

SECTION 3

Accommodations Modifications State Testing

In general keep in mind the following definitions of:

ACCOMMODATION: Generally, an adaptation that enables a student with a disability to participate in educational programming, complete school work or tests with greater ease and effectiveness, to the extent possible, as if he or she were non-disabled. Accommodations do not alter the fundamental nature of the program, work or service. Accommodations are not intended to provide additional advantage but rather to “level the playing field” for students with disabilities.

MODIFICATION: More significant levels of alteration of participation in the program, work or service for students with disabilities. Changes rather than simply supporting what the student is required to perform. Modifications, when applied, have the potential to alter scores, credits or evaluation of the work.

Accommodations and Modifications should not simply be applied at the time of testing as a means of support. In order to justify the use of accommodations/modifications during testing, a student should also have access to the needed supports during instruction in the classroom.

California Assessment of Student Performance and Progress (CAASPP) is the broad category of state required assessments for all students in California. Special Education students are required participants in CAASPP. IEP teams decide on an individual basis “how” students will participate, which test versions and what universal tools, designed supports and accommodations are necessary. Depending on the test, these universal tools, designated supports, variations, accommodations and modifications may vary. All CAASPP tests are high stakes and great care and caution must be taken by the IEP team to ensure maximum validity and participation status.

Annually, CDE reviews and may amend the California Assessment System. For most current information, refer to the CDE Testing and Accountability website. Below is a chart of the California Assessment System for 2014-15. Consult with your District Testing Coordinator before contacting CDE if this chart is unclear.

Special Test Versions are made available annually. Contact your district testing coordinator for updated information.

The Desired Results Developmental Profile (DRDP) is included as the required assessment for preschoolers.

CAHSEE

As of July 1, 2009, special education and 504 students are no longer required to pass the CAHSEE in order to earn a high school diploma provided they have satisfied all other state and local graduation requirements. However, they are required to take the CAHSEE in their 10th grade year. This shall remain in effect until the State Board of Education approves an alternative assessment process for these pupils.

The decision to allow a student to use a particular test support should be made on an individual basis and should take into consideration the needs of the student and whether the student routinely receives the support in classroom instruction. IEP teams need to decide what is best for making tests accessible to each child. If, after contacting your district testing coordinator, you have any questions, you can contact the California Assessment of Student Performance and Progress Office at caaspp@cde.ca.gov or 916-445-8765.

2014–15 California Assessment System

| Content | Test | Type | Participants | Grade Level(s) | Window | |
|---------|--|----------------------|---|---|--|--|
| CAASPP | Smarter Balanced Format: CAT or Paper/ Pencil ⁽¹⁾ | MC SR CR PT | All students at designated grade levels <i>Exceptions:</i> <ul style="list-style-type: none"> Eligible students participating in alternate assessments ELA only – English learners who are in their first 12 months of attending a school in the United States | 3–8 and 11 ⁽²⁾ | Grades 3–8: 12-week window beginning at 66% of instructional days Grade 11: 7-week window beginning at 80% of instructional days | |
| | | Field Test | Students with significant cognitive disabilities who are unable to take the Smarter Balanced assessments even with accessibility supports and whose individualized education program indicates assessment with an alternate test Students who previously took the CAPA will not take the CAPA for ELA and mathematics in 2014–15 | 3–8 and 11 | April 15 to June 10, 2015 | |
| | Science | CSTs | MC | All students unless their individualized education program indicates assessment with CMA or CAPA | | |
| | | CMA | MC | Students whose individualized education program indicates assessment with CMA | 5, 8, and 10 | 25-day window that includes 12 instructional days before and after completion of 65% of instructional days |
| | | CAPA | PA | Students with significant cognitive disabilities who are unable to take the CSTs even with accessibility supports and whose individualized education program indicates assessment with CAPA | | |
| | Reading/Language Arts | STS | MC | Spanish-speaking English learners who either receive instruction in their primary language or have been enrolled in a school in the United States less than 12 months | 2–11 Optional | |
| CAHSEE | | MC Writing Task | Beginning with grade 10, all students, except eligible students with disabilities, are required to pass the CAHSEE to receive a high school diploma | 10–12 Adult Students ⁽³⁾ | See testing dates located on the CDE CAHSEE 2014–15 Testing Dates and Guidelines Web page at http://www.cde.ca.gov/ta/tg/hs/cahsee14testdates.asp | |
| CAHSEE | | | | | | |

⁽¹⁾ Paper-pencil versions of the Smarter Balanced assessments are available to local educational agencies that meet specific criteria.

