GUAM SPRING 2025 DISTRICT-WIDE SMARTER BALANCED ASSESSMENT USABILITY, ACCESSIBILITY, AND ACCOMMODATIONS GUIDELINES

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INTRODUCTION

This document was adapted from the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* (UAAG) for use in Guam for the Spring 2025 District-Wide Smarter Balanced Summative Assessments. The guidelines have been adapted to better align with the universal tools, designated supports, and accommodations that will be available for use within TestNav for the Guam District-Wide Assessment interim and computer adaptive testing administrations.

Background on Smarter Balanced UAAG

Smarter Balanced strives to provide every student with a positive and productive assessment experience, generating results that are a fair and accurate estimate of each student's achievement. Further, Smarter Balanced is building on a framework of accessibility for participating students, including English learners (ELs), students with disabilities, and ELs with disabilities, but not limited to those groups. In the process of developing its next-generation assessments to measure students' knowledge and skills as they progress toward college and career readiness, Smarter Balanced recognized that the validity of assessment results depends on each and every student having appropriate universal tools, designated supports, and accommodations when needed based on the constructs being measured by the assessment.

The Smarter Balanced assessment is based on the member standards. Thus, the universal tools, designated supports, and accommodations that are appropriate for the Smarter Balanced assessment may be different from those members allowed in the past. For the secure summative assessments, a member can only make available to students the universal tools, designated supports, and accommodations that are included in the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* (UAAG). A member may elect **not to make available** to its students any universal tool, designated support, or accommodation that is otherwise included in the *Guidelines* when the implementation or use of the universal tool, designated support, or accommodation is in conflict with a member's law, regulation, or policy.

The specific universal tools, designated supports, and accommodations approved by Smarter Balanced may change in the future if additional tools, supports, or accommodations are identified for the assessments based on member experience and research findings. The Consortium has established a standing committee, including representatives from Governing members, who review suggested additional universal tools, designated supports, and accommodations to determine whether changes are warranted.

INTENDED AUDIENCE AND RECOMMENDED USE

The *Guam Spring 2025 District-Wide Assessment Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* are intended for district- and school-level personnel and decision-making teams, including English language development teams, Individualized Education Program (IEP) or 504 teams, and other teams supporting students as they prepare for and implement the Smarter Balanced

assessment. The *Guidelines* provide information for classroom teachers, English development educators, special education teachers, and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them. The *Guidelines* are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The *Guidelines* apply to **participating** students. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. This document focuses on universal tools, designated supports, and accommodations for the spring 2025 Smarter Balanced content assessments of English language arts (ELA)/literacy and mathematics (math). At the same time, it supports important instructional decisions about accessibility for students who participate in the Smarter Balanced assessments. It recognizes the critical connection between accessibility in instruction and accessibility during assessment. The *Guidelines* are also supported by the Spring 2025 District-Wide Assessment Test Administration Manual (TAM).

SMARTER BALANCED ASSESSMENT DESIGN

Smarter Balanced has developed a system of valid, reliable, and fair next-generation assessments aligned to the member standards in English language arts/literacy and mathematics for grades 3-8 and High School (HS). The system includes summative assessments for accountability purposes, optional interim assessments for local use, and formative tools and processes for instructional use. Interim assessments, and the computer adaptive testing technologies used for the Guam district-wide summative assessments provide meaningful feedback and actionable data that teachers and other stakeholders can use to help students succeed. For more information, visit http://www.smarterbalanced.org/assessments/development/.

RECOGNIZING ACCESS NEEDS IN ALL STUDENTS

All students (including students with disabilities, ELs, ELs with disabilities, and other diverse students) are to be held to the same expectations for participation and performance on Smarter Balanced assessments. Specifically, all students enrolled in grades 3-8 and 11 are required to participate in the Smarter Balanced mathematics assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for the mathematics alternate assessment based on alternate achievement standards (approximately 1% or fewer of the student population).

All students enrolled in grades 3-8 and 11 are required to participate in the Smarter Balanced English language arts/literacy assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for the English language arts/literacy alternate assessment based on alternate achievement standards (approximately 1% or fewer of the student population).

- ELs currently participating in the ESL Program may be granted a one-time exception from participating in the District-Wide Assessment for reading and language arts. This exemption is only applicable to newly arrived ELs from taking the DWA. Afterwards, they are required to test along with their peers with appropriate accommodations. ESSA 8101(20) defined EL as a student who was not born in the United States or whose native language is not English; or who is a Native American and comes from an environment where another language has had significant impact on the student's English language proficiency; or who is migratory and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding English may prevent the student from meeting academic standards.

Federal laws governing student participation in assessments must meet the requirements of the Every Student Succeeds Act (ESSA) of 2016, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and Section 504 of the Rehabilitation Act of 1973 (reauthorized in 2008).

Recognizing the diverse characteristics and needs of students who participate in the Smarter Balanced assessments, the Smarter Balanced members worked together through the Smarter Balanced Test Administration and Student Access Work Group to develop an Accessibility and Accommodations Framework that guided the Consortium as it worked to reach agreement on the specific tools, supports, and accommodations available for the assessment. The Work Group also considered research-based lessons learned about universal design, accessibility tools, and accommodations (see Appendix B).

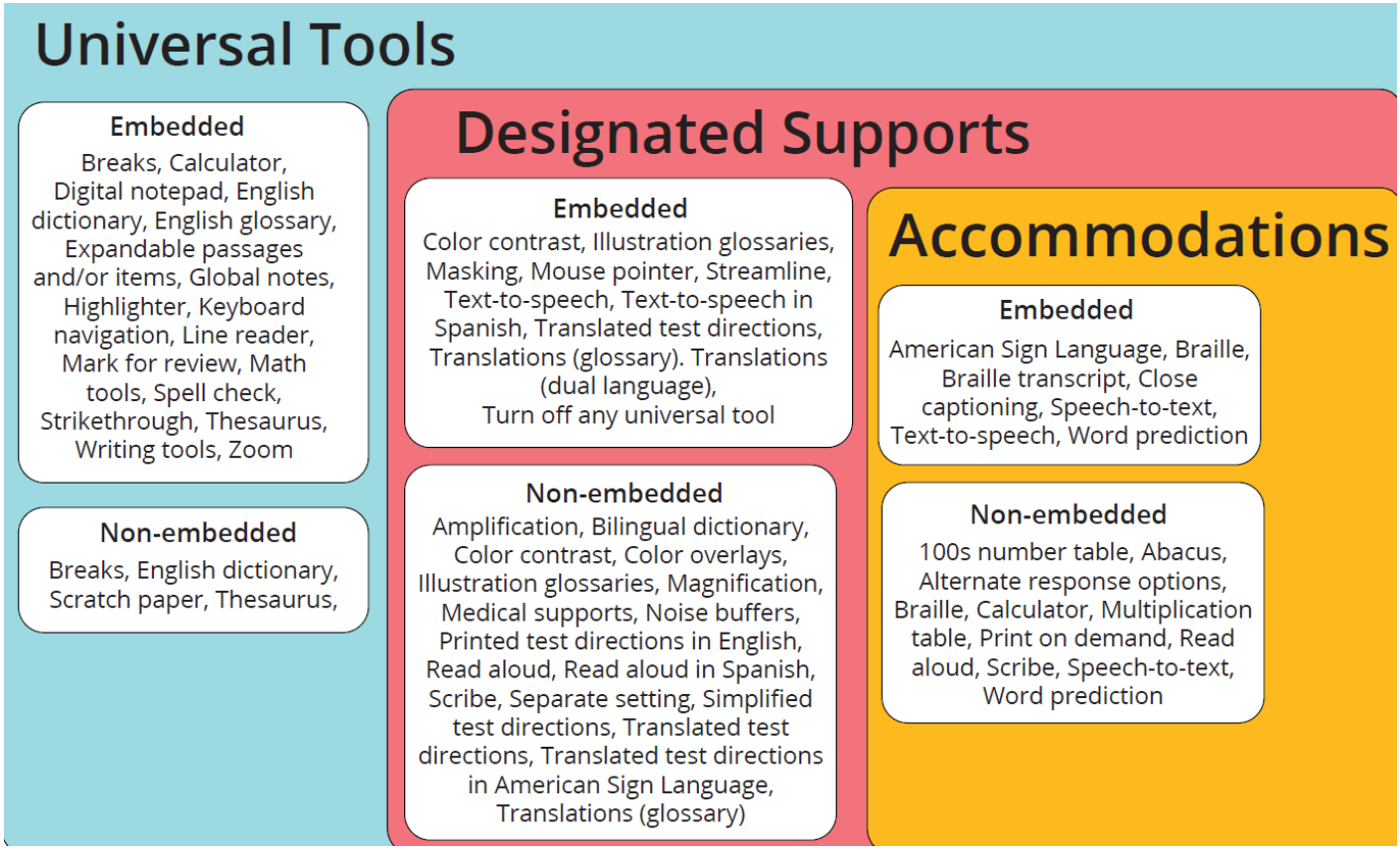
The conceptual model that serves as the basis for the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* is shown in Figure 1. This figure portrays several aspects of the Smarter Balanced assessment features— universal tools (available for all students), designated supports (available when indicated by an adult or team), and accommodations (available need is documented in an Individualized Education Program (IEP) or 504 plan). It also portrays the additive and sequentially-inclusive nature of these three aspects. Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. Designated supports are available to students for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). Accommodations are available only to those students with documentation of the need through a formal IEP or 504 plan. Those students also may use designated supports and universal tools.

