are available under the *Help Guide* menu on the Test Administrator and Test Examiner Practice and Training site, which is linked on both the CAASPP [Online Practice and Training Tests](http://www.caaspp.org/practice-and-training/index.html) (<http://www.caaspp.org/practice-and-training/index.html>)  and the ELPAC [Online Practice and Training Tests](https://www.elpac.org/resources/online-practice-and-training-test/) (<https://www.elpac.org/resources/online-practice-and-training-test/>)  web pages.

Instructions for printing files are located in the [Sending Requested BRF and PRNs to the Embosser \(/accessibility-guide/requirements-for-visual-impairment/testing-students-requiring-braille/#sending-brf-and-prns-to-embosser\)](#) subtopic.



ALERT: TAs and TEs will need to ensure that the braille type setting for the student is correct prior to approving the student for testing. The braille type setting (including Nemeth, Contracted, or Uncontracted) determines what file type will be used for student print requests.

Opening Sample BRF and PRN Files on TA or TE Computers

This section contains instructions for opening sample BRF and PRN files with the correct software program and setting default printing preferences. The DBT and ViewPlus Tiger Designer software must already be installed.

Configuring BRF Files with the DBT Software

1. Navigate to the [CAASPP website \(https://www.caaspp.org/\)](https://www.caaspp.org/)  or [ELPAC website \(https://www.elpac.org/\)](https://www.elpac.org/) .
2. Select the [Test Administrator Interface for All Online Tests] button.
3. Log on using a Single Sign-On account.
4. Select the [Help Guide] menu button on the system banner (shown in [figure 3](#)).

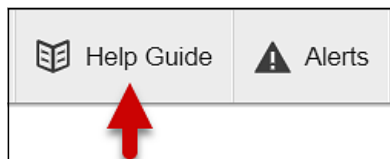


Figure 3. Selecting the *Help Guide* menu

5. Select the [Table of Contents] icon  in the upper-left corner of the *Help Guide* screen, which is indicated in [figure 4](#).



Figure 4. *Help Guide* screen

6. Select the [Appendices] link in the left navigation column and then the [Sample Braille Files] link in the left navigation column. These are both also indicated in [figure 4](#).
7. Select the [Sample BRF File] link in the content section of the Help Guide. Depending on the web browser type and configuration, either the user will be prompted where to save the file or the file may download directly.
8. When opening a file of this type for the first time, select *Duxbury Braille Translator (default)* if prompted and then select the [OK] button.
9. This will open the sample file in the DBT program. Continue to step 11.
10. If the *Duxbury Braille Translator* is not available as a selectable program, take these steps to add DBT as the default program for opening BRF files. Note that images may differ on the basis of the operating system being used.
 - a. Select the [Browse] button. The *Choose Helper Application* window will open.
 - b. Scroll down or navigate to the “Duxbury” folder and open it.
 - c. Open the “DBT” folder and select dbtw.exe. In the *Open with* program selection window, make sure the [Duxbury Braille Translator] icon is selected.
 - d. Check the box for *Do this automatically for files like this from now on*.
 - e. Select [OK]. The *Duxbury Braille Translator* program will open and preview the file.



NOTE: If the *Import File* window appears, set the template to either English (American) – Standard Literary Format (for DBT 11.2 or earlier) or English (UEB) – basic (for DBT 11.3 or later), and set the Import Filter to Formatted Braille.

11. In the *Duxbury Braille Translator* window shown in [figure 5](#), open the *Global* menu and then select *Embosser Setup*.

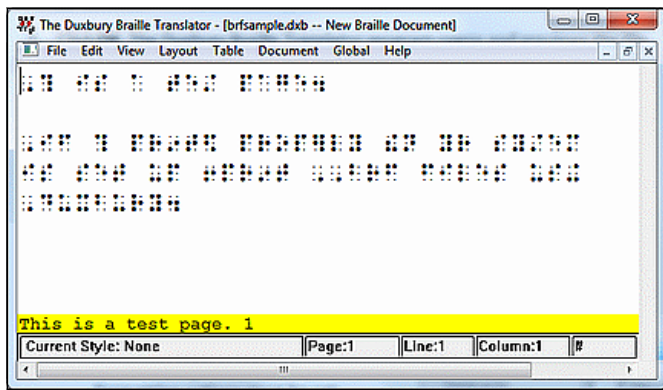


Figure 5. The *Duxbury Braille Translator* window

12. Take the following steps to add a new embosser, if needed:

- a. Select [**N**ew]; the *Embosser Setup—Untitled Configuration* window appears.
- b. From the *Embosser Model* drop-down list, select the required embosser type.
- c. From the *Send to Printer* drop-down list, select the required embosser's name and then select [**O**K].
- d. In the *Embosser Setup* window, select [**O**K].

13. In the *Duxbury Braille Translator* window, go to *Document* → *Embosser Setup* to open the *Embosser Setup* window (shown in [figure 6](#)) and then ensure the following settings are selected:

- a. *Braille Device*: ViewPlus Max (or other supported ViewPlus embosser)
- b. The following *Desired Braille Document Formatting* options must be set:
 - i. *Emboss in Interpoint* checkbox **not** selected
 - ii. *Top margin in lines*: 2
 - iii. *Binding margin in characters*: 5

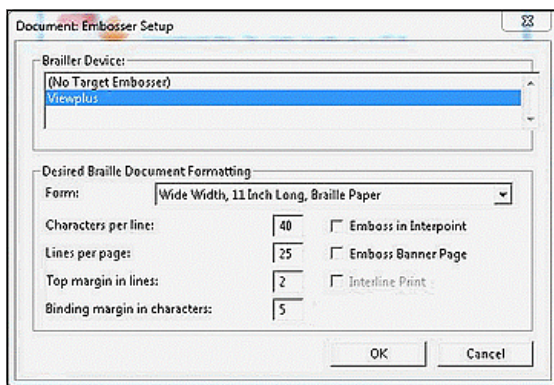


Figure 6. *Document Embosser Setup* window

14. Select [**O**K] when finished.

15. In the *Duxbury Braille Translator* window ([figure 7](#)), open the *Global* menu and then select *Formatted Braille Importer*. The *Global: Formatted Braille Importer* window will open.

- a. In the *Global: Formatted Braille Importer* window, select the *Read formatted Braille without interpretation* box and then select [**O**K].
- b. In the *Duxbury Braille Translator* window (shown in [figure 7](#)), select the *File* menu and then select *Emboss*. The *File: Emboss...* window will open.

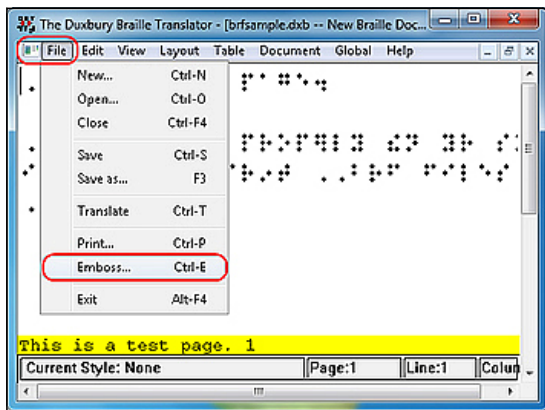


Figure 7. Duxbury Braille Translator window

16. In the *File: Emboss...* dialog box, shown in [figure 8](#), ensure the following are selected:

- a. *Copies*: 1
- b. *Page range*: All

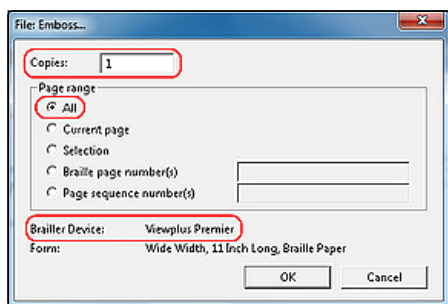


Figure 8. *File: Emboss...* window

17. Select **[OK]**.

Configuring PRN Files with the ViewPlus Tiger Software

Although Tiger Viewer may be used as the default application for opening PRN files, if it is used alongside an embosser other than the Viewplus Max or Premier, the files may need to be converted for the embosser type before printing. Because of this, CAI strongly recommends using Tiger Designer as the default application with a non-Max embosser.

1. Navigate to the [CAASPP website \(https://www.caaspp.org/\)](https://www.caaspp.org/) or [ELPAC website \(https://www.elpac.org/\)](https://www.elpac.org/).
2. Select the **[Test Administrator Interface for All Online Tests]** button.
3. Log on using a Single Sign-On account.
4. Select the **[Help Guide]** menu button on the system banner (shown in [figure 9](#)).



Figure 9. Selecting the *Help Guide* menu

5. Select the **[Table of Contents]** icon [] in the upper-left corner of the *Help Guide* screen, which is indicated in [figure 10](#).



Figure 10. *Help Guide* screen

6. Select the [Appendices] link in the left navigation column and then the [Sample Braille Files] link in the left navigation column. These are both also indicated in [figure 10](#).
7. Select the [Sample PRN File] link in the content section of the Help Guide. Depending on the web browser type and configuration, either the user will be prompted where to save the file or the file may download directly.
8. When opening a file of this type for the first time, select *Tiger Designer* and then select the [OK] button.
9. This will open the sample file in *Tiger Designer*. Continue to step 12.
10. If *Tiger Designer* is not available as a selectable program, take these steps to add *Tiger Designer* as the default program for opening PRN files. Note that images may differ on the basis of the operating system being used.
 - a. From the *Open with* drop-down list, select [**Tiger Designer**] and select [OK]. The Tiger Designer program opens and previews the file.
 - b. If Tiger Designer is not available as a selectable program, select [**Browse**] and select Tiger Designer from the folder where it is installed.
 - c. Check the box for *Do this automatically for files like this from now on*.
 - d. Select [OK]. The Tiger Designer program will open and preview the file.
11. To set *Tiger Viewer* as the default application, complete the following steps:
 - a. From the *Open with* drop-down list, select [**Tiger Viewer**] and then select [OK]. The Tiger Viewer program opens and previews the file.
 - If Tiger Viewer is not available as a selectable program, select [**Browse**] and select Tiger Viewer from the folder where it is installed on the computer.
 - Check the box for *Do this automatically for files like this from now on*.
 - Select [OK]. The Tiger Designer program will open and preview the file.
12. In the *Tiger Designer* window shown in [figure 11](#), open the *File* menu and then select [**Print**].

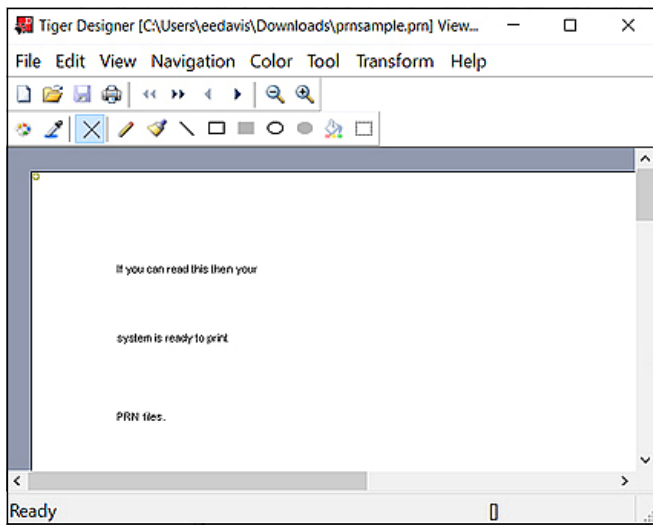


Figure 11. The *Tiger Designer* window

13. The *Print* window will open.
14. In the *Print* dialog box, the following must be selected:
 - a. *Printer*: Select *ViewPlus Max* or other supported ViewPlus embosser.
 - b. *Copies*: Ensure that only one copy is being printed.
15. When finished, select [**Print**].