⁽²⁾ The grade 11 Smarter Balanced assessments will be used for Early Assessment Program (EAP) purposes.

⁽³⁾ All students in grade 10 and grades 11 and 12, as well as adult students, are eligible to take the CAHSEE unless they previously passed the examination.

Legend:

CAASPP – California Assessment of Student Performance and Progress

CAHSEE – California High School Exit Examination

CAPA – California Alternate Performance Assessment

CAT – Computer-adaptive test

CELDI – California English Language Development Test

CHSPE – California High School Proficiency Examination

CR – Constructed response

CST – California Standards Test

ELA – English-language arts

HSET – High School Equivalency Tests

MC – Multiple choice

NAEP – National Assessment of Educational Progress

PA – Performance assessment

PFT – Physical Fitness Test

PT – Performance task

SR – Selected response

STS – Standards-based Tests in Spanish

2014–15 California Assessment System

| | Content | Test | Type | Participants | Grade Level(s) | Window |
|-------|--|-----------------------------------|----------------|---|----------------|--|
| CELDT | Listening Speaking Reading Writing | CELDT | MC CR PA | Initial – All students whose home language is not English Annual – Identified English learners until they are re-designated as fluent English proficient | K–12 | Initial – Within 30 calendar days after enrolling in a California public school. Annual – July 1 through October 31 |
| PFT | Aerobic Capacity Body Composition Abdominal Strength and Endurance Trunk Extensor Strength and Flexibility Upper Body Strength and Endurance Flexibility | <i>FITNESSGRAM</i> ⁽⁴⁾ | PT | All students, regardless of whether they are enrolled in a physical education class or participate in a block schedule | 5, 7, and 9 | February 1 through May 31 |
| CHSPE | For information on the optional CHSPE for 2014–15, visit the California Department of Education CHSPE Web page at http://www.cde.ca.gov/ta/tg/sp/ . | | | | | |
| HSET | California has approved the use of three high school equivalency tests (i.e., General Educational Development [GED®] Test, High School Equivalency Test [HiSET], and Test Assessing Secondary Completion [TASC]). For more information on these three optional tests visit the California Department of Education HSET Web page at http://www.cde.ca.gov/ta/tg/gd/ . | | | | | |
| NAEP | For information on NAEP for 2014–15, visit the California Department of Education NAEP Web page at http://www.cde.ca.gov/ta/tg/nr/ . | | | | | |

⁽⁴⁾ The *FITNESSGRAM* is a registered trademark of The Cooper Institute.

Legend:

- CAASPP – California Assessment of Student Performance and Progress
- CAHSEE – California High School Exit Examination
- CAPA – California Alternate Performance Assessment
- CAT – Computer-adaptive test
- CELDT – California English Language Development Test
- CHSPE – California High School Proficiency Examination
- CR – Constructed response
- CST – California Standards Test
- ELA – English–language arts
- HSET – High School Equivalency Tests
- MC – Multiple choice
- NAEP – National Assessment of Educational Progress
- PA – Performance assessment
- PFT – Physical Fitness Test
- PT – Performance task
- SR – Selected response
- STS – Standards-based Tests in Spanish

Matrix One: CAASPP

Matrix One (PDF; Updated Sep-2014) also available for download in Portable Document Format.