A universal tool for one content focus may be an accommodation for another content focus (see, for example, calculator). Similarly, a designated support may also be an accommodation depending on the content target (see, for example, scribe). This approach is consistent with the emphasis that Smarter Balanced has placed on the validity of assessment results coupled with access. Universal tools, designated supports, and accommodations all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the *Guidelines.*

Also, as shown in Figure 1, for each category of assessment features—universal tools, designated supports, and accommodations—there exists both embedded and non-embedded versions of the

tools, supports, or accommodations depending on whether they are provided as digitally delivered components of the test administration system or separate from it. As previously noted, the universal tools, designated supports, and accommodations for the Guam Spring 2025 District-Wide Assessment have been adapted to align with those that will be available for use for the Computer Adaptive Test and Performance Task. Please see Sections I, II, and III for the list of Guam District-Wide Assessment embedded and non-embedded universal tools, designated supports, and accommodations that are applicable for spring 2025.

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



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

STRUCTURE OF THIS DOCUMENT

This document is divided into several parts:

- **Introduction:** This section introduces the document and the conceptual model that is the basis for the universal tools, designated supports, and accommodations in the Smarter Balanced *Guidelines*.
- **Section I:** This section features the universal tools available on the Guam Spring 2025 District-Wide Smarter Balanced assessments.
- **Section II:** This section features the designated supports available on the Guam Spring 2025 District-Wide Smarter Balanced assessments.
- **Section III:** This section features the accommodations available on Guam Spring 2025 District-Wide Smarter Balanced assessments.
- **Appendix A:** This appendix provides a summary list of Smarter Balanced universal tools, designated supports, and accommodations for the Guam Spring 2025 District-Wide Smarter Balanced assessments.
- **Appendix B:** This appendix describes lessons learned from research on universal design, accessibility tools, and accommodations.
- **Appendix C:** This appendix provides answers to Frequently Asked Questions that align with the Guam Spring 2025 District-Wide Smarter Balanced Assessment guidelines.
- **Appendix D:** This appendix provides the Read Aloud Guidelines (June 29, 2023).
- **Appendix E**: This appendix provides the Scribing Protocol (June 29, 2023).

SECTION I: GUAM SPRING 2025 DISTRICT-WIDE SMARTER BALANCED ASSESSMENT UNIVERSAL TOOLS

WHAT ARE UNIVERSAL TOOLS?

Universal tools are accessibility resources of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to participating students based on student preference and selection. The universal tools described in this section are not modifications. Universal tools all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the *Guidelines*.

EMBEDDED UNIVERSAL TOOLS

The Spring 2025 District-Wide Smarter Balanced digitally delivered assessments within TestNav include a wide array of embedded universal tools. These are available to participating students as part of the technology platform.

Table 1 lists the embedded universal tools available to participating students for this year's computer-administered Smarter Balanced summative assessments. It includes a description of each tool. Although these tools are available to participating students, educators may determine that one or more might be distracting for a particular student, and thus might indicate that the tool should be turned off for the administration of the assessment to the student (see Section II – Designated Supports).

Table 1. Embedded Universal Tools Available to All Students

Embedded Universal Tool	Description
Calculator (for calculator-allowed items only, grades 6-8 and HS) (See Non-embedded Accommodations for students who cannot use the embedded calculator)	An embedded on-screen digital calculator can be accessed for calculator- allowed items when students click on the calculator button. This tool is available only with the specific items for which the Smarter Balanced Item Specifications indicate that it would be appropriate. 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 their own external calculator device.
Digital notepad	This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are not saved when the student moves on to the next segment.
English dictionary (for ELA performance task full writes)	An English dictionary is available for the full write portion of an ELA performance task. A full write is the second part of the ELA performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Embedded Universal Tool	Description
English glossary	Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window. The student can access the embedded glossary by clicking on any of the pre-selected terms. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Expandable passages and/or items	Each passage/stimulus and/or associated item can be expanded so that it takes up a larger portion of the screen.
Global notepad (for ELA performance tasks)	Global notepad is a notepad that is available for ELA performance tasks in which students complete a full write. A full write is the second part of a performance task. The student clicks on the global notepad icon for the notepad to appear. During the ELA performance tasks, the 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 items in the previous segment.
Highlighter	A digital tool for marking desired text, item questions, item answers, or parts of these with a color once the text is selected. Highlighted text remains available throughout each test segment.
Keyboard navigation	Navigation throughout text can be accomplished by using a keyboard.
Line reader	The student uses an onscreen universal tool to assist in reading by raising and lowering the tool for each line of text on the screen.
Mark for review	Allows students to flag items for future review during the assessment. Markings are not saved when the student moves on to the next segment.
Math tools	These digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to math items. They are available only with the specific items for which the Smarter Balanced Item Specifications indicate that one or more of these tools would be appropriate.
Answer eliminator	Allows users to cross out answer options.
Thesaurus (for ELA performance task full writes)	A thesaurus is available for the full write portion of an ELA/literacy performance task. A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. A full write is the second part of the ELA performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Writing tools (for ELA performance task full writes and Math short answers)	Selected writing tools (i.e., bold, italic, bullets, undo/redo) are available for all student-generated responses.
Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen. The student can use keyboard shortcuts (e.g., Ctrl+, Ctrl-) for PCs or pinch/zoom for tablets to magnify content displayed on the screen (while preserving clarity, contrast, and color).

Embedded Universal Tool	Description
	Magnifier: The student can also select “Enable Magnifier” in the user drop-down menu. The student enlarges text and graphics onscreen via a magnification square (200%). The student may disable this feature by selecting, “Disable Magnifier” in the user drop-down menu. Note: Magnifying beyond 300% may affect heading formatting and may cause text-wrapping, and therefore it is not recommended. When using the zoom feature, the student only changes the size of text and graphics on the screen after the test is open. To increase the default print size of the entire test for a particular student prior to the test opening, the print size must be assigned by the School Test Coordinator for the student in the Assessment Delivery and Management platform, ADAM. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

NON-EMBEDDED UNIVERSAL TOOLS

Some universal tools may need to be provided outside of the computer test administration system. These tools, shown in Table 2, are to be provided locally for students. They can be made available to any student.

Table 2. Non-embedded Universal Tools Available to All Students

Non-embedded Universal Tool	Description
Breaks	Breaks may be given at predetermined intervals or after completion of sections of the assessment. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English dictionary (for ELA performance task full writes)	An English dictionary can be provided for the full write portion of an ELA performance task. A full write is the second part of the ELA performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Scratch paper	Students 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 sixth grade and can be used on all math assessments. A whiteboard with a 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, including the use of digital graph paper. The assistive technology device needs to be familiar to the student and/or consistent with the child's IEP or 504 plan. Access to internet must be disabled on assistive technology devices. **Non-Performance Task Tests**: All scratch paper must be collected and securely destroyed at the end of each assessment session to maintain test security. All notes on whiteboards or assistive technology devices must be erased at the end of each session. **Performance Task Tests**: For mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper, whiteboards, and/or assistive technology devices may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed, whiteboards should be erased, and notes on assistive technology devices erased to maintain test security.
Thesaurus (for ELA performance task full writes)	A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. A full write is the second part of the ELA performance task. The use of this universal tool may result in the

Non-embedded Universal Tool	Description
	student needing additional overall time to complete the assessment.

Appendix A provides a summary of universal tools, designated supports, and accommodations (both embedded and non-embedded) available for the Guam Spring 2025 District-Wide Smarter Balanced assessments.

SECTION II. GUAM SPRING 2025 DISTRICT-WIDE SMARTER BALANCED ASSESSMENT DESIGNATED SUPPORTS

WHAT ARE DESIGNATED SUPPORTS?

Designated supports for the Smarter Balanced assessments are those features that are available for use by **any student** for whom the need has been indicated by an educator or team of educators with parent/guardian and student. The designated supports described in this section are not modifications.

Designated supports all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the *Guidelines*. It is recommended that a consistent process be used to determine these supports for individual students. All educators making these decisions should be trained on the process and should be made aware of the range of designated supports available. Smarter Balanced members have identified digitally embedded and non-embedded designated supports for students for whom an adult or team has indicated a need for the support.

Designated supports need to be identified prior to assessment administration. Embedded and non-embedded supports must be entered by the School Test Coordinator into the Assessment Delivery and Management platform, ADAM. Any non-embedded designated supports must be arranged for prior to testing and provided during testing by staff at the local level.

WHO MAKES DECISIONS ABOUT DESIGNATED SUPPORTS?

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

EMBEDDED DESIGNATED SUPPORTS

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

Table 3. Embedded Designated Supports

Embedded Designated Support	Description	Recommendations for Use
Color contrast	Enables students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background.	Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the student's needs.
Illustration glossaries (for math items)	Illustration glossaries are a language support. The illustration glossaries are provided for selected construct-irrelevant terms for math. Illustrations for these terms appear on the computer screen when students select them. Students with the illustration glossary setting enabled can view the illustration glossary. Students can also move the illustration around the screen.	Illustration glossaries for specific items are available for students who are: ▪ advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities). The use of this support may result in the student needing additional overall time to complete the assessment.
Masking	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.	Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments. Masking allows students to hide and reveal individual answer options.
Mouse pointer (Size and Color)	This embedded support allows the mouse pointer to be set to a larger size and also for the color to be changed.	Students who are visually impaired and need additional enlargement or a mouse pointer in a different color to more readily find their mouse pointer on the screen will benefit from the mouse pointer support. Students who have visual perception challenges will also find this beneficial. The size and color are set during registration and cannot be changed during the administration of the assessment. Students should have ample opportunity to

Embedded Designated Support	Description	Recommendations for Use
		practice during daily instruction with the size and color to determine student preference. The mouse pointer can be used with the zoom universal tool.
Readable mode	This designated support provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.	This designated support may benefit a small number of students who have specific learning and/or reading disabilities and/or visual impairment in which the text is presented in a more sequential format. Students should have familiarity interacting with items in streamline format.
Dynamic Text-to-Speech (for math stimuli and items only during spring 2025, **not** for ELA items)[1] (See Embedded Accommodations for ELA reading passages)[2]	Text is read aloud to the student via dynamic text-to-speech (D-TTS) technology, which provides D-TTS through student operating systems. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. **Note: For spring 2025, the dynamic text-to-speech should not be used as a designated support for ELA items. Instead, the non-embedded Read Aloud support should be assigned and provided locally for students that only need support for the ELA items.** **Students that require the accommodation that includes ELA reading passages in addition to the items, can use the Dynamic Text-to-speech for ELA** (see Embedded Accommodations for reading passages).	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and are advancing toward English braille proficiency. Students would need to use this support regularly during instruction to meaningfully benefit from it on assessments. Students who use text-to-speech will need headphones unless tested individually in a separate setting.
Translation Glossaries (for math items)	Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms for math. Translations for these terms appear on the computer screen when students click on them. Students with the language glossary setting enabled can view the translated	Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translation glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment.