NOTE: Contact the CAASPP test site coordinator or site ELPAC coordinator or refer to the subsection [*Converting and Printing PRN Files*](#) ([/accessibility-guide/requirements-for-visual-impairment/testing-students-requiring-braille/#converting-and-printing-prn-files](#)) regarding any issues that occur during embossing.

Student Submittal of Print Requests

A student takes the following steps to submit a print request for embossing:

1. For tests that require manual embossing requests or enlarged printing, a student must open the context menu for a passage or question and then select the print option. The request is sent to the test administrator or test examiner. The [**Context Menu**] parallel-line  icon is indicated in a practice test question in [figure 12](#).
 - For *passages*, the student must select the print option in the passage menu. To print a passage, the student selects the [**Print Passage**] printer icon.
 - For *questions*, the student must select the printer option in the question's menu. To open the menu, the student selects the [**Context Menu**] icon  at the top of the question. The menu will include a print option. The student selects [**Print Item**].
 - For *passages and questions*, the student must select the [**Print Page**] button on the upper-right side of the student interface.

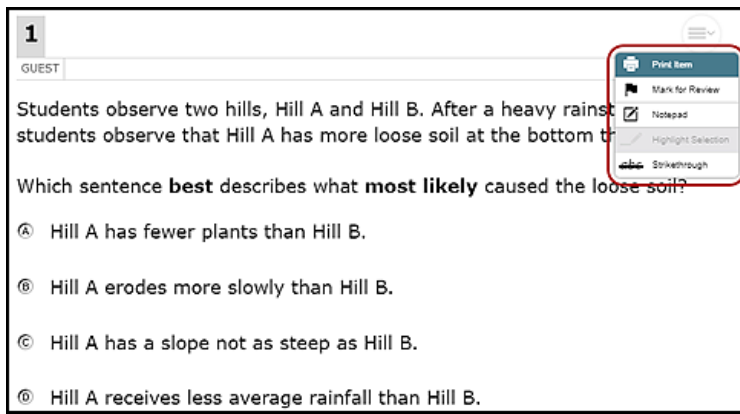


Figure 12. Submitting an embossing request

Reminder: For tests that have *auto-request* enabled for the *Emboss Request Type* test setting, the embossing requests will automatically appear on the Test Administrator Interface as the student moves through the test. Mathematics tests will default to *auto-request* and ELA tests will default to *on-request* unless otherwise indicated by the test administrator in [step 4 \(/accessibility-guide/testing-with-accessibility-resources/#creating-a-test-session-practice-and-summative-step4\)](#).

 **NOTE:** Embossed tests are not labeled. The test administrator or test examiner must keep track of student print requests as shown in the *Student Print Request* screen.

A test administrator or test examiner takes the following steps to approve a print request:

1. Start a test session using the process described in the [How to Approve Print Requests \(/caaspp-otam/ta-interface/use-ta-interface/#creating-test-session-approve-print-requests\)](#)  subtopic from the [CAASPP Online Test Administration Manual \(/caaspp-otam/\)](#)  or the [How to Approve Print Requests \(/summ-elpac-otam/administering-to-students/online-test-session/#approve-print-requests\)](#)  subtopic from the [Summative ELPAC Online Test Administration Manual \(/summ-elpac-otam/\)](#) .
2. Process the print requests. (For more information, refer to the [Sending Requested BRF and PRN Files to the Embosser \(/accessibility-guide/requirements-for-visual-impairment/testing-students-requiring-braille/#sending-brf-and-prns-to-embosser\)](#) subsection for more specific information about processing BRF and PRN requests.)

POLICY: Deleting Files and Discarding Test Material

- 
- When the student's test session is completed, all digital and printed test materials must be permanently deleted and securely destroyed.
 - For instructions on deleting downloaded files, refer to the [Removing Files from the Web Browser Download Archive \(/accessibility-guide/requirements-for-visual-impairment/testing-students-requiring-braille/#removing-files-from-web-browser-download-archive\)](#) subsection.
 - Printed test materials must be securely destroyed.

Sending Requested BRF and PRNs to the Embosser

POLICY: Deleting Files and Discarding Test Material

- 
- When the student's test session is completed, all digital and printed test materials must be permanently deleted and securely destroyed.
 - For instructions on deleting downloaded files, refer to the [Removing Files from the Web Browser Download Archive \(/accessibility-guide/requirements-for-visual-impairment/testing-students-requiring-braille/#removing-files-from-web-browser-download-archive\)](#) subsection.

- Printed test materials must be securely destroyed.

The instructions in this subsection assume the TA or TE has begun a test session and approved a print request from a student.

NOTE:



- When administering tests, be sure to plug the embosser into the same USB port that was used when it was first set up for testing. Otherwise, the computer may identify the embosser as a new device and require it to be set up again.
- If a student testing with auto emboss pauses a test before all queued print requests are printed, the student must send manual print requests for any unprinted items that were previously in the queue when testing resumes.

The process for embossing print requests is slightly different for BRF and PRN file types. PRN files may be embossed with either Tiger Viewer or Tiger Designer. However, Tiger Designer is the recommended program, as it also allows file types to be converted, if necessary.

Printing BRF Files

1. Upon approving a print request for a test passage or question that will be printed in BRF format, a print dialog box like the one shown in [figure 13](#) will open.

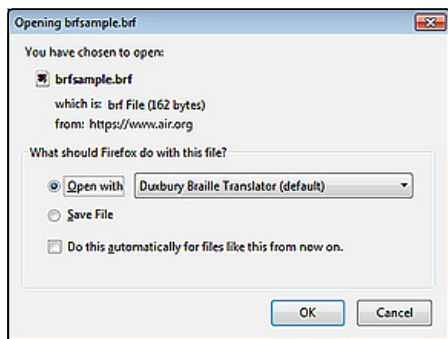


Figure 13. *BRF printing* dialog box

2. Select the *Open with* radio button (not *Save File*).
3. In the drop-down list, make sure *Duxbury Braille Translator* is selected.
4. Select the [OK] button. The *Import File* dialog box will open.
5. On the *Import File* dialog box (refer to [figure 14](#)), ensure that the following are selected:
 - Template:
 - For DBT 11.2 or earlier: *English (American) – Standard Literary Format*
 - For DBT 11.3 or later: *English (UEB) – basic*

Import Filter: *Formatted braille*

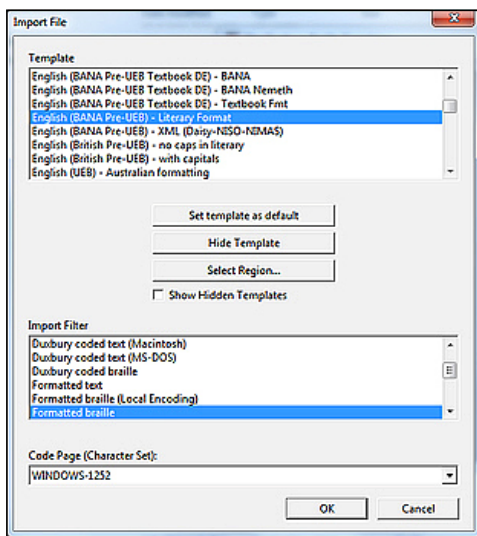


Figure 14. *Import File* dialog box

6. Select [OK]. The *Duxbury Braille Translator* preview window will open (refer to [figure 15](#)).

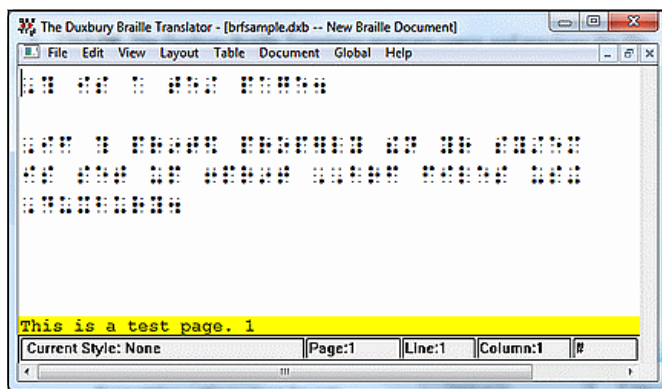


Figure 15. *Duxbury Braille Translator* preview window

7. In the *Duxbury Braille Translator* preview window, shown in [figure 15](#), open the *File* menu and select [Emboss...]. The *File: Emboss...* dialog box will open.

8. In the *File: Emboss...* dialog box, shown in [figure 16](#), ensure the following are selected:

- *Copies*: 1
- *Page range*: All
- *Braille Device*: ViewPlus Max (or other ViewPlus embosser)

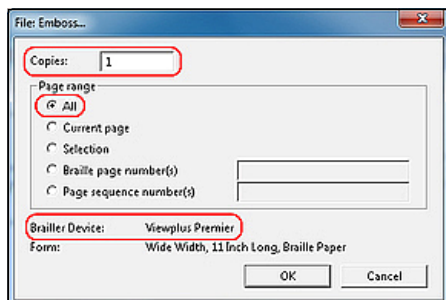


Figure 16. *File: Emboss...* dialog box

9. When ready, select [OK]. The print request will be sent to the ViewPlus Max embosser.

Sending PRN or BRF Files to the Embosser with Tiger Viewer

PRN file print requests can be embossed in Tiger Viewer. However, if the print option is grayed out when printing a file, the file cannot be converted with Tiger Viewer. PRN files can only be converted in Tiger Designer.

1. Locate the approved file the web browser downloads. (Contact local IT support for assistance editing these settings to be able to easily find files.)
 2. If Tiger Viewer is set up as the default application for opening PRN files, either open the downloaded file in Tiger Viewer directly from the web browser or save the file to the local device and then open it in Tiger Viewer manually.
- *For Google Chrome users:* This web browser displays the downloaded file at the bottom of the screen (refer to [figure 17](#)).

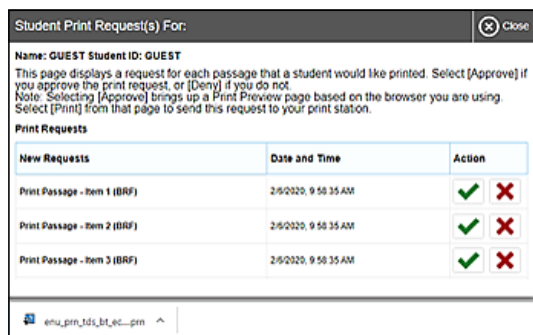


Figure 17. Downloading braille files in Chrome

- To open the file directly from the web browser, double-click the downloaded file.
 - To save the file to the local device, select the icon next to the downloaded file that shows an upward-facing arrow.
- *For Firefox users:* This web browser opens a dialog window (refer to [figure 18](#)).

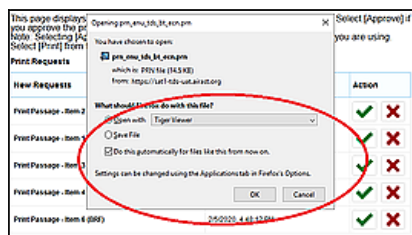


Figure 18. Downloading braille files in Firefox

- To open the file directly from the web browser, select the *Open with* radio button and make sure *Tiger Viewer* is selected in the drop-down list; then, select [OK].
 - To save the file to the local device, select the *Save File* radio button; then, select [OK].
- *For Edge users (version 44 and earlier):* This web browser displays the downloaded file in a dialog box at the bottom of the screen (refer to [figure 19](#)).
- To open the file directly from the web browser, select [Open].
 - To save the file to the local device, select [Save].