[1] See Non-Embedded Designated Supports for guidelines on the use of Read Aloud for ELA items.
[2] See Embedded Accommodations for guidelines on the use of Dynamic Text-to-speech for ELA reading passages.

Embedded Designated Support	Description	Recommendations for Use
	glossary. Students can also select the audio icon next to the glossary term and listen to the audio recording of the glossary.	
Turn off any universal tools	Disabling any universal tools that might be distracting or that students do not need to use or are unable to use. This can be done inside of the student's test and is not set by entering information into the test registration tool.	Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools. Knowing which specific tools may be distracting is important for determining which tools to turn off.

NON-EMBEDDED DESIGNATED SUPPORTS

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

Table 4. Non-embedded Designated Supports

Non-Embedded Designated Support	Description	Recommendations for Use
Amplification	The student adjusts the volume control beyond the computer's built-in settings using headphones or other non-embedded devices.	Students may use amplification assistive technology (e.g., headphones, FM System) to increase the volume provided in the assessment platform. Use of this resource likely requires a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security.
Bilingual dictionary (for ELA performance task full writes)	A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided for the full write portion of an ELA performance task. A full write is the second part of the ELA performance task.	For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word- to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.
Medical supports	Students may have access to medical supports for medical purposes (e.g., Glucose Monitor, Bluetooth hearing aids). The medical support may include a cell phone and should only support the student during testing for medical reasons.	Educators should follow local policies regarding medical supports and ensure students' health is the highest priority. Electronic medical support settings must restrict access to other applications or the test administrator must closely monitor the use of the medical support to maintain test security. Use of medical supports may require a separate setting to avoid distractions to other test takers and to ensure test security.
Noise buffers	Ear mufflers, white noise, and/or other equipment used to block external sounds.	Student (not groups of students) wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.

Non-Embedded Designated Support	Description	Recommendations for Use
Printed test directions in English	Available as a supplement to the Test Administration Manual, a printed copy of oral test directions in English may be provided to the student.	Students for whom printed reading supports for verbally-delivered directions enable them to follow along with the verbal directions may benefit from this support. Students who may be multilingual or have hearing or auditory-processing difficulties, with or without reading-related disabilities, may need this support in English. A student should have the option of asking the test administrator to slow down or repeat any verbal direction provided. The use of this support may result in the student needing additional overall time to complete the assessment.
Read aloud (for math stimuli and items and ELA items, not for reading passages) (See Non-embedded Accommodations for Read aloud of ELA reading passages)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the *Test Administration Manual* and *Read Aloud Protocol* (see Appendix D). All or portions of the content may be read aloud.	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and are advancing toward English braille proficiency. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers should be provided to students 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 support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.
Scribe (for all items except ELA performance task full write) (See Non-embedded Accommodations for ELA performance task full write)	Students dictate their responses to a human who records verbatim what they dictate. Scribe cannot be provided for the full write portion of an ELA performance task. A full write is the second part of the ELA performance task. The scribe must be trained and qualified and must follow the administration guidelines provided in the *Test Administration Manual* and *Scribing Protocol* (see Appendix E).	Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses, may need to dictate their responses to a human, who then records the students' responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment.
Separate setting	Test location is altered so that the student is tested in a setting different	Students who are easily distracted (or may distract others) in the presence of other

Non-Embedded Designated Support	Description	Recommendations for Use
	from that made available for most students.	students, for example, may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group. The student may read aloud to self, use a device requiring voicing (e.g., a Whisper Phone), or use Amplification. It may also include a calming device or support as recommended by educators and/or specialists. Or, 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). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the *Test Administration Manual* (TAM), can act as test proctor (test administrator) when student requires it.
Simplified test directions	The test administrator simplifies or paraphrases the test directions found in the *Test Administration Manual* according to the *Guidelines for Simplified Test Directions*.	Students who need additional support understanding the test direction may benefit from this resource. This designated support may require testing in a separate setting to avoid distracting other test takers.

Appendix A provides a summary of universal tools, designated supports, and accommodations (both embedded and non-embedded) available for the Guam Spring 2025 District-Wide Smarter Balanced assessments.

SECTION III. SMARTER BALANCED ACCOMMODATIONS

WHAT ARE ACCOMMODATIONS?

Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. The accommodations described in this section are not modifications.

Accommodations all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the *Guidelines*. They allow students to show what they know and can do. Smarter Balanced members have identified digitally embedded and non-embedded accommodations for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 plan. One exception to the IEP or 504 requirement is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the scribe accommodation as noted in this section.

Determination of which accommodations an individual student will have available for the assessment is necessary because these accommodations must be made available before the assessment, either by entering information into the test registration tool, for embedded accommodations, or by ensuring that the materials or setting are available for the assessment for non-embedded accommodations.

WHO MAKES DECISIONS ABOUT ACCOMMODATIONS?

IEP teams and educators make decisions about accommodations. These teams (or educators for 504 plans) provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plan.

The School Test Coordinator with information from the IEP team (or educator developing the 504 plan) is responsible for ensuring that information from the IEP is entered into the test registration tool, ADAM, so that all embedded accommodations can be activated prior to testing.

EMBEDDED ACCOMMODATIONS

Table 5 lists the embedded accommodations available for the Guam Spring 2025 District-Wide Smarter Balanced Assessments for those students for whom the accommodations are included on an IEP or 504 plan. The table includes a description of each accommodation along with recommendations for when the accommodation might be needed and how it can be used. For those accommodations that may be considered controversial, a description of considerations about the use of the accommodation is provided.

Table 5. Embedded Accommodations

Embedded Accommodations	Description	Recommendations for Use
American Sign Language (ASL) (for ELA listening items and math items)	Test content is translated into an ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed.	Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.
Dynamic Text-to-Speech (includes ELA reading passages and items, all grades)	Text is read aloud to the student via dynamic text-to-speech (D-TTS) technology, which provides D-TTS through student operating systems. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.	This accommodation is appropriate for a very small number of students. Text-to- speech is available as an accommodation for students whose need is documented in an IEP or 504 plan. Students who use text- to-speech will need headphones unless tested individually in a separate setting.
Closed captioning (for ELA listening passages)	Printed text that appears on the computer screen as audio materials are presented.	Students who are deaf or hard of hearing and who typically access information presented via audio by reading words that appear in synchrony with the audio presentation may need this support to access audio content. For many students who are deaf or hard of hearing, viewing

Embedded Accommodations	Description	Recommendations for Use
		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.

NON-EMBEDDED ACCOMMODATIONS

Table 6 lists the non-embedded accommodations available for the Guam Spring 2025 District-Wide Smarter Balanced Assessments for those students for whom the accommodations are documented on an IEP or 504 plan. The table includes a description of each accommodation, along with recommendations for when the accommodation might be needed and how it can be used. For those accommodations that may be considered controversial, a description of considerations about the use of the accommodation is provided.

Table 6. Non-embedded Accommodations

Non-Embedded Accommodations	Description	Recommendations for Use
100s number table	A paper-based table listing numbers from 1 – 100 available from Smarter Balanced for reference.	Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 plan.
Abacus	This tool may be used in place of scratch paper for students who typically use an abacus.	Some students, including students with visual impairments or with documented processing impairments, who typically use an abacus may use an abacus in place of using scratch paper.
American Sign Language (ASL) (for ELA listening items- Section 1 of ELA test)	The student's ASL human signer uses the ELA listening audio scripts to translate the test content into ASL. Students may view portions of the ASL as often as needed.	Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing listening-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.
Braille (paper/pencil assessment)	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). Codes available on paper-pencil: ELA ▪ UEB uncontracted	Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. The type of braille presented to the student (contracted or non-contracted) is set in the test registration tool. The use of this accommodation may result in the student

Non-Embedded Accommodations	Description	Recommendations for Use
	▪ UEB contracted Mathematics ▪ UEB uncontracted with Nemeth ▪ UEB contracted with Nemeth ▪ UEB uncontracted with UEB math ▪ UEB contracted with UEB math	needing additional overall time to complete the assessment.
Calculator (for calculator allowed items only, grades 6-8 and HS)	A non-embedded, stand-alone calculator for students needing a specialized calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform.	Students who are unable to use the embedded calculator for calculator- allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator items and that calculator functions are consistent with those of the embedded calculator for each grade level. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed.
Multiplication table	A paper-based multiplication table containing numbers 1 – 12 will be available from Smarter Balanced for reference.	For students with a documented and persistent calculation disability (i.e., dyscalculia).
Read aloud (for ELA reading passages, all grades) (See Designated Supports for ELA items and math items)	Text is read aloud to the student via an external screen reader or by a trained and qualified human reader who follows the administration guidelines provided in the *Test Administration Manual* and *Read Aloud Guidelines* (see Appendix D). All or portions of the content may be read aloud.	This accommodation is appropriate for a very small number of students. Read aloud is available as an accommodation for students whose need is documented in an IEP or 504 plan. 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 and/or the use of a separate setting.
Scribe (for ELA performance task full write) (See Designated Supports for math and other ELA items)	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the *Test Administration Manual* and *Scribing Protocol* (see Appendix E).	Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim on the ELA performance task full write. The full write is the second part of the performance task. The use of this accommodation may result in the student needing overall additional time to