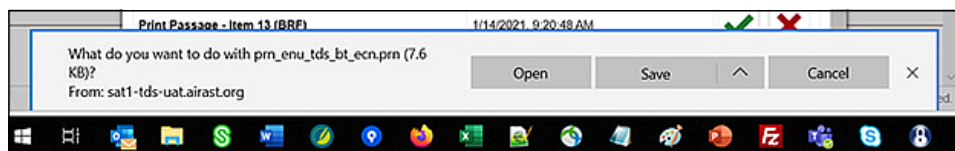


Figure 19. Downloading braille files in Edge 44

- *For Edge users (based on Chromium version 79 and later):* This web browser displays the downloaded file in the bottom-left corner of the screen (refer to [figure 20](#)).

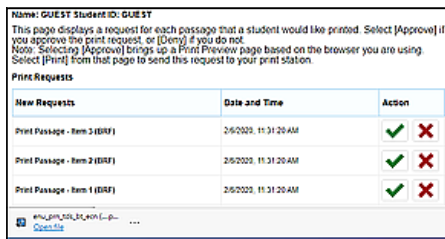


Figure 20. Downloading braille files in Chromium-based Edge

- To open the file directly from the web browser, select the blue [Open File] link.
- To save the file to the local device, select the three-dot menu icon, and then select *Show in folder*. This will open File Explorer to where the file is saved in the downloaded documents folder.

3. When Tiger Viewer is the default application for printing PRN files in the web browser, the *Print PRN File* screen appears. Take the following steps to print a file that was saved to a local device:

- a. Launch Tiger Viewer.
- b. Select *File* → *Print File*.
- c. Select the [Select File] button, and then choose the PRN file to be embossed.

After ensuring that only one copy is being printed and that the *Printer Name* is set to the embosser that will emboss the braille files, select the [Print] button (figure 21).

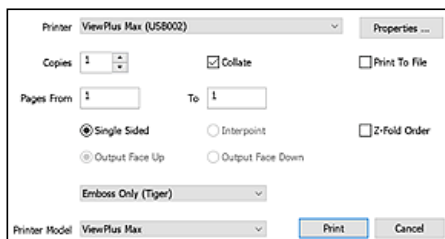


Figure 21. Tiger Designer Print Window

- If the [Print] button is grayed out, convert the file in Tiger Designer (refer to [Converting and Printing PRN Files \(/accessibility-guide/requirements-for-visual-impairment/testing-students-requiring-braille/#converting-and-printing-prn-files\)](#)).

Converting and Printing PRN Files

Tiger Designer is the recommended software for embossing PRN files. When approving a print request for a PRN file, the web browser downloads the file. If Tiger Designer is set up as the default application, the downloaded file can be opened in Tiger Designer directly from the web browser. The file can also be saved to the computer and opened in Tiger Designer manually (refer to [Sending PRN Files to the Embosser with Tiger Viewer](#) for information about how to access PRN files from each supported web browser).

1. Locate the saved PRN file and open it.
 - a. If Tiger Designer is set as the default program for PRN files, a *Print* dialog box like the one shown in figure 22 should open automatically. If not, select *File* → *Print* in the top toolbar.

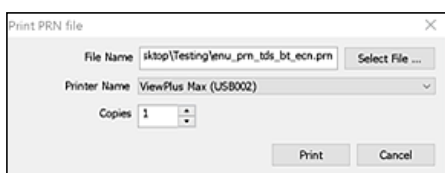


Figure 22. *Print PRN file* print window

- b. Ensure that only one copy is being printed.

- c. Ensure that *ViewPlus Max* (or whichever supported ViewPlus embosser is being used) is selected in the *Printer* drop-down list.
 - d. Select the [**Print**] button.
2. The option to print might be grayed out if an embosser other than ViewPlus Max or Premier is being used ([figure 23](#)). If this is the case, convert the file by following these steps:

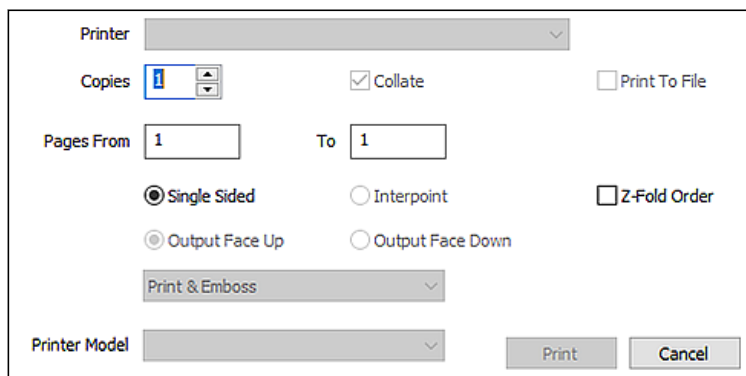


Figure 23. Grayed-out [**Print**] button

- a. Launch Tiger Designer.
- b. Access *File* → *Open*, select the file that is not embossing properly, and then select [**Open**]. (If necessary, find the file type *Tiger PRN files (*.prn)* in the drop-down list directly above the [**Open**] button.)
- c. If a pop-up message appears indicating that the file needs to be converted, select the [**Yes**] button; this message is shown in [figure 24](#).

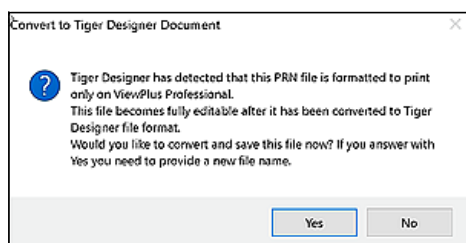


Figure 24. Convert file message

- d. If this pop-up message does not appear, then go to *File* → *Save As* to convert the file manually by saving the file as a *Viewplus Cub/Max PRN* file type from the *Save as type* drop-down list and then selecting the [**Save**] button ([figure 25](#)).

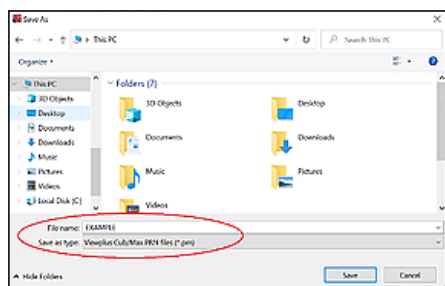


Figure 25. Saving as a .prn file

3. Exit Tiger Designer, and then reopen the newly saved PRN file in Tiger Designer.
4. In the top toolbar, select *File* → *Print*. After ensuring that only one copy is being printed and the *Printer Name* is set to *ViewPlus Max* (or whichever supported ViewPlus embosser is being used) in the *Print* window, select [**Print**].

Removing Files from the Web Browser Download Archive

Most supported web browsers automatically save downloaded files. If the device being used automatically saves the BRF and PRN files, ensure that no one else can print the requested test materials. For security purposes, all test-related files must be deleted from a web browser's download archive, and all hard copies must be securely destroyed.

Google Chrome

1. Open Google Chrome.
2. Select the [Customize and control Google Chrome] vertical dots icon  in the upper-right corner of the application window.
3. Select *Downloads*. The *Downloads* window will open.
4. Remove all test-related files by completing one of the following actions:
 - a. For each file, select the [X] icon  associated with each file.
 - b. Select the [More actions] vertical dots icon  on right side of the “Downloads” bar at the top of the page and then the *Clear all* list item. (This will not delete any files that may have been saved to the device being used.)

Mozilla Firefox

1. Open Firefox.
2. Select the [Open Application Menu] three lines icon  in the upper-right corner of the application window.
3. Select *Downloads* to open the *Library* window.
4. Delete all test-related files by completing one of the following actions:
 - a. Select each file and press the [Delete] key on the keyboard.
 - b. Select the [Clear Downloads] link located at the top of the *Library* window. This will remove all temporary downloaded files, including any other files that may have downloaded. (This will not delete any files that may have been saved to the device being used.)

Microsoft Edge

1. Open Microsoft Edge.
2. Select the [Settings and more] horizontal dots icon  in the upper-right corner of the application window.
3. Select *Downloads from the drop-down list*.
4. Delete all test-related files by completing one of the following actions:
 - a. For each file, select the [Delete file] trash can icon .
 - b. In the *Downloads* drop-down list, select the [More options] horizontal dots icon , and then select the [Clear all download history] button.



NOTE: Depending on download settings (where temporary files are saved), files from the “Temporary Internet Files” folder may also require deletion.

Configuring and Administering Tests with JAWS



NOTE: The examples and screenshots that follow are for JAWS 2020 installed to the default location. If another supported version of JAWS is present or it is installed to a different location, navigate to the appropriate directory.

Additional Resources:



- [Configuring JAWS Demonstration \(https://www.caaspp.org/rsc/videos/archived-training_configuring-jaws-demonstration.2018.html\)](https://www.caaspp.org/rsc/videos/archived-training_configuring-jaws-demonstration.2018.html) video
- [English Language Arts/Literacy Using JAWS demonstration \(https://www.caaspp.org/rsc/videos/archived-training_ela-using-jaws-demonstration.2018.html\)](https://www.caaspp.org/rsc/videos/archived-training_ela-using-jaws-demonstration.2018.html) video
- [Mathematics Using JAWS Demonstration \(https://www.caaspp.org/rsc/videos/archived-training_math-using-jaws-demonstration.2018.html\)](https://www.caaspp.org/rsc/videos/archived-training_math-using-jaws-demonstration.2018.html) video

Configure JAWS before students use it for computer-based testing. This section contains the instructions for the following tasks:

- [Configuring JAWS to Recognize the Secure Browser \(/accessibility-guide/requirements-for-visual-impairment/config-and-administer-with-jaws/#recognize-secure-browser\)](#)
- [Additional Configuration for JAWS 2020 \(/accessibility-guide/requirements-for-visual-impairment/config-and-administer-with-jaws/#recognize-secure-browser-additional-config-for-2019-2020\)](#)
- [Applying Settings for Contracted and Uncontracted Braille \(/accessibility-guide/requirements-for-visual-impairment/config-and-administer-with-jaws/#settings-for-contracted-or-uncontracted-braille\)](#)
- [Configuring JAWS to Speak “Dollars” \(/accessibility-guide/requirements-for-visual-impairment/config-and-administer-with-jaws/#to-speak-to-dollars\)](#)
- [JAWS Unified Keyboard Settings \(/accessibility-guide/requirements-for-visual-impairment/config-and-administer-with-jaws/#unified-keyboard-settings\)](#)

The configuration instructions in this section apply to JAWS 2020, JAWS 2021, and JAWS 2022, as well as Fusion.

Configuring JAWS to Recognize the Secure Browser

Take the following step to associate the current-year secure browser with JAWS:

1. Open the JAWS ConfigNames.ini file. This file may appear in two folders. Depending on how JAWS is installed on the device, both files may need to be modified.
 - *Start → All Programs → JAWS [version year] → Explore JAWS → Explore Shared Settings (required)*
 - *Start → All Programs → JAWS [version year] → Explore JAWS → Explore My Settings (optional)*
2. In the ConfigNames.ini file, locate the line of text that contains firefox:3=firefox. At the end of this line, press [Enter] on the keyboard to create a new line.
3. In the new line, type in the following string: CAsSecureBrowser15=firefox (no ending punctuation).
4. Save the file.



NOTE: If there is an error message indicating that the user does not have permission to save the .ini file to this location, the user will first need to save the file to the desktop as ConfigNames.ini. After saving the updated.ini file, copy it to the folder containing the original.ini file (referenced in step 1). Confirm replacement of the original file with the file that was just created.

Additional Configuration for JAWS 2020

Older versions of JAWS do not run properly with the secure browser unless an additional JAWS file is downloaded and configured. Take the following steps if the student uses JAWS 2020:

1. Download the `fsdomsrv.ini` zip file from CAI (ZIP) (https://guides.cambiumast.com/TDS_Proctor/v1/Files/fsdomsrv.zip) and save it to the desktop or other known location.
2. Locate the JAWS folder that contains the existing `fsdomsrv` file (sample in [figure 1](#)).
 - *JAWS 2020: Local Disk → Program Files → Freedom Scientific → JAWS → 2020*

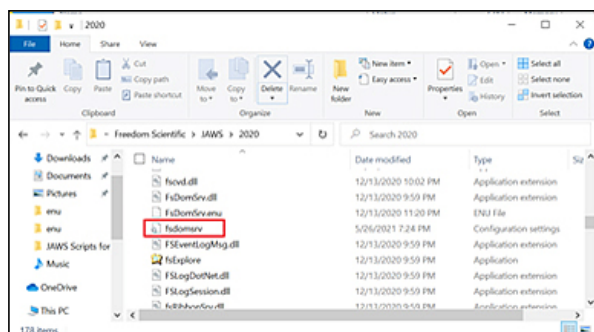


Figure 1. Sample JAWS2020 `fsdomsrv` file location

3. Drag and drop the newly downloaded `fsdomsrv.ini` file from its location into the folder listed in the previous step. When the *Replace or Skip Files* window—as shown in [figure 2](#)—opens, select the *Replace the file in this destination* option.

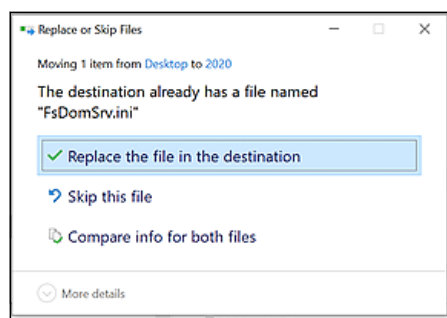


Figure 2. *Replace or Skip Files* window

Applying Settings for Contracted or Uncontracted Braille

For students to use contracted or uncontracted literary braille with their RBD, the correct JAWS setting must be applied prior to launching the secure browser. Braille mode settings also need to be selected.

1. Open JAWS and then select the *Utilities* menu. In the *Utilities* menu, select *Settings Center*. The *Settings Center*, shown in [figure 3](#), will open.

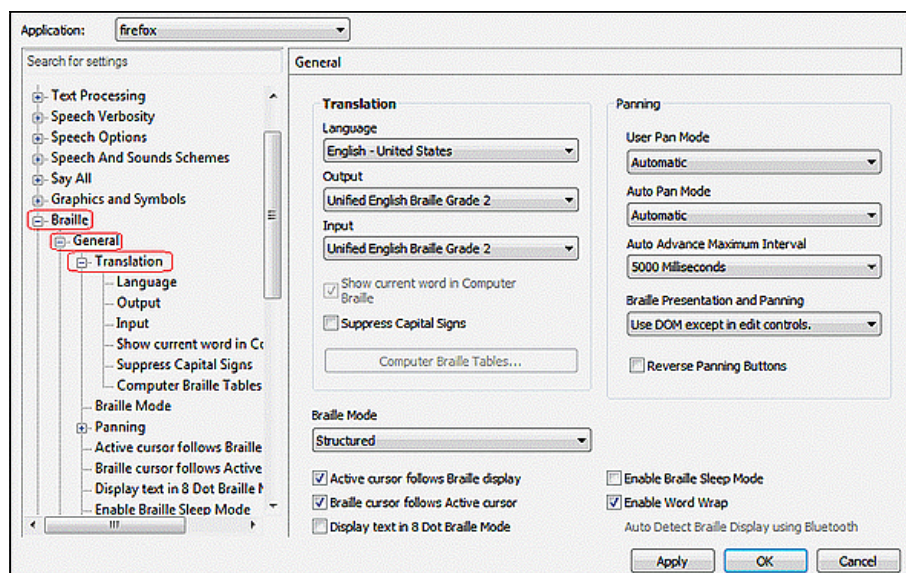


Figure 3. JAWS *Settings Center*, *Contracted Braille Translation* screen

2. From the *Application* drop-down list at the top of the *Settings Center* screen, select *firefox*.
3. Take the following actions:
 - a. Scroll down to the “Braille” section in the *Search for settings* panel displayed on the left side and expand the subsettings. The *Settings Center* window displays the options for Braille Translation.
 - b. In the “Translation” section (figure 4), verify the *Language* drop-down list is set to *English – United States*.
 - c. Select a braille type:
 - For a student who prefers contracted braille, select *Unified English Braille Grade 2* from the *Output* and *Input* drop-down lists.
 - For a student who prefers uncontracted braille, select *Unified English Braille Grade 1* from the *Output* drop-down list.

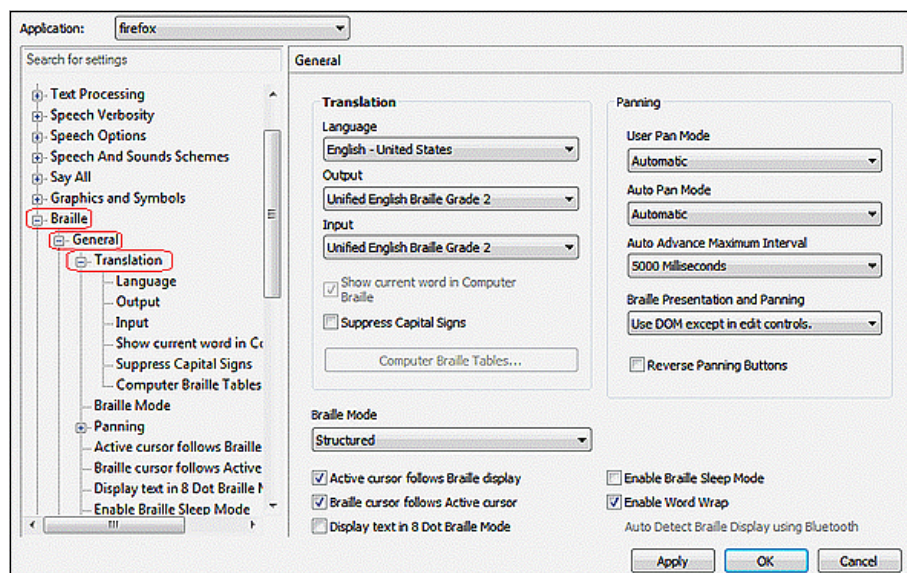


Figure 4. JAWS Settings Center, Translation screen

4. In the *Braille Mode* section, ensure that the four settings that follow—and shown in figure 5—are checked (and only these settings are checked):
 - a. Active cursor follows Braille display
 - b. Braille display or cursor follows Active cursor
 - c. Enable Word Wrap
 - d. Auto Detect Braille Display using Bluetooth (if available)

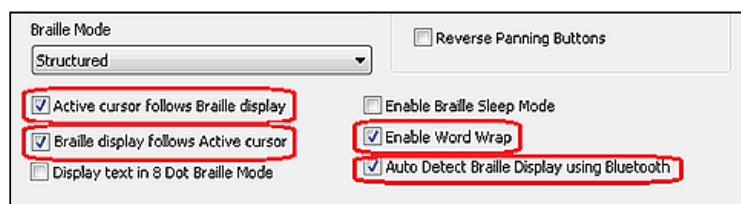


Figure 5. Braille Mode settings

5. Select the [Apply] button and then select the [OK] button.

Configuring JAWS to Speak “Dollars”

The instructions in this subsection will ensure that JAWS correctly speaks the dollar (\$) symbol.

1. Open JAWS and then select the *Utilities* menu. In the *Utilities* menu, select *Settings Center*. The *Settings Center* will open.
2. In the “Search for settings” panel on the left side, scroll down to the *Text Processing* section and expand the subsettings.

3. Select *Speak Dollars*.
4. The *Settings Center*, shown in [figure 6](#), will display the *Number And Date Processing* options, including *Speak Dollars*.

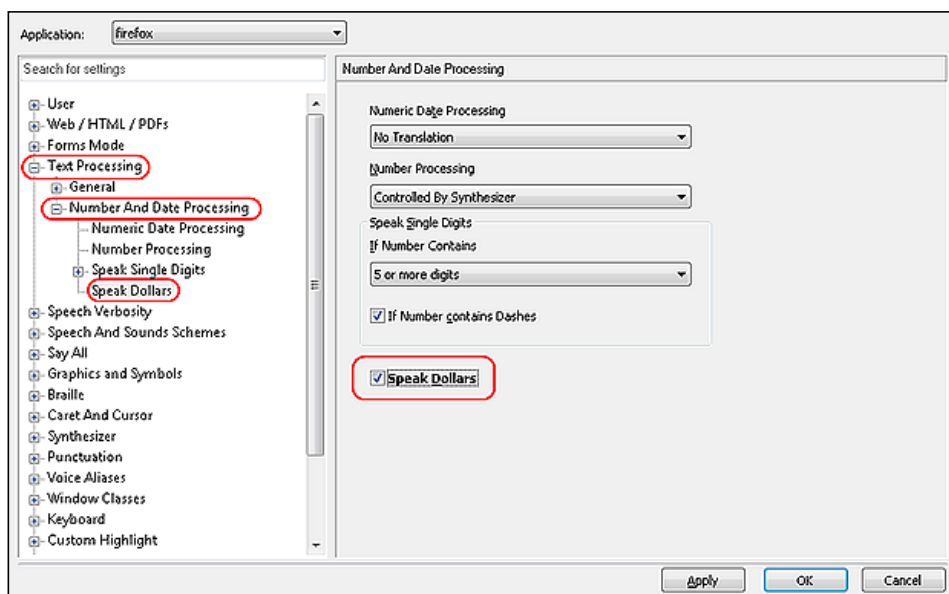


Figure 6. *Setting Center Number And Date Processing* options

5. Check the box for *Speak Dollars*.
6. Select [Apply] and then select [OK].

JAWS Unified Keyboard Settings

JAWS includes a unified keyboard setting that allows students to use [Alt] + [Tab] to return to the secure browser when permissive mode is turned on.

The unified keyboard setting is turned on by default, but it still should be verified before testing begins that it is enabled for a student using JAWS.

1. Open JAWS and navigate to *Utilities* → *Setting Center*.
2. Search in the Settings Center for “Unified Keyboard” and mark the *Use Unified Keyboard Processing Method* checkbox (refer to [figure 7](#)).