Non-Embedded Accommodations	Description	Recommendations for Use
		complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.
Speech-to-text	Voice recognition allows students to use their voices as input devices to the computer to dictate responses Students will need to use their own external "stand-alone" assistive technology device that does not interact directly with TestNav and is not accessed on the same device used by the student to complete the computer-based assessment. Instead, this will be used by the student at a separate station during the assessment. All responses generated on a "stand-alone" assistive technology device must be transcribed verbatim by a test administrator to the student's computer-based test. NOTE: If stand-alone assistive technologies are used for the assessments, all grammar check, internet access, and stored file functionalities must be disabled.	Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software, and 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 students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.
Word prediction	Word prediction allows students to begin writing a word and choose from a list of single words that have been predicted from word frequency and syntax rules. Students will need to use their own external "stand-alone" assistive technology device that does not interact	Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. Students will

Non-Embedded Accommodations	Description	Recommendations for Use
	directly with TestNav and is not accessed on the same device used by the student to complete the computer-based assessment. Instead, this will be used by the student at a separate station during the assessment. All responses generated on a "stand-alone" assistive technology device must be transcribed verbatim by a test administrator to the student's computer-based test. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word will be unavailable. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program, which reads back the information the student has written. If further supports are needed for speech output, see text-to-speech or read aloud policies. Students who use word prediction in conjunction with speech output will need headphones unless tested individually in a separate setting.	need to be familiar with the software, and have had many opportunities to use it in daily instruction. Use of word prediction does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word prediction also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.

Appendix A provides a summary of universal tools, designated supports, and accommodations (both embedded and non-embedded) available for the Guam Spring 2025 District-Wide Smarter Balanced assessments.

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APPENDIX A: SUMMARY OF GUAM SPRING 2025 DISTRICT-WIDE SMARTER BALANCED ASSESSMENT UNIVERSAL TOOLS, DESIGNATED SUPPORTS, AND ACCOMMODATIONS

Embedded Universal Tools, Designated Supports, and Accommodations

Universal Tools	Designated Supports	Accommodations
▪ Calculator[3] ▪ Digital notepad ▪ English dictionary[4] ▪ English glossary ▪ Expandable passages and/or items ▪ Global notepad[5] ▪ Highlighter ▪ Keyboard navigation ▪ Line reader ▪ Mark for review ▪ Math tools[6] ▪ Answer eliminator ▪ Thesaurus[7] ▪ Writing tools[8] ▪ Zoom	▪ Color contrast ▪ Illustration glossaries[9] ▪ Masking ▪ Mouse pointer ▪ Readable mode ▪ Dynamic Text-to-speech[10] ▪ Translation Glossaries[11] ▪ Turn off any universal tools	▪ American Sign Language[13] ▪ Dynamic Text-to-speech[12] ▪ Closed captioning[14]

[3] For calculator-allowed items only in grades 6–8 and HS
[4] For ELA performance task (PT) full writes (Section 2 of ELA PT)
[5] For ELA performance task full writes
[6] Includes embedded ruler, embedded protractor only for specific items, if applicable
[7] For ELA performance task full writes
[8] Includes bold, italic, underline, indent, cut, paste, bullets, undo/redo
[9] For math items
[10] For math stimuli and items, ELA items should be read aloud (see non-embedded support) and not for reading passages
[11] For math items
[12] For ELA reading passages in addition to ELA items, all grades
[13] For ELA listening Items and math items
[14] For ELA listening passages

Non-embedded Universal Tools, Designated Supports, and Accommodations

Universal Tools	Designated Supports	Accommodations
▪ Breaks ▪ English dictionary[13] ▪ Scratch paper ▪ Thesaurus[14]	▪ Amplification ▪ Bilingual dictionary[15] ▪ Medical supports ▪ Noise buffers ▪ Printed test directions in English ▪ Read aloud[16] ▪ Scribe[17] ▪ Separate setting ▪ Simplified test directions	▪ 100s number table ▪ Abacus ▪ American Sign Language[18] ▪ Braille[19] ▪ Calculator[20] ▪ Multiplication table ▪ Read aloud[21] ▪ Scribe[22] ▪ Speech-to-text ▪ Word prediction

[13] For ELA performance task full writes
[14] For ELA performance task full writes
[15] For ELA performance task full writes
[16] For math stimuli and items, and ELA items (not for reading passages)
[17] For all items except ELA performance task full writes
[18] For ELA Listening items (Section 1 of ELA)
[19] For math and ELA paper-pencil assessment
[20] For calculator-allowed items only, grades 6–8 and HS
[21] For ELA reading passages, all grades
[22] For ELA performance task full writes

APPENDIX B: RESEARCH-BASED LESSONS LEARNED ABOUT UNIVERSAL DESIGN, ACCESSIBILITY TOOLS, AND ACCOMMODATIONS

More than half of all Consortium members participated in research spurred by the opportunity that members had to develop alternate assessments based on modified achievement standards (AA-MAS). The research conducted since 2007 provides numerous findings that are relevant to the next-generation assessments. Lessons learned from this research that are relevant to the Smarter Balanced assessment system are highlighted here.[23]

WHO MIGHT BENEFIT FROM ACCESSIBILITY FEATURES IDENTIFIED BY AA-MAS RESEARCH?

Several studies explored the characteristics of students who might benefit from an AA-MAS and the accessibility features incorporated in the assessment. These studies consistently found:

- Students with and without Individualized Education Programs (IEPs) and 504 plans would likely benefit from assessments with increased accessibility features.
- Students identified for the AA-MAS or who were among the lowest performing students in a member state/territory tended to be males, ethnic or racial minorities, English learners, or from low socioeconomic backgrounds.
- Students identified for the AA-MAS tended to have difficulty with:
    - Print materials
    - High vocabulary load materials
    - Directions
    - Multi-step problem solving
- Students identified for the AA-MAS tended to have:
    - Distractibility
    - Limited meta-cognitive skills
    - Poor organizational skills
    - Poor self-monitoring skills
    - Slower work pace
    - Limited working memory capacity

[23] The research used to develop this summary was highlighted in the document Lessons Learned in Federally Funded Projects That Can Improve the Instruction and Assessment of Low Performing Students with Disabilities, edited by M. Thurlow, S. Lazarus, and S. Bechard (2012), available at https://nceo.umn.edu/docs/OnlinePubs/LessonsLearned.pdf, and presentations by the authors of three of the chapters in the Lessons Learned report, Sue Bechard, Vince Dean, Sheryl Lazarus, and Shelly Loving-Ryder, along with representatives from the two general assessment consortia (PARCC – Tamara Reavis; Smarter Balanced – Magda Chia).

WHAT CHANGES CAN BE MADE TO TEST ITEMS AND TESTS THAT DO NOT CHANGE THE CONSTRUCT BEING ASSESSED?

Many studies examined the effects of changes to test items or the tests themselves. Among those changes that did not violate the construct were:

- Enhanced directions
- Increased size of text and visuals
- Increased white space
- Simplified formats, including simplified visuals
- Underlining

Among those changes that might not violate the construct, depending on how the construct was specifically defined, were:

- Adding visuals
- Bolding text
- Simplifying language in item stems
- Changing distractors by editing the attractive distractor or changing the order of distractors
- Chunking text by embedding questions within a passage
- Reordering items
- Providing thought questions or hint boxes
- Scaffolding for vocabulary, definition, context, inference, or complex questions

Other findings highlighted the need for individualized decisions about some accessibility features. For example:

- Read-aloud features are differentially effective for and preferred by students.
- Some features increase engagement and motivation in students.
- Too many features can be confusing to students.

Researchers found that students needed to have the opportunity to practice new item types and new accessibility features. In addition, their research emphasized the benefits of cognitive labs and item tryouts with students.

WHAT CAN TEST DEVELOPERS DO TO BUILD ON THE LESSONS LEARNED FROM AA-MAS RESEARCH AND IMPLEMENTATION?

Many studies and AA-MAS implementation efforts pointed to considerations for test developers. For example:

- Require item-writer training that focuses on universal design and accessibility principles.
- Develop items from scratch rather than attempting to modify existing items to increase universal design and accessibility characteristics.
- Ensure that all users understand the purpose of the assessment through professional development activities.
- Always consider format changes that might increase the accessibility of items and tests, but make changes to content and cognitive load only after careful delineation of the purpose and content targets of the assessment.
- Engage in research on the effects of individual changes and combinations of changes intended to increase universal design and accessibility.
- Implement innovative items with caution, and only after exploring the accessibility implications of the innovative items.

APPENDIX C: FREQUENTLY ASKED QUESTIONS

Smarter Balanced members identified frequently asked questions (FAQs) and developed applicable responses to support the information provided in the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*. These questions and responses, as well as the information in the *Guidelines* document were adapted to apply to the Guam Spring 2025 District-Wide Smarter Balanced summative assessments.

These FAQs may be used to understand the universal tools, designated supports, and accommodations available for the Guam Spring 2025 Smarter Balanced assessments.

The FAQs are organized into four sections. First are general questions. Second is a set of questions about specific universal tools and designated supports. Questions that pertain specifically to English learners (ELs) comprise the third set of FAQs, and questions that pertain specifically to students with disabilities comprise the fourth set of FAQs.