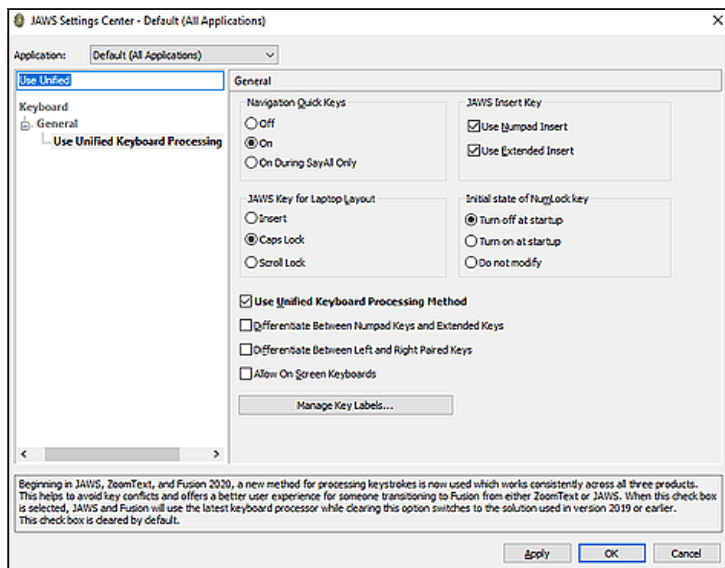


Figure 7. Use Unified Keyboard Processing setting

Optional JAWS Voice Adjustment Settings

JAWS voice settings may be adjusted for a student on the basis of the student’s individual needs. *Voice Profile*, *Speaking Rate*, and *Punctuation* must be set prior to administering assessments. Instructions for each setting follow.



ALERT: Any optional JAWS setting for a student must be set prior to launching the secure browser. A students should take one or more practice tests using JAWS to determine whether these settings need to be adjusted.

Opening the JAWS Voice Adjustment Window

Open JAWS and select the *Options* menu. In the *Options* menu, select *Voices* and then *Voice Adjustment*, as shown in [figure 8](#). The *Voice Adjustment* interface will open.

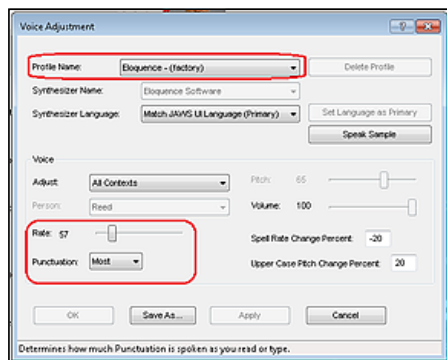


Figure 8. Opening the *Voice Adjustment* interface

Adjusting JAWS Voice Profile, Speaking Rate, and Punctuation Settings

Voice Profile, *Speaking Rate*, and *Punctuation* can be set in the *Voice Adjustment* interface, shown in [figure 9](#). When all settings are saved, select the [OK] button.

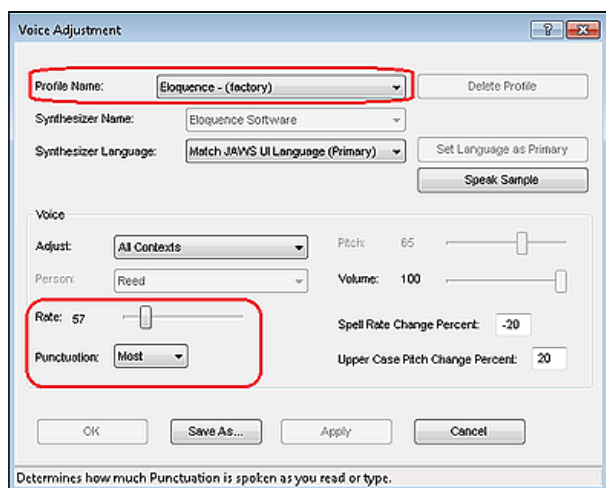


Figure 9. *Voice Adjustment* interface

Voice Profile

1. Select a Voice Profile from the *Profile Name* drop-down list.
2. Select the [Apply] button.

Voice Rate

1. In the “Voice” section, drag the slider to the desired rate of speed. The lower the rate, the slower the words will be read aloud.
2. Select [Apply].

Punctuation

1. In the “Voice” section, select the *Punctuation* drop-down list. Select from the following options: *None*, *Some*, *Most*, and *All*.
2. Select [Apply].

Navigating a Test with JAWS



NOTE: For detailed information about administering computer-based tests, refer to the [CAASPP Online Test Administration Manual \(/caaspp-otam/\)](#), [Summative ELPAC Online Test Administration Manual \(/summ-elpac-otam/\)](#), or [Initial ELPAC Online Test Administration Manual \(/initial-elpac-otam/\)](#).

This section provides an overview of how students can navigate through the test and test questions using JAWS commands.

As TAs and TEs work with students to familiarize them with using the TDS, they should make students aware that the braille transcriptions may not follow the usual braille rules. TAs, TEs, and students should review the information in this section prior to taking a practice or training test or operational assessment.



TIP: As the student interface has recently been updated, students are encouraged to take multiple practice tests to ensure familiarity with JAWS navigation during testing.

Navigating the Sign-In Page

This subsection provides instructions about how students navigate the sign-in pages of the TDS. A student will take the following actions to navigate the *Student Sign-In* screen:

- To listen to each line of text, the student presses the [Down] arrow.
- To move to the [Return to Login] and [Begin Test Now] buttons, the student presses the [Tab] key until the necessary button is reached.
- To select the [Return to Login] or [Begin Test Now] button, the student presses [Enter].



NOTE: If the student navigates to the JAWS application window while signing in, the student can return to the secure browser by pressing [Insert] + [F10] on a standard Windows keyboard or by pressing [Space bar] + [S] (dots 2, 3, and 4) on a Perkins braille keyboard. Keyboard layouts may vary by device. Refer to the manual provided by the device manufacturer for more information.

Please Sign In Screen, Operational Assessment or Training Test

1. The student opens JAWS on the local device.
2. To access an operational or training test, the student opens the secure browser on the local device. The student *Please Sign In* screen, shown in [figure 10](#), displays.

Figure 10. Student *Please Sign In* screen

3. If the student needs to take a practice test, the student selects the **[Go to the Practice and Training Test Site]** button.
4. On the *Please Sign In* web form, the student must enter a first name, SSID, and the session ID, and then select **[Sign In]**.
 - a. The student presses the [Tab] key to navigate to the *First Name* field, where the student should enter a first name.
 - b. The student presses the [Tab] key to navigate to the *Student ID* field, where the student should enter an SSID.
 - c. The student presses the [Tab] key to navigate to the first text box for the Session ID. If the first part of the session ID not already entered, the student should enter the first portion of the hyphenated text given by the TA or TE.
 - d. The student presses the [Tab] key to navigate to the second text box for the session ID and then enters the next set of hyphenated text given by the TA or TE.
 - e. The student presses the [Tab] key to navigate to the third text box for the session ID and then enters the remaining text given by the TA or TE.
 - f. The student presses the [Tab] key to navigate to the **[Sign In]** button and then presses the [Enter] key to log on.



NOTE: Session IDs have three parts. As a result, the session ID field is split into three text boxes. The hyphens are provided automatically.

***Please Sign In* Screen, Practice and Training Tests**

1. To access a practice test as a guest, a student accesses the **CAASPP website** (<https://www.caaspp.org/>) or the **ELPAC website** (<https://www.elpac.org/>) and selects the **[Practice & Training Tests]** button to open the **Online Practice and Training Tests** (<http://www.caaspp.org/practice-and-training/>) web page.
2. A student selects the **[Student Interface Practice and Training Tests]** button.
3. On the *Practice and Training Test Sign In* screen, the student should select (click) the toggles next to *Guest User* and *Guest Session* so they read *Off*. These toggles are indicated in [figure 11](#).

Figure 11. *Please Sign In* screen for the practice and training tests

4. The student should enter an SSID, first name, and the session ID, and then select the **[Sign In]** button.

Optional: While the student may log on as a guest user, logging on with the student’s own SSID and First Name is recommended to aid tracking print requests on the Test Administrator Interface.

Required: To enable print requests, the student must not use Guest Session. The *Guest Session* checkbox should be unchecked.

Is This You? Screen

This screen requires students to verify personal information.

1. On the *Is This You?* screen (shown in [figure 12](#)), the student must verify personal information. If the information is correct, the student should select **[Correct]**.
 - a. To listen to each line of text, the student presses the **[Down]** arrow. The listed demographic information will be read aloud.
 - b. To move to the **[Yes]** and **[No]** buttons, the student presses the **[Tab]** key.
 - c. To select the **[Yes]** or **[No]** button, the student presses **[Enter]**.

Figure 12. *Is This You?* student verification screen

Your Tests Screen

This screen lists the available tests for the student’s grade level ([figure 13](#)), which shows the options for a practice test. Tests are listed in a two-column table. Students will hear the test name, then the opportunity number, and then the link to choose that test.

Your Tests
Select the test you need to take.

Grade: 8

Smarter Balanced Practice Tests

- Start Grade 8 Math Performance Task
This is opportunity 1 of 99
- Start Grade 8 ELA Performance Task
This is opportunity 1 of 99
- Start Grade 8 Math Practice Test
This is opportunity 1 of 99
- Start Grade 8 ELA Practice Test
This is opportunity 1 of 99

Smarter Balanced Training Tests

- Start Grades 6-8 ELA Training Test
This is opportunity 1 of 99
- Start Grades 6-8 Math Training Test
This is opportunity 1 of 99

California Alternate Assessment (CAA) Practice Tests

- Start CAA Grade 8 Science Practice Test – Performance Task 1
This is opportunity 1 of 99
- Start CAA Grade 8 Science Practice Test – Performance Task 2
This is opportunity 1 of 99

Return to Login

Figure 13. Student test selection

1. To move to the first test listed on this screen, the student presses the [Tab] key.
2. To navigate between the test names, the student presses the [Tab] key. The order of navigation is from left to right and top to bottom, in a zigzag pattern.
3. To start or resume the test in focus, the student presses the [Enter] key.

Audio/Video Check

The student should verify the audio works on the *Audio/Video Checks* screen by pressing the [Enter] to play the video after JAWS reads “play video button” (figure 14). After verifying the video plays, the student presses [Enter] to select the **[I could play the sound and video]** button.

Audio/Video Checks
Your test uses multi-media features. Please perform the following checks before continuing.

Sound and Video Playback Check

Make sure sound and video playback are working. To play the sample sound and video, press the play button.

Next Step:
If you were able to play the sound and video, choose **I could play the sound and video**. If not, choose **I could not play the sound or video**.

I could play the sound and video I could not play the sound or video

Figure 14. *Audio/Video Checks* screen

Instructions and Help and the Review Test Settings Pages

The *Instructions and Help* screen allows access to the student *Help Guide* and the *Test Settings* page. Students must access the *Review Test Settings* page to verify that all test information and settings are correct. Settings may be different for different assessments.

1. After the student has been approved, the *Instructions and Help* screen, shown in [figure 15](#), appears. The student has the option of continuing to the assessment, reviewing test settings, or reviewing the on-screen help.

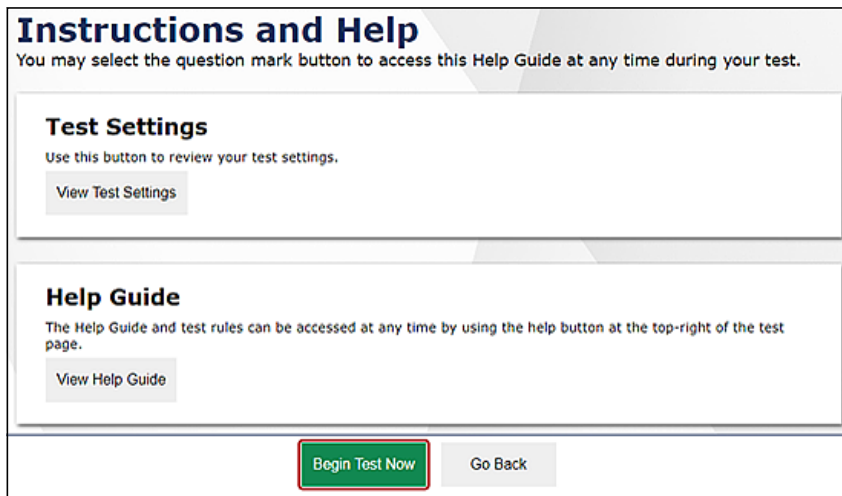


Figure 15. *Instructions and Help* screen

2. The student should take the following steps to navigate the *Instructions and Help* screen. At any time, the student may [Tab] to the [**Begin Test Now**] button—indicated in [figure 15](#)—and press [Enter] to begin testing.
- To listen to each line of text, the student presses the [Down] arrow.
 - To move to the [**Return to Login**] and [**Begin Test now**] buttons, the student presses the [Tab] key.
 - To select the [**Return to Login**] or [**Begin Test Now**] button, the student presses [Enter].
3. The student should verify that all test information is correct by selecting the [**View Test Settings**] button and reviewing the settings on the screen, displayed in [figure 16](#).

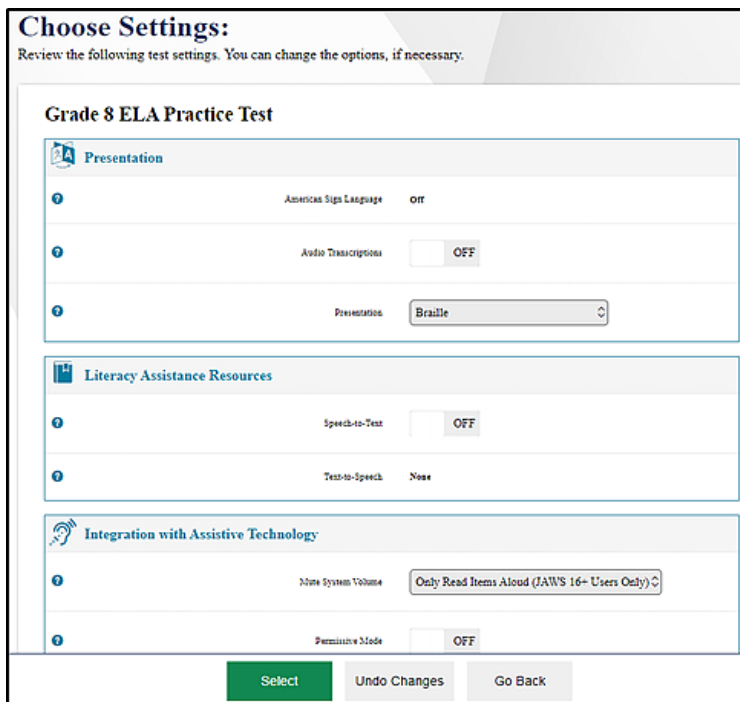


Figure 16. *Review Test Settings* screen

- To listen to each line of text, the student presses the [Down] arrow.
- The student presses [Enter] to select the [**Select**] button and confirm the settings.

- c. If the information is not correct for an operational assessment, the student should navigate to the [**Return to Login**] button and press [Enter], and then communicate the incorrect information to the TA or TE. If this a practice or training test, the student can toggle a setting by selecting it and then pressing the [Space bar].
4. The student should select the [**View Help Guide**] button for additional information about the assessments, either CAASPP or ELPAC. (The student presses the [Tab] key to navigate to the [**View Help Guide**] button and then presses [Enter].) The *Help Guide* screen, like the one shown in [figure 17](#), appears.

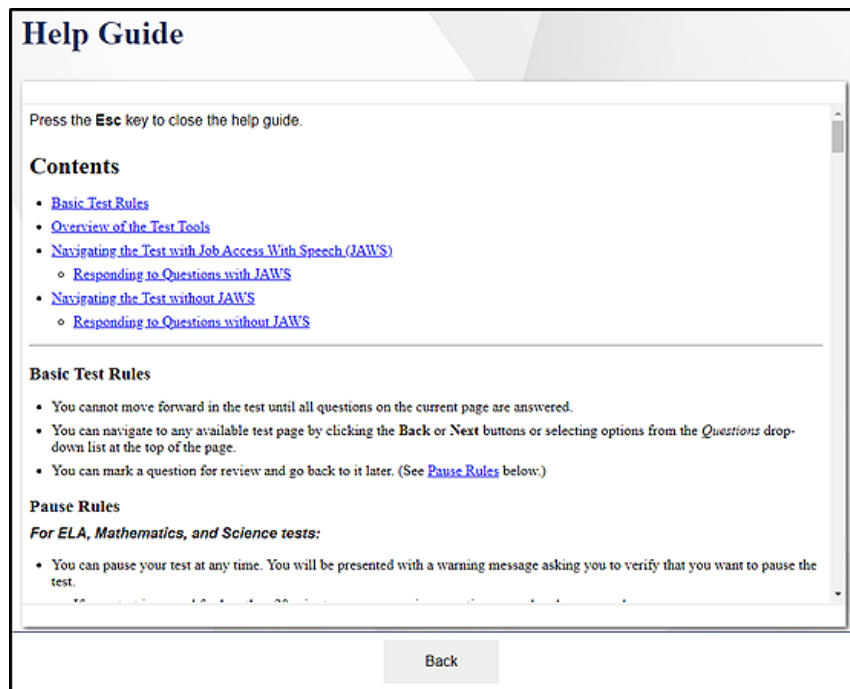


Figure 17. Sample *Test Instructions and Help* screen

- a. The student presses [Tab] to navigate to the [**Back**] button and then presses [Enter] to return to the *Instructions and Help* screen.
5. To proceed and start the test, the student should navigate to [**Begin Test Now**] and then press the [Enter] key.

Navigating Within the Test

This subsection provides instructions that describe how students can move around on a test page.

NOTES:



- The first time the test loads, JAWS may start reading everything until the student stops it by pressing the [Ctrl] key. However, on the next test page, JAWS will focus on the first question on the page.
- The instructions in this subsection provide only the keyboard commands for computer-based testing. Students testing with an RBD that has router keys may also press the router key above the text for a particular button to move the cursor to that button. They can press the router key a second time to select that button instead of using the provided keyboard commands.
- The default setting for JAWS in California is *Only Read Items Aloud*.

About Test Elements

A test page has up to three primary landmark elements: the Banner (test and student information) Region, Navigation and Test Tools Region, and the Test Content Region, where the test content is located (shown in [figure 18](#)). Students navigate between these landmarks in JAWS by pressing the [R] key.

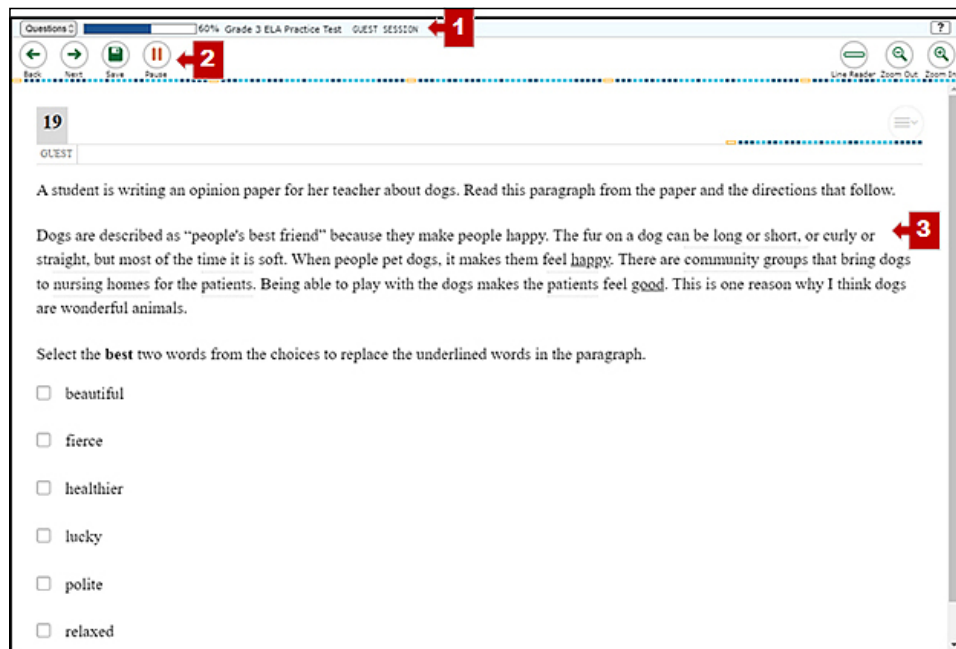


Figure 18. Example test page in streamlined mode

1. **Banner Region:** The banner contains the test information row, which displays the current question number(s), test name, student name, test settings button, pause button, and help button.
2. **Navigation and Test Tools Region:** This region displays the navigation and tool buttons.
3. **Test Content Region:** This section contains the test content, which has the following parts:
 - **Stimulus:** The “Stimulus” region contains the following elements:
 - Stimulus title
 - Stimulus context menu
 - Stimulus content
 - **Question:** Each question in the “Question” region contains the following elements:
 - Question number
 - Question labels
 - Question context menu
 - Question stem
 - Response area or answer options

JAWS Keyboard Commands

A student uses the keyboard commands in [table 1](#) through [table 4](#) to navigate within a test page. A student using RBDs with router keys may also press the router key above the text for a button to move the cursor to that button. The student can press the router key again to select that button instead of using the provided keyboard commands.

The actions associated with each JAWS keyboard command depend on the context in which the students presses the key—the same key may have different effects depending on whether the student is on the sign-in pages, the test pages, or within the items and stimuli of the test pages.

If JAWS enters Forms Mode, these keyboard commands may not work. To exit Forms Mode, a student must press **Num Pad [Plus]** (the “+” key on the keyboard numbers pad).

About JAWS Keyboard Commands: The commands in [table 1](#) through [table 4](#) are a subset of all available JAWS commands.



TIP: Students are encouraged to practice with the version of JAWS they will use during testing to ensure familiarity with the keyboard commands.

Navigating Sign-In Pages with JAWS Keyboard Commands

Table 1. JAWS Keyboard Commands for the Sign-In Page

Action	Keyboard Command
Returns the focus to the secure browser if the student navigates to the JAWS application window while signing in (Keyboard layouts may vary by device. Please refer to the manual provided by the device manufacturer for more information.)	[Insert] + [F10] (standard keyboard)
Returns the focus to the secure browser if the student navigates to the JAWS application window while signing in (Keyboard layouts may vary by device. Please refer to the manual provided by the device manufacturer for more information.)	[Space bar] + [S] (Perkins braille keyboard)
Moves the focus to the next field or button on the page	[Tab]
Moves the focus to the previous field or button on the page	[Shift] + [Tab]
Reads the next line on the page	[Down] Arrow
Reads the previous line on the page	[Up] Arrow
Selects the button, link, or control that is currently in focus	[Enter]

Navigating Test Pages with JAWS Keyboard Commands

Table 2. JAWS Keyboard Commands for a Test Page

Action	Keyboard Command
Navigates to the next landmark element on the page; a test page has up to three primary landmark regions: • Banner Region at top of screen displaying the current question numbers, test name, student name, [Test Settings] icon, [Pause] icon, and [Help] icon • Navigation and Test Tools Region with navigation and tool icons • Test Content Region with the following sections: ▪ <i>Stimulus Section:</i> Contains the stimulus title, stimulus context menu, and stimulus content ▪ <i>Question Section:</i> Contains a question number, question labels (labels that appear when an item is marked for review, printed, or had a note entered), question context menu, question prompt, and the response area	[R]

Action	Keyboard Command
Jumps to the next heading on the page; in general, the following test components are defined with a heading: • Test name (H1) • Student name (H2) • Passage title (H3) • Question number (H3) (not the actual question text)  NOTE: On test pages that have multiple questions, a student can jump directly from one question to the next. To do so, the student should press the [H] key and then press the [Down] arrow twice. The question stem will then be read aloud.	[H]
Jumps to the previous region on the page	[Shift] + [R]
Jumps to the previous heading on the page	[Shift] + [H]
Moves to the next component on the page; in general, the following test elements are components: • Navigation and tool buttons • Question number (and associated prompt text) • Context menu • Response options	[Tab]
Moves to the previous component on the page	[Shift] + [Tab]
Selects a button or response option or opens a context menu	[Enter]
Moves to the next line on the page	[Down] Arrow
Moves to the previous line on the page	[Up] Arrow
Reads everything on the page (from the current point of focus)	[Insert] + [Down] Arrow
Stops JAWS from reading	[Ctrl]

Opening and Using Context Menus with JAWS Keyboard Commands

Table 3. JAWS Keyboard Commands for Context Menus

Action	Keyboard Command
Opens the context menu when JAWS reads “menu button” (This is the only way to open the context menu when streamlined mode is turned on.)	[Enter]
Moves the focus to the next option in the menu, which JAWS will read aloud	[Down] Arrow
Moves the focus to the previous option in the menu, which JAWS will read aloud	[Up] Arrow

Action	Keyboard Command
Selects the menu option currently in focus	[Space bar]
Closes the context menu without selecting any option	[Esc]

Responding to Items with JAWS Keyboard Commands



NOTE: The keypad of the Desmos calculator used in mathematics and science assessments is not tabbable. However, all buttons within the keypad can be navigated or selected using JAWS or [Desmos keyboard commands \(https://www.desmos.com/graphingshortcuts\)](https://www.desmos.com/graphingshortcuts).