OVERVIEW OF FAQS

1. What are the differences among the three categories of universal tools, designated supports, and accommodations?
2. Which students should use each category of universal tools, designated supports, and accommodations?
3. What is the difference between embedded and non-embedded approaches? How might educators decide what is most appropriate?
4. Who determines how non-embedded accommodations (such as read aloud) are provided?
5. Are any students eligible to use text-to-speech or read aloud for ELA reading passages on the Smarter Balanced assessments?
6. Under which conditions may a member elect not to make available to its students an accommodation that is allowed by Smarter Balanced?
7. What is to be done for special cases of "sudden" physical disability?
8. Who reviewed the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines?
9. Where can a person go to get more information about making decisions on the use of designated supports and accommodations?
10. What security measures need to be taken before, during, and after the assessment for students who use universal tools, designated supports, and/or accommodations?
11. Who is supposed to input information about designated supports and accommodations into the test registration tool? How is the information verified?
12. Are there any supplies that schools need to provide so that universal tools, designated supports, and accommodations can be appropriately implemented?

13. Are there accessibility resources that members have discussed and agreed not to include in the Smarter Balanced test?
14. For the zoom universal tool, is the default size specific to certain devices? Will the Test Administration Manual provide directions on how to do this adjustment?
15. For the English glossary universal tool, how are terms with grade- and context-appropriate definitions made evident to the student?
16. Can universal tools be turned off if it is determined that they will interfere with the student's performance on the assessment?
17. How are the language access needs of ELs addressed in the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines?
18. Why are resources to support English language proficiency needs classified as universal tools and designated supports?
19. Is text-to-speech available for ELs to use?
20. What languages are available to ELs in text-to-speech?
21. For Guam spring 2025, which content areas will there be translation supports for students whose primary language is not English?
22. Does a student need to be identified as an English learner in order to receive translation and language supports? What about foreign language exchange students?
23. How is the translations glossary non-embedded designated support different from the bilingual dictionary?
24. Will translations be available in language dialects/variants?
25. What accommodations are available for students with disabilities (including ELs with disabilities)?
26. Is a non-embedded ASL accommodation available on ELA items that are not part of the listening portion of the test?
27. Will sign languages other than ASL (including signing in other languages) be available?
28. Can interpreters be used for students who are deaf or hard of hearing who do not use ASL?
29. What options do schools have for administering Smarter Balanced assessments to students who are blind?
30. Why is the non-embedded abacus an accommodation for the non-calculator items? Doesn't an abacus serve the same function as a calculator?
31. Can students without documented disabilities who have had a sudden injury use any of the Smarter Balanced accommodations?
32. How do member officials monitor training and qualifications for the non-embedded read aloud accommodation?
33. If students are using their own devices that incorporate word prediction, will this impact their score?

34. What kind of medical supports may be used by students? What monitoring is needed?

GENERAL FAQS

1. What are the differences among the three categories of universal tools, designated supports, and accommodations?

Universal tools are access features that are available to all students based on student preference and selection. Designated supports for the Smarter Balanced assessments are those features that are available for use by any student (including English learners, students with disabilities, and English learners with disabilities) for whom the need has been indicated by an educator or team of educators (with parent/guardian and student input as appropriate). Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments by generating valid assessment results for students who need them and allowing these students the opportunity to show what they know and can do.

The *Usability, Accessibility, and Accommodations Guidelines* identify accommodations for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 plan.

Universal tools, designated supports, and accommodations may be either embedded in the test administration system or provided locally (non-embedded).

2. Which students should use each category of universal tools, designated supports, and accommodations?

Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. Designated supports are available only to students for whom an adult or team (consistent with member-designated practices) has indicated the need for these supports (as well as those students for whom the need is documented).

Accommodations are available only to those students with documentation of the need through either an Individualized Education Program (IEP) or a 504 plan. Students who have IEPs or 504 accommodation plans also may use designated supports and universal tools.

What Tools Are Available for My Student?

	All Students	English Learners (ELs)	Students with Disabilities	ELs with Disabilities
Universal Tools	Yes	Yes	Yes	Yes
Designated Supports	Yes[24]	Yes[25]	Yes	Yes
Accommodations	No	No	Yes	Yes

[24] Only for instances that an adult (or team) has deemed the supports appropriate for a specific student's testing needs.

[25] Only for instances that an adult (or team) has deemed the supports appropriate for a specific student's testing needs.

3. **What is the difference between embedded and non-embedded approaches? How might educators decide what is most appropriate?**

Embedded versions of the universal tools, designated supports, and accommodations are provided digitally through the test delivery system, while non-embedded versions are provided at the local level through means other than the test delivery system. The choice between embedded and non-embedded universal tools and designated supports should be based on the individual student's needs. The decision should reflect the student's prior use of, and experience with, both embedded and non-embedded universal tools, designated supports, and accommodations.

4. **Who determines how non-embedded accommodations (such as read aloud) are provided?**

IEP teams and educators make decisions about non-embedded accommodations. These teams (or educators for 504 plans) provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plan.

5. **Are any students eligible to use text-to-speech or read aloud for ELA reading passages on the Smarter Balanced assessments?**

For students in all grades, text-to-speech or read aloud is available on ELA reading passages as a non-embedded accommodation for students whose need is documented on an IEP or 504 plan, subject to each member's laws, regulations, and policies. Text-to-speech and read aloud are available on reading passages in all grades. Text-to-speech and read aloud for ELA reading passages are not available for ELs (unless the student has an IEP or 504 plan). Whenever text-to-speech is used, appropriate headphones must be available to the student, unless the student is tested individually in a separate setting. Similarly, if the student receives a read aloud accommodation, the student may need to be tested in a small group or individual setting (also see FAQ 45).

6. **Under which conditions may a member elect not to make available to its students an accommodation that is allowed by Smarter Balanced?**

The Consortium recognizes that there should be a careful balance between the need for uniformity among members and the need for members to maintain their autonomy. To maintain this balance, individual members may elect not to make available an accommodation that is in conflict with the member's laws, regulations, or policies.

7. **What is to be done for special cases of "sudden" physical disability?**

One exception to the IEP or 504 requirement is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. For these situations, students may use the scribe accommodation (if deemed appropriate based on the student having had sufficient experience with the use of the accommodation).

8. **Who reviewed the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines?**

In addition to individuals and officials from the Smarter Balanced Governing members, several organizations and their individual members provided written feedback during the creation of the

Guidelines. Furthermore, Smarter Balanced facilitates an annual process to solicit feedback from members. This feedback includes both feedback from each member in addition to stakeholder feedback provided to members.

9. Where can a person go to get more information about making decisions on the use of designated supports and accommodations?

Practice tests provide students with experiences that are critical for success in navigating the platform easily. The practice and training tests may be particularly important for those students who will be using designated supports or accommodations, because the practice tests can provide data that may be useful in determining whether a student might benefit from the use of a particular designated support or accommodation. It is important that students have ample opportunities to use selected designated supports and accommodations in daily instruction.

10. What security measures need to be taken before, during, and after the assessment for students who use universal tools, designated supports, and/or accommodations?

Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity of a test and validity of test results. Ensuring that only authorized personnel have access to the test and that test materials are kept confidential is critical in technology-based assessments. In addition, it is important to guarantee that (a) students are seated in such a manner that they cannot see each other's terminals, (b) students are not able to access any unauthorized programs or the internet while they are taking the assessment, and (c) students are not able to access any externally saved data or computer shortcuts while taking the test. Prior to testing, the IEP team should check on compatibility of assistive technology devices and make appropriate adjustments if necessary. When a non-embedded designated support or accommodation is used that involves a human having access to items (e.g., reader, scribe), procedures must be in place to ensure that the individual understands and has agreed to security and confidentiality requirements. Test administrators need to (a) keep testing materials in a secure place to prevent unauthorized access, and (b) keep all test content confidential and refrain from sharing information or revealing test content.

Printed test materials, including ELA Listening script printouts, must be collected and inventoried at the end of each test session and securely shredded immediately. DO NOT keep printed test items/stimuli for future test sessions.

The following test materials must be securely stored between each testing session and destroyed immediately after the student's completion of the test:

- Scratch paper and all other paper handouts written on by students during testing;
  - Please note, for mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected

and securely destroyed to maintain test security. If the student is using an assistive technology device, the test administrator must ensure that all test materials are deleted from the device.

- Any reports or other documents that contain personally identifiable student information; and
- Printed ELA Listening scripts.

Additional information on this topic is provided in the *Test Administration Manual* (TAM).

11. Who is supposed to input information about designated supports and accommodations into the test registration tool? How is the information verified?

Generally, a school will designate a person to enter information into the test registration tool. Often this person is a school test coordinator. For those students for whom an IEP team (or educator developing the 504 plan) is identifying designated supports as well as accommodations, that team or educator is responsible for ensuring that information from the IEP (or 504 plan) is entered appropriately so that all embedded accommodations can be activated prior to testing.

Entry of information for IEP and 504 students can be accomplished by identifying one person from the team to enter information or by providing information to the person designated by the school to enter data into the test registration tool. For students who are ELs, an educator who knows the student well and is familiar with the instructional supports used in the classroom should provide information to the person designated to enter information into the test registration tool.

12. Are there any supplies that schools need to provide so that universal tools, designated supports, and accommodations can be appropriately implemented?

Schools should determine the number of headphones they will provide (for text-to-speech, as well as for the listening test) and other non-embedded universal tools (e.g., thesaurus), designated supports (e.g., bilingual dictionary), and accommodations (e.g., multiplication table) for students. An alternative is to identify these as items that students will provide on their own. The ELA Listening script will be needed for students that require a local human signer.

13. Are there accessibility resources that members have discussed and agreed not to include in the Smarter Balanced test?