Table 4. JAWS Keyboard Commands for Item Responses

Action	Keyboard Command
• Navigates to the item prompt, which JAWS will read aloud • Navigates to the response area after JAWS reads the prompt aloud (A student may need to press [Tab] multiple times depending on the item type and whether any question labels appear for the item.) • Navigates between each answer option, text box, selectable text field, keypad button, or checkbox, depending on the item type, in the response area for an item	[Tab]
• Navigates to the previous answer option, text box, selectable text field, keypad button, or checkbox, depending on the item type	[Shift] + [Tab]
• Moves between each answer option for multiple-choice and multiselect items. • Moves between each line of text in the item for edit task choice items (After a student opens an <i>Edit</i> menu by pressing [Space bar], the arrow keys can be used to move between the answer options in the drop-down list.)	[Up] and [Down] Arrow
• Selects the answer option in focus for multiple-choice and multiselect items • Opens the <i>Edit</i> menu in which students type or select a response for edit task items • Marks the checkbox in focus for table match items	[Space bar]
• Chooses the selectable text area in focus as the answer option for hot text items • Selects an answer option from the drop-down list in the <i>Edit</i> menu for edit task choice items • Selects the keypad button in focus for equation items	[Enter]
• Opens a pop-up menu with special characters for equation items (Students can use the arrow keys to move between the special characters in the list and then press [Enter] to insert a special character in the response area.)	[Alt] + [7]

Context Menus



NOTE: When streamlined mode is enabled, students cannot use the right-click functionality to access the context menu. Instead, they should follow the instructions in this subsection.

The first question or element on a test page will automatically be selected (i.e., “in focus”). Any action taken with a keyboard, mouse, or adaptive peripheral device on a selected element will cause a reaction in that element. Pressing the [Tab] key moves through the elements on a page. For example, pressing [Space bar] while navigating the page from which [figure 19](#) was excerpted would cause the toggle next to *Permissive Mode* to reset to “ON” (from its present position of “OFF”).

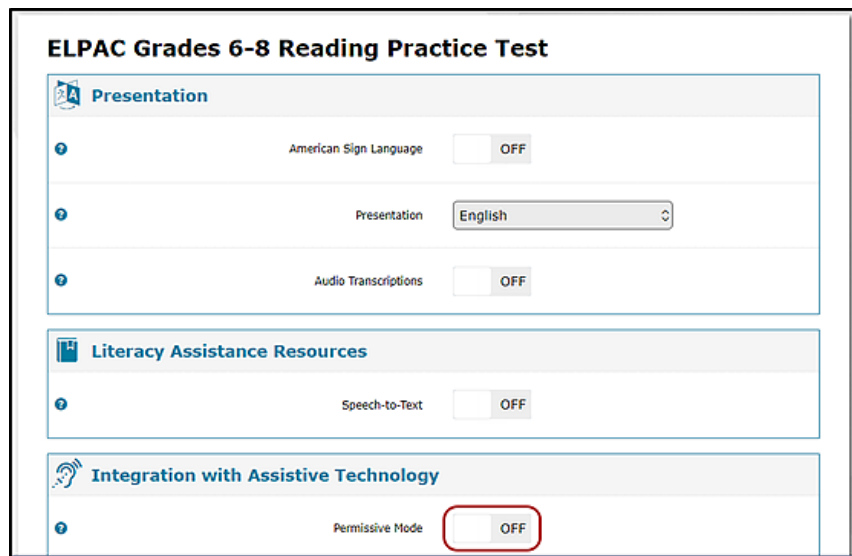


Figure 19. Page excerpt showing an element in focus

A border with a solid or dotted line, a highlight, and a blinking cursor are common, visual indications that an element is in focus.

The instructions in this section assume the student wants to open the context menu for the active (in focus) landmark element on the page and has not yet used the [Tab] key to navigate anywhere.

1. The student should ensure the focus is on the element—stimulus or question—for which the context menu is being opened.
2. To navigate directly to the context menu button, the student presses the [Tab] key twice to display the context menu button. JAWS will read the context menu as “Menu button.”
3. The student presses the [Enter] key to open the context menu and display the list of available menu options, as shown in [figure 20](#). JAWS will read aloud the first item in the menu (for example, “Tutorial”).



Figure 20. Context menu for a question

4. To move up and down the list, the student presses the [Up] and [Down] arrow keys. JAWS will automatically read aloud each question.
5. To select a menu option, the student presses [Space bar]. To exit the menu without making a selection, the student presses the [Esc] key. JAWS will return the focus to the context menu button.

Question Labels

After a student uses a context menu tool for a given question, a label for that tool appears next to the question number (also presented in [figure 20](#)). When the student navigates to a question with labels, the student can press [Tab] to navigate to each label, which JAWS reads aloud.

- When a question is marked for review, JAWS reads “Marked for review” for the question label, which is the [Marked for review] (flag-check)  icon.
- When a question has been printed, JAWS reads “Printed” for the question label, which is the [Print] (printer-check)  icon.
- When the student has entered a note for a question, JAWS reads “Notes” for the question label, which is the [Notes] (notepad-check)  icon.

CSA Using a Screen Reader

Nonvisual Information

Be advised that the CSA contains several instances where information not seen by sighted test takers is available to those using a screen reader. If a screen reader user leverages line-by-line navigation, JAWS will introduce the nonvisual information by voicing the word, “gráfico.” In these instances, students should be aware that a graphic is not actually present.

The following are scenarios in which this announcement will occur:

- Drama passages, to make a distinction between dialogue and stage directions
- Footnotes, when a definition of a footnote is introduced within a passage
- Blank spaces, in instances where underlining has been tagged as “blank space”
- Abbreviations and Roman numerals, in cases where pronunciation had to be controlled to ensure clarity of the content

Screen Readers and Refreshable Braille

Screen reader software may be used with refreshable braille and audio presentation.

Text to Be Revised

On specific multiple-choice questions, the student may be asked about a portion of the text that may need to be revised. For these questions, the student will be presented with four answer choices, each with different versions of the written text. Each answer choice will be followed by a repetition of the answer choice in context of the original excerpt. The answer choices in context are preceded by introductory statements such as, “La oración con cambio, lee:” or “La definición lee:”. In some instances, the student may want to navigate word-by-word or character-by-character to discern any grammatical or punctuation errors, in addition to addressing any words that may not be pronounced clearly by an assistive technology. Additional information about this portion of the test is included in the test directions.

Responding to Toggle Questions



NOTE: The instructions in this section assume that the question does not display any question labels. If the student has used a context menu tool for a question, the student must press [Tab] an additional time for each question label that appears.

This subsection provides basic guidance for responding to question types that may appear on practice or training tests and operational assessments.



ALERT: A student should review questions via an RBD or printout from a braille embosser before responding to questions.

Multiple-Choice Questions

Multiple-choice questions require the student to select one answer option. The response area will display several multiple-choice options as radio buttons. The student must select a radio button.

1. After listening to the question text, the student presses the [Tab] key twice.

- JAWS will read aloud the option letter and option text that is in focus; a sample containing practice test questions is shown in [figure 21](#). If the option is an image, JAWS will read the text description associated with the image.



Figure 21. Selecting a radio button

- To navigate between each answer option, the student uses the [Tab] and [Shift] + [Tab] commands. (The student can also use the [Up] and [Down] arrow keys to move between options.)
- JAWS will read aloud the text for the option in focus.
- To select an answer option in focus as the response, the student presses [Space bar]. The answer option is selected, and JAWS reads “Space,” rereads the response text, and then reads “Selected” to confirm that the response choice is the one the student has selected. If the student selects an option that has been stricken using the strikethrough tool, JAWS will read “Option is struck through.”

Hot Text

Hot text questions require the student to select at least one word, phrase, or sentence. For these question types, it is critical to follow the instructions provided in the question. Some questions may tell the student to select two responses. Others may tell the student to select one response.

 **NOTE:** Each selectable text area is predefined. When selecting a phrase or sentence, all of the words in that text area will automatically be marked as selected.

- After listening to the question text, the student presses the [Tab] key twice.
- JAWS will read aloud the text that is in focus; this text starts, “Special features make this two-week August sleep-away program different and unusual,” in [figure 22](#).

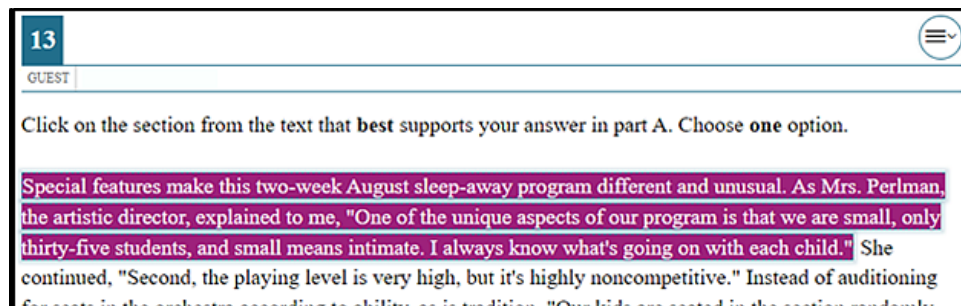


Figure 22. Selecting hot text

- To navigate between each selectable text area, the student uses the [Tab] and [Shift] + [Tab] commands.
- JAWS will read aloud the selectable text.
- To choose a selectable text area in focus as the response, the student presses the [Enter] key. JAWS will announce the text is selected.

Edit Task

Edit task questions require the student to select a response from a list, as shown in [figure 23](#). For these question types, it is critical to follow the instructions provided in the question.