There are several accessibility resources that members discussed with external experts, discussed with members, and agreed not to include in the Smarter Balanced test:

- Translated "word list" for ELA tests
- Bilingual dictionary for all ELA items except for the full write portion of the ELA Performance Task; the full write is the second part of a Performance Task.
- Calculator on mathematics items in grades 3-5
- External protractor/ruler for online mathematics tests
- Members also agreed to keep the current scribing policy; members agreed not to restrict it.
- Members also agreed not to change the font style.

- Graphic organizers that are not created by the student (see Scratch paper policy)

UNIVERSAL TOOLS AND DESIGNATED SUPPORTS FAQS (AVAILABLE TO ALL STUDENTS)

14. For the zoom universal tool, is the default size specific to certain devices? Will the Test Administration Manual provide directions on how to do this adjustment?

The default size is available to all students and is not specific to certain devices. Students who require zoom should practice using this feature on the Practice Test. Please note that in addition to zoom, students may have access to a magnification tool.

15. For the English glossary universal tool, how are terms with grade- and context-appropriate definitions made evident to the student?

Selected terms have a light line under them. If a student hovers over the terms, the terms with the attached glossary are highlighted. A student can click on the terms and a pop-up window will appear. In addition, a student can click on the audio button next to each term to hear it.

16. Can universal tools be turned off if it is determined that they will interfere with the student's performance on the assessment?

Yes. If an adult (or team) determines that a universal tool might be distracting or that students do not need to use them or are unable to use them, that universal tool can be turned off within the student's test.

FAQS PERTAINING TO ENGLISH LEARNERS (ELS)

17. How are the language access needs of ELs addressed in the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines?

The language access needs of ELs are addressed through the provision of numerous universal tools and designated supports. These include universal tools, such as English dictionaries and thesauri for full writes and English glossaries, and designated supports such as translated glossaries. These are not considered accommodations in the Smarter Balanced assessment system.

18. Why are resources to support English language proficiency needs classified as universal tools and designated supports?

- Resources that support students' needs regarding English language proficiency are different from resources that support students' needs associated with disabilities. Historically, assessment systems have confounded these two types of student needs.
- Students who are not formally classified as English learners may benefit from access to language supports on Smarter Balanced assessments. Therefore, associating language supports exclusively with formal English learner classification is unnecessarily limiting and potentially harmful.
- Smarter Balanced makes available resources to support English language proficiency needs as embedded universal tools and designated supports to ensure that the greatest number of students has access to these resources.
- English learners who also have disabilities can be provided access to accommodations as identified in their IEPs/504 plans.

19. Is text-to-speech available for ELs to use?

Dynamic text-to-speech is available as a designated support to all students (including ELs) for whom an adult or team has indicated it is needed for math items but for ELA items (but not ELA reading passages) the read aloud non-embedded designated support should be provided for spring 2025. Text-to-speech for ELA reading passages is available for an EL in all grades only if the student has an IEP or 504 plan. For text- to-speech to be available for an EL, it must be entered into the test registration tool.

20. What languages are available to ELs in text-to-speech?

Text-to-speech is currently available in English. However, the translated glossaries include an audio component automatically available to any student with the translated glossaries embedded designated support.

21. For Guam spring 2025, which content areas will there be translation supports for students whose primary language is not English?

For mathematics, primary language pop-up glossaries are provided in various languages and dialects including Arabic, Burmese, Cantonese, Tagalog (Filipino), Hmong, Korean, Mandarin, Punjabi, Russian, Somali, Spanish, Ukrainian, and Vietnamese.

Only translations that have gone through the translation process outlined in the *Smarter Balanced Translation Accommodations Framework for Testing English Language Learners in Mathematics* would be an accepted support.

22. Does a student need to be identified as an English learner in order to receive translation and language supports? What about foreign language exchange students?

Translations and language supports are provided as universal tools and designated supports. Universal tools are available to all students. Designated supports are available to those students for whom an adult (or team) has determined a need for the support. Thus, these are available to all students, regardless of their status as an EL. Foreign language exchange students would have access to all universal tools and those designated supports that have been indicated by an adult (or team).

23. How is the translations glossary non-embedded designated support different from the bilingual dictionary?

The translations glossary non-embedded designated support includes the customized translation of pre- determined construct-irrelevant terms that are most challenging to English learners. The translation of the terms is context-specific and grade-appropriate. Bilingual dictionaries often do not provide context-specific information nor are they customized. In addition, the translated glossary includes an audio support.

24. Will translations be available in language dialects/variants?

Translated glossaries are available in different languages and dialects including Arabic, Burmese, Cantonese, Tagalog (Filipino), Hmong, Korean, Mandarin, Punjabi, Russian, Somali, Spanish, Ukrainian, and Vietnamese.

FAQS PERTAINING TO STUDENTS WITH DISABILITIES

25. What accommodations are available for students with disabilities (including ELs with disabilities)?

Students with disabilities (including those who are ELs) can use non-embedded accommodations (e.g., American Sign Language, abacus, speech-to-text, word prediction) that have been documented on an IEP or 504 plan. These students also may use universal tools and designated supports. A full list of accommodations can be found in the *Guidelines* document, Tables 5 and 6.

26. Is an embedded ASL accommodation available on ELA items that are not part of the listening portion of the test?

The embedded ASL accommodation is not currently available on any ELA items that are not part of the listening claim. For the listening portion of the test, a student who is deaf or hard of hearing who has a documented need in an IEP or 504 plan may use the embedded ASL.

27. Will sign languages other than ASL (including signing in other languages) be available?

Currently, only ASL is available.

28. Can interpreters be used for students who are deaf or hard of hearing who do not use ASL?

Smarter Balanced has consulted with external experts who have unanimously advised against this practice. Research indicates severe challenges with standardization and quality.

29. What options do schools have for administering Smarter Balanced assessments to students who are blind?

Braille tests are available for use but for spring 2025 there are no Guam students that required braille.

For those students who are blind and prefer to use text-to-speech, access to text-to-speech should be provided for the math test only. Read aloud can be provided for ELA items (text-to-speech is not available on ELA reading passages without a specific documented need in the student's IEP or 504 plan). Non-embedded read aloud accommodation in all grades is available for students who have an indicated need on ELA reading passages in their IEP or 504 plan. Students should participate in the decision about the accommodation they prefer to use and should be allowed to change during the assessment if they ask to do so.

30. Why is the non-embedded abacus an accommodation for the non-calculator items? Doesn't an abacus serve the same function as a calculator?

An abacus is similar to the sighted student using paper and pencil to write a problem and do calculations. The student using the abacus has to have an understanding of number sense and must know how to do calculations with an abacus.

31. Can students without documented disabilities who have had a sudden injury use any of the Smarter Balanced accommodations?

Students without documented disabilities who have experienced a physical injury that impairs their ability to use a computer may use some accommodations, provided they have had sufficient experience with them.

Scribe is an accommodation that is available to students who have experienced a physical injury such as a broken hand or arm, or students who have become blind through an injury and have not had sufficient time to learn braille. Prior to testing a student with a sudden physical injury, regardless of whether a 504 plan is started, test administrators should contact their school test coordinator or other authorized individuals to ensure the test registration system accurately describes the student's status and any accommodations that the student requires.

32. How do member officials monitor training and qualifications for the non-embedded read aloud accommodation?

Members will need to develop processes and procedures to monitor training and the qualifications of individuals who provide the read aloud accommodation when text-to-speech is not available or appropriate for a student. Members can also use the *Smarter Balanced Read Aloud Guidelines* (see Appendix D).

33. If students are using their own devices that incorporate word prediction, will this impact their score?

Word prediction is an allowable non-embedded accommodation. The students' score will not be affected under these circumstances. Students using these devices must still use their knowledge and skills to review and edit their answers.

34. What kind of medical supports may be used by students? What monitoring is needed?

Medical supports would encompass any supports that have been prescribed or recommended by a medical professional who supports the student's health. The student's health and well-being are the highest priority. Medical supports may require the use of an app on a cell phone or tablet. These supports are not exhaustive but may include: glucose monitors, durable medical equipment, hearing aids, FM systems, service animals, etc. The use of medical supports may require a separate setting or additional monitoring by the test administrator to ensure the student is not accessing the internet for any other purpose.

APPENDIX D: READ ALOUD GUIDELINES

Available at: https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf

When a student cannot access text-to-speech, an embedded resource available on the Smarter Balanced assessment, the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow the *Smarter Balanced Read Aloud Guidelines* presented here. The guiding principle in reading aloud is to ensure that the student has access to test content.

On Smarter Balanced assessments, test readers are allowable across all grades as a **designated support** for mathematics stimuli and items and ELA items as appropriate (not ELA reading passages). Test readers are allowable for ELA reading passages in addition to items as a **documented accommodation** in all grades. Note that this accommodation is appropriate for a very small number of students (estimated to be approximately 1–2% of students with disabilities participating in a general assessment). For information on documentation requirements and decision-making criteria for use of test readers and all other Smarter Balanced resources, please see the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*.

QUALIFICATIONS FOR TEST READERS

- 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.
- Test readers must be trained in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and Consortium member test administration manuals, guidelines, and related documentation.

PREPARATION

- Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test.
- Test readers should have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on Smarter Balanced assessments.

- Test readers should be aware of and familiar with all additional supports and/or accommodations provided to a student in accordance with the student's Individualized Education Program (IEP) or 504 plan. This will ensure that there are plans in place for providing all needed designated supports and accommodations.
- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the *Usability, Accessibility, and Accommodations Guidelines*. Test readers should be familiar with any assistive technology or approved supports the student requires.
- Test readers should have extensive practice in providing read aloud support and must be familiar and comfortable with the process before working directly with a student.
- The reader should be knowledgeable of procedures for reading aloud text by content area (see Table 1 below).
- The test reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test reader script is included at the end of the *Read Aloud Guidelines*.
- Unless otherwise specified by a student's IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. Test readers should be ready with appropriate script that reinforces the parameters during the test session.