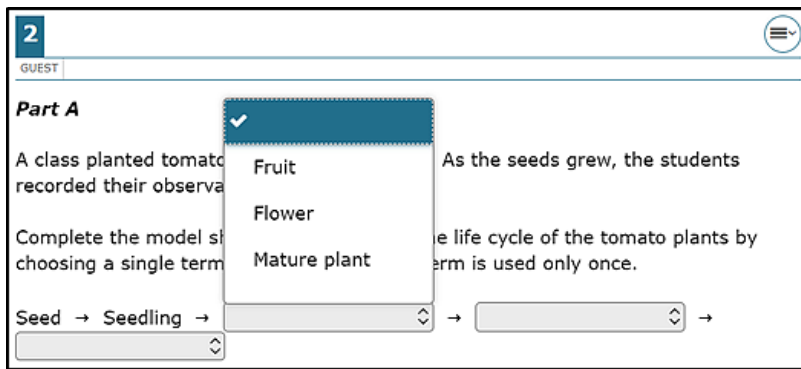


Figure 23. Edit task: list options

Notes about JAWS and Edit Task Questions:

- Each selectable text area is predefined. For selectable text, JAWS will indicate whether the word or phrase is selectable and then continue reading the rest of the sentence or line.



TIP: It is strongly recommended that a student read through an entire question before editing text. The student can listen to the question as well as read it via an RBD or printout from an embosser.

- The student uses the [Down] arrow to read through each line of text.
- If a line of text has a selectable word or phrase, JAWS will say “clickable” after the word or phrase.
- The student navigates to each selectable text field in the question.

Option 1: Return to the beginning of the question.

- Press [Shift] + [H].
- Press the [Tab] key to go to the first selectable text field.

Option 2: Move backward through the selectable text fields in the question.

- Press [Shift] + [Tab].

- When the selectable text is in focus, the student presses [Space bar]. This will open the edit menu. JAWS will read “Edit tools dialog” aloud and provide additional instructions.

Drop-down list: The student uses the [Up] and [Down] arrow keys to move between options in the list. JAWS will read each option aloud. To select an option, the student presses [Enter].

- The student presses the [Tab] key to navigate to the [OK] button in the edit menu and then presses [Enter]. The edit menu will close, and the question will be back in focus.

Text Response with Text Formatting Row

Text-response questions require the student to enter text into a text box. The student may be asked to write a sentence, paragraph, or essay. These questions include a row of buttons representing options for formatting text, which is indicated in [figure 24](#). Formatting options include bold, underline, italics, numbered bulleting, symbol bulleting, and more. However, these formatting options are not available to students testing with braille. Note that although [figure 24](#) shows the [Print] printer icon, this option is available in the practice and training tests only.

Table Match

Table-match questions, like the sample question in [figure 26](#), require a student to mark at least one checkbox in a table. The table will have multiple rows and columns. The table row heading and column heading are not selectable. The selectable table cells have checkboxes.

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GUEST

Select whether each item in the grid is a variable the students change, a variable that is measured, or a condition that stays the same throughout the experiment.

	Variable students change	Variable measured	Condition that stays the same
Mass of ball	☐	☐	☐
Ramp height	☐	☐	☐
Distance the puck travels	☐	☐	☐

Figure 26. Responding to a table-match question

1. After listening to the question text, the student presses the [Tab] key twice. This takes the student to the first table cell that has a checkbox.
2. JAWS will read aloud the corresponding column name and row name for that table cell.
3. To navigate to each cell that has a checkbox, the student presses the [Tab] key.
4. JAWS will read aloud the corresponding column and row name for each cell.
5. To mark a checkbox, the student presses the [Space bar].

Running NVDA Screen Reader with the Microsoft Take a Test Application for Windows

Users running the Take a Test app and NVDA screen reader version 2018.1.1 at the same time on Windows 10 and 10 in S mode with RS v1709 and v1803 are experiencing the Take a Test app crashing before a test is started. To prevent the Take a Test app from crashing while running the NVDA screen reader 2018.1.1, users should first update Windows 10 and 10 in S mode to at least RS v1809. Windows Updates can be accessed through the Search charm.

1. Open the *Start* menu.
2. Type Windows Update Settings in the Search charm and then press [Enter].
3. In the *Windows Update* screen, select the [**Check for Updates**] button ([figure 1](#)).

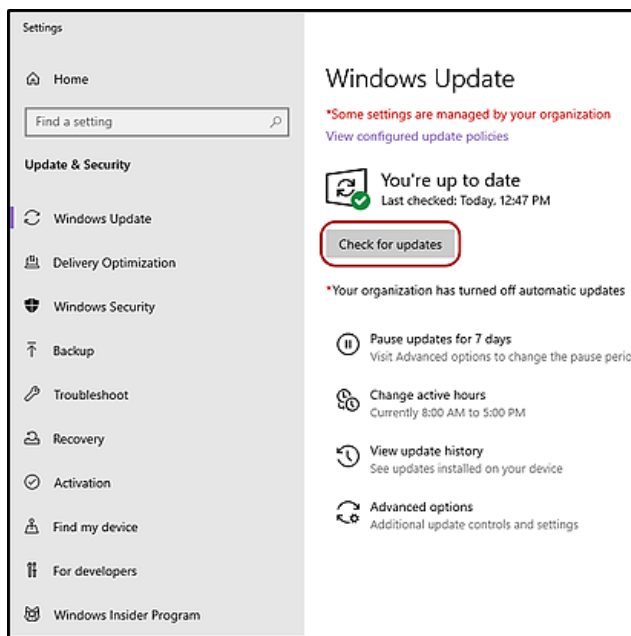


Figure 1. *Windows Update* screen

4. If there are updates, select the [Download and install now] link to install any available updates.

Testing Students with Accessibility Resources

Creating a Test Session for Practice and Summative Testing

This section provides a brief overview of the processes required for creating proctored test sessions, which include verifying students' test settings for testing, creating a test session, approving students to enter the session, and viewing embossing and enlarged-text requests.

It is important that a student who is taking an assessment with one or more designated supports or accommodations has adequate time in advance of test administration to practice navigating the assessment platform with the screen reader. Familiarization with the testing environment, navigation quick keys, as well as item types encountered on the assessment can be addressed by using the practice and training tests.

The practice and training tests can be used as a “guest” without logon credentials or in a secure browser environment approved by a test administrator or test examiner. If the student is accessing a practice or training test in the secure browser environment, student sign-in and test administrator or test examiner logon credentials are required.



NOTE: For specific information on testing students with visual impairment, refer to the [Requirements for Testing Students with Visual Impairment \(/accessibility-guide/requirements-for-visual-impairment/testing-students-with-visual-impairment/\)](#) topic.

Step 1. Test Administrator, Test Examiner, LEA Coordinator, or Test Site Coordinator: Review the student's test settings in TOMS.

1. Access TOMS by following the instructions in the [Log On to TOMS \(/toms/access-toms/#logon\)](#) topic from the [CAASPP and ELPAC TOMS User Guide \(/toms/\)](#).
2. Access the [Students] top navigation tab and open the *View & Edit Students* screen.
3. Search for and select a student by following the instructions in the [Search for a Student \(/toms/students/managing-students/#search-for-student\)](#) topic from the [CAASPP and ELPAC TOMS User Guide \(/toms/\)](#).
4. Review and, if needed, edit a student's test settings by following the instructions in either the [Edit CAASPP Test Settings for a Specific Student \(/toms/students/managing-students/#caaspp-edit-test-settings-for-a-student\)](#) subtopic or the [Edit ELPAC Test Settings for a Specific Student \(/toms/students/managing-students/#elpac-edit-test-settings-for-a-student\)](#) subtopic from the [CAASPP and ELPAC TOMS User Guide \(/toms/\)](#).

5. Select [UPDATE] to save changes, and then log off using the [Log Off] button when finished reviewing the test settings in TOMS.

Step 2: Test Administrator or Test Examiner: Log on to the Test Administrator Interface.

1. Access either the [Test Administrator Interface \(https://ca.tds.cambiumast.com/testadmin\)](https://ca.tds.cambiumast.com/testadmin) or the [Test Administrator and Test Examiner Practice and Training Site \(https://capt.tds.cambiumast.com/testadmin\)](https://capt.tds.cambiumast.com/testadmin).
2. Log on using the process described in the [Using the Single Sign-on System \(/caaspp-otam/ta-interface/use-ta-interface/#using-single-sign-on\)](/caaspp-otam/ta-interface/use-ta-interface/#using-single-sign-on) subtopic from the [CAASPP Online Test Administration Manual \(/caaspp-otam\)](/caaspp-otam) or the [Beginning the Test \(/summ-elpac-otam/administering-to-students/online-test-session/#beginning-the-test\)](/summ-elpac-otam/administering-to-students/online-test-session/#beginning-the-test) subtopic from an ELPAC manual, such as the [Summative ELPAC Online Test Administration Manual \(/summ-elpac-otam\)](/summ-elpac-otam).

Step 3: Test Administrator or Test Examiner: Start a test session.

1. Start a test session using the process described in the [How to Start a Test Session \(/caaspp-otam/ta-interface/use-ta-interface/#creating-test-session-start-test-session\)](/caaspp-otam/ta-interface/use-ta-interface/#creating-test-session-start-test-session) subtopic from the [CAASPP Online Test Administration Manual \(/caaspp-otam\)](/caaspp-otam) or the [Beginning the Test \(/summ-elpac-otam/administering-to-students/online-test-session/#beginning-the-test\)](/summ-elpac-otam/administering-to-students/online-test-session/#beginning-the-test) subtopic from the [Summative ELPAC Online Test Administration Manual \(/summ-elpac-otam\)](/summ-elpac-otam).
2. Make a note of the session ID, in case either the test administrator, test examiner, or student is exited and needs it to reenter the test session.

Step 4: Test Administrator or Test Examiner: Approve student for operational or training testing.

1. Review a student's test settings in the Test Administrator Interface by following the instructions in the [How to Approve Students for Testing \(/caaspp-otam/ta-interface/use-ta-interface/#creating-test-session-approve-students\)](/caaspp-otam/ta-interface/use-ta-interface/#creating-test-session-approve-students) subtopic from the [CAASPP Online Test Administration Manual \(/caaspp-otam\)](/caaspp-otam) or the [Beginning the Test \(/summ-elpac-otam/administering-to-students/online-test-session/#beginning-the-test\)](/summ-elpac-otam/administering-to-students/online-test-session/#beginning-the-test) subtopic from the [Summative ELPAC Online Test Administration Manual \(/summ-elpac-otam\)](/summ-elpac-otam).



NOTE: With the exception of toggling the universal tools included in the Turn Off Any Universal Tools designated support, only test examiners for the Initial ELPAC can set an accessibility resource in the Test Administrator Interface just prior to student testing.

2. Verify that all other test settings are correct (refer to [step 1 \(/accessibility-guide/testing-with-accessibility-resources/#creating-a-test-session-practice-and-summative-step1\)](/accessibility-guide/testing-with-accessibility-resources/#creating-a-test-session-practice-and-summative-step1)). Contact the CAASPP or ELPAC test site coordinator or LEA CAASPP or ELPAC coordinator to have them set if they are not.
3. After verifying the student's test settings are correct, approve the student by selecting [Approve], following the instructions in the [How to Approve Students for Testing \(/caaspp-otam/ta-interface/use-ta-interface/#creating-test-session-approve-students\)](/caaspp-otam/ta-interface/use-ta-interface/#creating-test-session-approve-students) subtopic from the [CAASPP Online Test Administration Manual \(/caaspp-otam\)](/caaspp-otam) or the [Beginning the Test \(/summ-elpac-otam/administering-to-students/online-test-session/#beginning-the-test\)](/summ-elpac-otam/administering-to-students/online-test-session/#beginning-the-test) subtopic from the [Summative ELPAC Online Test Administration Manual \(/summ-elpac-otam\)](/summ-elpac-otam).