GENERAL GUIDELINES

- The test reader's support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Read each question exactly as written and as clearly as possible.
- Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student's questions by repeating the item, words, or instructions verbatim as needed.
- Do not paraphrase, interpret, define, or translate any items, words, or instructions as this would be a violation of test security.
- Spell any words requested by the student.
- Adjust your reading speed and volume if requested by the student.

POST-ADMINISTRATION

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with policies and procedures.

- The test reader must not discuss any portion of the test with others.

ENGLISH USAGE/CONVENTIONS

- **Punctuation:** Read all text as punctuated, unless reading the text compromises the construct being measured.
- **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as "dot, dot, dot."
- **Quotations:** Quotation marks should be verbalized as "quote" and "end quote" at the beginning and end of quoted material, respectively.
- **Emphasis**: When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- **Misspellings:** In some cases, a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances, the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.

IMAGES/GRAPHICS/DIAGRAMS

- Before describing an image or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image or graphic will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item. Typically, diagrams are imperative to student understanding and should be read in a logical order.
- Describe the image/graphic/diagram as concisely as possible following a logical progression. Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic/diagram.
- Read the title or caption, if available.
- Any text that appears in the body of the image/graphic/diagram may be read to a student. Read text in images/graphics/diagrams in the order most suited for the student's needs. Often the reader moves top to bottom, left to right, in a clockwise direction, or general to specific in accordance with teaching practices.

PASSAGES

- Read the passage in its entirety as punctuated (e.g., pauses at periods and commas; raised intonation for questions). Do not verbalize punctuation marks other than ellipses and quotation marks as noted above.

- If the student requires or asks for a specific section of the passage to be re-read with the punctuation indicated, the test reader should re-read those specific lines within the passage and indicate all punctuation found within those lines as many times as requested by the student.
- When test questions refer to particular lines of a passage, read the lines referenced as though they are part of the item.

MATHEMATICAL EXPRESSIONS

- The test reader must read mathematical expressions precisely and with care to avoid misrepresentation for a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Test readers must read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common English usage for the student's grade level.
- Additional examples may be found in the table below.
- Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as "ten centimeters." Some abbreviations may be read differently by different readers. For example, cm^3 may be read as "cubic centimeters" or "centimeters cubed."

Test Reader Guidance for Mathematics:

Numbers

Description	Example(s)	Read as:
Large whole numbers	632,407,981 45,000,689,112	"six hundred thirty-two million, four hundred seven thousand, nine hundred eighty one" "forty-five billion, six hundred eighty nine thousand, one hundred twelve"
Decimal numbers	0.056 4.37	"zero point zero five six" "four point three seven"
Fractions – common Fractions – not common – read as "numerator over denominator"	$\frac{1}{2}$ $\frac{1}{4}$ $\frac{2}{3}$ $\frac{4}{5}$ $\frac{14}{25}$	"one half, one fourth, two thirds, four fifths" Other common fractions include "sixths, eighths, tenths" "fourteen over twenty-five"

Description	Example(s)	Read as:
	$\frac{487}{6972}$	"four hundred eighty-seven over six thousand nine hundred seventy-two"
Mixed numbers - read with "and" between whole number and fraction	$3\frac{1}{2}$	"three and one half"
	$57\frac{3}{4}$	"fifty-seven and three fourths"
Percents	62%	"sixty two percent"
	7.5%	"seven point five percent"
	0.23%	"zero point two three percent"
Money - if contains a decimal point, read as "dollars AND cents"	$\$4.98$	"four dollars and ninety-eight cents"
	$\$0.33$	"thirty-three cents"
	$\$5368.00$	"five thousand three hundred sixty-eight dollars"
Negative numbers - do NOT read negative sign as "minus"	-3	"negative three"
	$-\frac{5}{8}$	"negative five eighths"
	-7.56	"negative seven point five six"
Dates (years)	1987	"nineteen eighty-seven"
	2005	"two thousand five"
Roman Numerals	I	"Roman Numeral one"
	II	"Roman Numeral two"
	III	"Roman Numeral three"
	IV	"Roman Numeral four"
Ratios	$x: y$	"x to y"
Square roots and cube roots	$\sqrt{6}$	"the square root of six"
	$\sqrt[3]{16}$	"the cube root of sixteen"

Operations

Description	Example(s)	Read as:
Addition	$\begin{array}{r} 13 \\ +\ 27 \\ \hline \end{array}$ $13 + 27 =$ $13 + 27 = ?$	"thirteen plus twenty-seven equals" "thirteen plus twenty-seven equals question mark"
Subtraction	$\begin{array}{r} 487 \\ -\ 159 \\ \hline \end{array}$ $487 - 159 =$ $487 - 159 = ?$	"four hundred eighty-seven minus one hundred fifty-nine equals" "four hundred eighty-seven minus one hundred fifty-nine equals question mark"
Multiplication	$\begin{array}{r} 63 \\ \times\ 49 \\ \hline \end{array}$ $63 \times 49 =$ $63 \times 49 = ?$	"sixty-three times forty nine equals" "sixty-three times forty nine equals question mark"
Division – Vertical or Horizontal	$\frac{120}{15} = 8$ $120 \div 15 = 8$	"one hundred twenty divided by fifteen equals eight"
Operations with boxes	$3 + \square = 8$	"three plus box equals eight"

Expressions

Description	Example(s)	Read as:
Expressions containing variables (any letter may be used as a variable)	$N+4$	"'N' plus four"
	$8x - 3$	"eight 'x' minus three"
	$4\ (y - 2) + 5 = 7$	"four open parenthesis 'y' minus two close parenthesis plus five equals seven"
	$V \equiv \frac{4}{3}\pi r^3$	"'V' equals four thirds pi 'r' cubed"
	$\frac{\lvert t \rvert - 2}{6} \leq 15$	"the absolute value of 't' (pause) minus two (pause) over six is less than or equal to fifteen"
	$x^2y^3 = -36$	"'x' squared 'y' cubed equals negative thirty-six" or "'x' to the second power times 'y' to the third power equals negative thirty-six"
	$156x \geq 4$	"one hundred fifty-six 'x' is greater than or equal to four"
Functions and inverse functions (Read "of" instead of parentheses)	$f(x)$	"F of x"
	$f(x+2)$	"F of x plus 2"
	$f(g(x))$	"F of g of x"
Coordinate pairs Answer choices with no other text	the point (-1, 2)	"the point (pause) negative one comma two"
	the point A is at (6, 3)	"the point 'A' is at (pause) six comma three"
	A. (-3, -4)	"'A' (pause) negative three comma negative four"

Comparing Lines, Shapes, and Angles

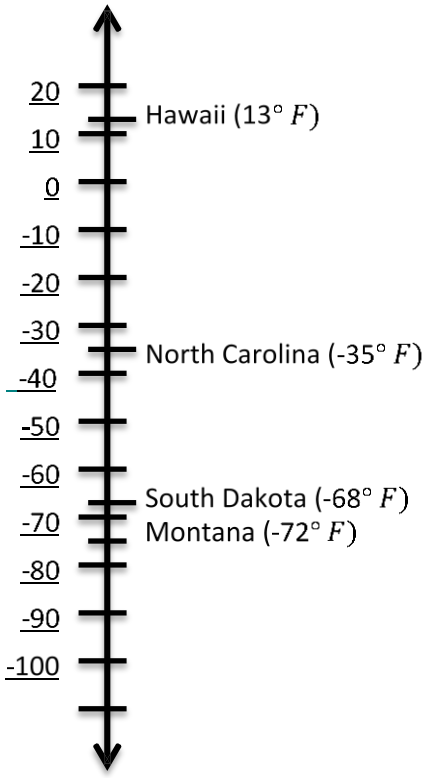
Description	Example(s)	Read as:
Parallels	$\overline{AB} \parallel \overline{CD}$	"line segment AB is parallel to line segment CD"
Perpendiculars	$\overline{AB} \perp \overline{CD}$	"line segment AB is perpendicular to line segment CD"
Similar and congruent	$\Delta ABC \sim \Delta DEF$	"triangle A B C is similar to triangle D E F"
	$\angle ABC \cong \angle DEF$	"angle A B C is congruent to angle D E F"
Lines, line segments, rays, arcs	$\overleftrightarrow{BC}$	"line B C"
	$\overline{CD}$	"line segment C D"
	$\overrightarrow{BC}$	"ray B C"
	$\overset{\frown}{BC}$	"arc B C"

Trigonometry

Description	Example(s)	Read as:
Sine	$\sin 25°$	"sine twenty-five degrees"
Cosine	$\cos 35°$	"cosine thirty-five degrees"
Tangent	$\tan 10°$	"tangent ten degrees"

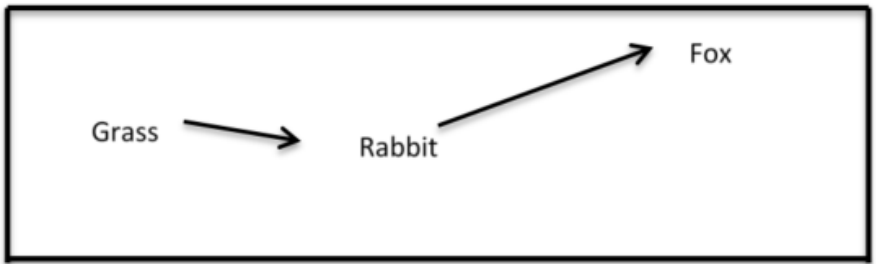
IMAGES/GRAPHICS/DIAGRAMS/TABLES:

From Top to Bottom



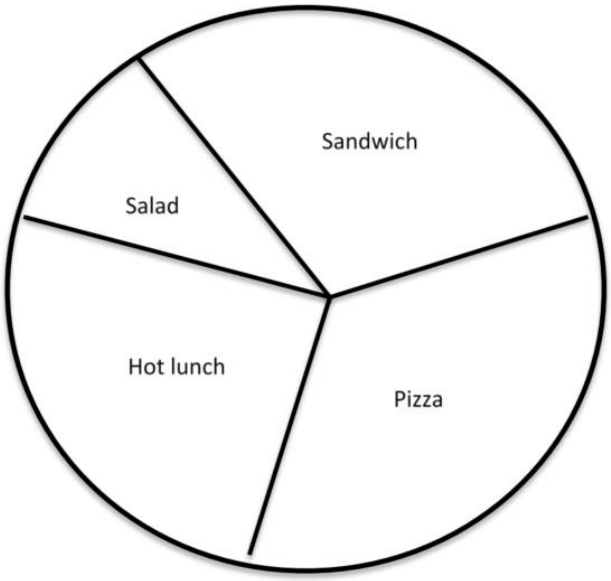
"From top to bottom, the figure is labeled: Hawaii thirteen degrees Fahrenheit, North Carolina negative thirty- five degrees Fahrenheit, South Dakota negative sixty-eight degrees Fahrenheit, Montana negative seventy-two degrees Fahrenheit"

From Left to Right



“From left to right, the figure reads: Grass, Rabbit, Fox”

Clockwise (Start Wherever Makes Sense.)



“Clockwise from the top, the figure reads: Sandwich, Pizza, Hot lunch, Salad”

Tables

1. Read title.
2. Total up the columns and rows.
3. Read column/row headings.
4. Read cell values (only as directional language for the first one).

Results from School Walk-a-Thon:

Number of Students	Number of Miles Walked
30	112
46	214
37	98
41	189

“The title of the table is Results from School Walk-a-Thon. The table has 2 columns and 4 rows. From left to right, the column headings read Number of Students, Number of Miles Walked. From left to right the first row reads thirty, one hundred twelve. The second row reads forty-six, two hundred fourteen. The third row reads thirty-seven, ninety-eight. The fourth row reads forty-one, one hundred eighty-nine.”

SUGGESTED TEST READER SCRIPT

To be used with student in advance of the day of testing.

Hi_____,

I'm the person who will be reading your test to you when you take your Smarter Balanced assessment next week in [math/ELA]. I wanted to let you know how we'll work together. When I'm reading a test to you, it's very different from when I'm reading to you during class time. I have to follow certain rules.

- I cannot help you with any answers.
- I cannot click on anything on the screen.[33]
- I will not be using different character voices or changes in my tone when I read. I will be using a very direct voice that does not change very much, no matter how exciting the story or test item gets.
- If there is a picture that has words in it, I will read those words. If you ask, I will re-read the words as well.
- Sometimes there may be something about a word or phrase that might give you a hint if I read it out loud. In those cases, I will skip the word, point to it on screen, and continue to read.
- I can still help you with your [**list any assistive technology that the student may require that would need adult support—if that support is provided by you].
- You can ask me to re-read parts of the test if you didn't hear me or need more time to think.
- You can ask me to pause my reading if you need to take a break.
- You can ask me to slow down or speed up my reading, or read louder or softer, if you are having trouble understanding what I read.
- I will only read certain types of punctuation, but if you need me to re-read a sentence and tell you how it was punctuated, I can do that.
- If you ask me a question about the test all I will say is: "Do your best work. I cannot help you with that."
- Do you have any questions for me about how we'll work together during the test?

[33] A reader may click on something on the screen only if this is an identified need in the student's IEP or 504 plan and the reader has received appropriate training on when and how to do so.

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APPENDIX E: SCRIBING PROTOCOL FOR SMARTER BALANCED ASSESSMENTS

A scribe is an adult who writes down what a student dictates in a variety of ways (e.g., speech, American Sign Language (ASL), braille, assistive communication device). The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content.

Scribes are allowable on Smarter Balanced assessments as a **documented accommodation** for ELA performance task full writes and a **designated support** for mathematics and ELA items (except ELA performance task full writes). For information on documentation requirements and decision-making criteria for use of scribes and all other Smarter Balanced supports please see the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines.*

QUALIFICATIONS FOR SCRIBES

- The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.
- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.
- Scribes should have extensive practice and training in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and member test administration manuals, guidelines, and related documentation.

PREPARATION

- Scribes should read and sign a test security/confidentiality agreement prior to test administration.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers. Scribes may wish to review the practice test to become familiar with the assessment.
- Scribes should be familiar with the Individualized Education Program (IEP) or 504 plan, if the student for whom they are scribing has a disability, so that there are plans in place for providing all needed designated supports and accommodations.
- Scribes should also have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on Smarter Balanced assessments.
- Scribes should review the *Scribing Protocol for Smarter Balanced Assessments* with the student at least one to two days prior to the test event.
- Scribes should practice the scribing process with the student at least once prior to the scribing session.

GENERAL GUIDELINES

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test takers, or inadvertently reveal the student's answers.
  - If not in a separate setting, the scribe should be situated near enough (adhering to local health and safety protocol) to the student to prevent their conversations from reaching other students in the room.
- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the embedded and non-embedded tools available for a given item and student.
- Scribes are expected to comply with student requests regarding use of all available features within the test environment.
- Scribes may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment).
- Scribes may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating their response during or after the dictation to the scribe.
- Scribes may ask the student to restate words or parts as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.
- Scribes may not question or correct student choices, alert students to errors or mistakes, prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way and must record exactly what the student has dictated.
- Students must be allowed to review and edit what the scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.

CONTENT AREA SPECIFIC GUIDELINES

Content Area	Guideline
English Language Arts	**Selected Response Items (Single and Multiple Answer)** ▪ The student must point to or otherwise indicate the student's selection(s) from the options provided. ▪ Scribes are expected to comply with student directions regarding screen and test navigation and use of test platform features available for a given item. ▪ The student will confirm the selected answer and indicate to the scribe when the student is ready to move on to the next item. **Constructed Response Items (Short-Text)** ▪ The scribe will write verbatim student responses on screen in an area where the student's answers will not be accessible to other students. ▪ The scribe will correctly spell all words as dictated. ▪ The scribe will **not** capitalize words or punctuate text. ▪ The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., *than* and *then*; *to*, *two*, and *too*; *there*, *their*, and *they're*. ▪ The student will proofread to add punctuation, capitalization, formatting, and make other edits. ▪ The scribe will make student-requested changes, even if incorrect. ▪ The student will confirm the fidelity of the response. ▪ The student will indicate to the scribe when the student is ready to move on to the next item. **Long Essay (Full Write)** ▪ The scribe will write verbatim student responses on screen in an area where the student's answers will not be accessible to other students. ▪ The scribe will correctly spell all words as dictated. ▪ The scribe will **not** capitalize words or punctuate text. ▪ The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., *than* and *then*; *to*, *two*, and *too*; *there*, *their*, and *they're*. ▪ The student will proofread to add punctuation, capitalization, formatting, and other edits. ▪ The scribe will make student-requested changes, even if incorrect. ▪ The student will confirm the fidelity of the response. ▪ The student will indicate to the scribe when the student is ready to move on to the next item. ▪ Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.
Mathematics	**Selected Response Items (Single and Multiple Answer)** ▪ The student must point to or otherwise indicate the student's selection from the options provided.

Content Area	Guideline
	▪ The scribe will comply with student directions, including requests regarding screen and test navigation and use of test platform features available for the question. ▪ The student will confirm the student's selections and indicate to the scribe when the student is ready to move on to the next item. **Constructed/Equation Response Items** ▪ The student must point or otherwise direct the scribe in developing the student's response. ▪ The scribe will input student work directly onscreen and in view of the student. ▪ For responses requiring equations, the student must specify where to place figures and operands. ▪ For responses requiring text, the scribe will correctly spell all words as dictated and conform to standard writing conventions. ▪ For responses requiring text, the student will proofread to add punctuation, capitalization, formatting, and other edits. ▪ The scribe will make student-requested changes, even if incorrect. ▪ The student will confirm the fidelity of the response. ▪ The student will indicate to the scribe when the student is ready to move on to the next item.

CONSIDERATIONS FOR STUDENTS ALSO USING ASL OR OTHER SIGN SYSTEM

- The scribe should be proficient in the sign system utilized (e.g., ASL) or the scribe should be working with an interpreter proficient in the sign system, as determined by the Consortium member.
- When a constructed response is required, the interpreter/scribe should convey the meaning behind the student's indicated response.
- The interpreter/scribe should show the student the written response, but NOT sign the response to the student.
  - Probing or clarifying is allowed in the case of classifiers for students using ASL or other sign systems.
- Students may review the written or typed response on paper or on the computer screen and indicate any changes or revisions to the scribe.

CONSIDERATIONS FOR STUDENTS USING BRAILLE

- The scribe should be proficient in reading (visually or tactually) braille in all braille codes used by the student, as determined by the Consortium member.

- The scribe should enter the responses on paper or online exactly as the student has brailled. In addition to following the content-specific guidelines above, errors in braille code should not be corrected.
- The scribe may ask for the student to read back brailled responses for clarification if the brailled response is difficult to read due to student corrections.
- Students may review the typed response on the computer screen by either using the scribe to read back the entered response or using assistive technology. Students may indicate any changes or revisions to the scribe.

POST-ADMINISTRATION

- The scribe will submit online student responses and collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with Consortium and member policies and procedures.

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