Purpose and Use: This document displays the universal tools, designated supports, and accommodations (embedded and non-embedded) allowed as part of the California Assessment of Student Performance and Progress (CAASPP) for 2014–15. This document should be used in conjunction with the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines*, available on the [Smarter Balanced Accessibility and Accommodations Web page](#), and the *California Code of Regulations*, Title 5, sections 850 to 868 available at the [CAASP Regulations Web page](#), in the determination of supports for individual pupils. The appropriate use of embedded and non-embedded universal tools, designated supports, and/or accommodations on CAASPP tests are restricted to only those identified in this document. Individualized aids (an explanation of which can be found in Part 3, beginning on page nine) contains a listing of identified individualized aids and information about requesting the use of the identified and unidentified individualized aids.

Part 1: Embedded Supports

Embedded supports are digitally-delivered features or settings available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

- **Universal Tools (U):** Are available for all pupils. Pupils may turn the support(s) on/off when embedded as part of the technology platform for the computer-administered CAASPP tests or may choose to use it/them when provided as part of a paper-pencil test.
- **Designated Supports (D):** All pupils shall be permitted the following designated supports on the CAASPP tests, when determined for use by an educator or group of educators or specified in a pupil's IEP or Section 504 Plan. An English learner shall be permitted the following designated supports on the CAASPP tests when determined for use by an educator or group of educators, who may seek input from a parent(s) or guardian(s).
- **Accommodations (A):** For the CAASPP System, eligible pupils shall be permitted to take the tests with accommodations if specified in the pupil's individualized education program (IEP) or Section 504 plan.

| Universal Tool (U) Designated Support (D) Accommodation (A) | English Language Arts Reading | English Language Arts Writing | English Language Arts Listening | Mathematics |
|---|-------------------------------------|--|---------------------------------------|---------------------------|
| American Sign Language | N/A | N/A | A | A |
| Breaks | U | U | U | U |
| Braille | A | A | A | A |
| Calculator | N/A | N/A | N/A | U (for specific items) |
| Closed Captioning | N/A | N/A | A | N/A |
| Color Contrast | D | D | D | D |
| Digital Note pad | U | U | U | U |
| English Dictionary | N/A | U (for ELA- performance task-long essay(s), not short paragraph responses) | N/A | N/A |
| English Glossary | U | U | U | U |
| Expandable Passages | U | U | U | U |
| Global Notes | N/A | U (for ELA- performance task-long essay(s), not short paragraph responses) | N/A | N/A |
| Highlighter | U | U | U | U |
| Keyboard Navigation | U | U | U | U |

| | | | | |
|--|--|---------------------------|-----|---------------------------|
| Mark for Review | U | U | U | U |
| Masking | D | D | D | D |
| Math Tools (i.e., embedded ruler, embedded protractor) | N/A | N/A | N/A | U (for specific items) |
| Spell Check | N/A | U (for specific items) | N/A | N/A |
| Strikethrough | U | U | U | U |
| Text-to-Speech | D (for items, not passages) A (for ELA reading passages, grades 6-8 and 11) | D | D | D |
| Translated Test Directions | N/A | N/A | N/A | D |
| Translations (Glossary) | N/A | N/A | N/A | D |
| Translations (Stacked) | N/A | N/A | N/A | D |
| Turn off Any Universal Tool | D | D | D | D |
| Writing Tools (i.e., bold, italic, bullets, undo/redo) | N/A | U (for specific items) | N/A | N/A |
| Zoom (In/out) | U | U | U | U |

Part 2: Non-Embedded Supports

Non-embedded supports are available, when provided by the local educational agency (LEA), for either computer-administered or paper-pencil CAASPP tests. These supports are not part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

- **Universal Tools (U):** Are available for all pupils. Pupils may turn the support(s) on/off when embedded as part of the technology platform for the computer-administered CAASPP tests or may choose to use it/them when provided as part of a paper-pencil test.
- **Designated Supports (D):** All pupils shall be permitted the following designated supports on the CAASPP tests, when determined for use by an educator or group of educators or specified in a pupil's IEP or Section 504 Plan. An English learner shall be permitted the following designated supports on the CAASPP tests when determined for use by an educator or group of educators, who may seek input from a parent(s) or guardian(s).
- **Accommodations (A):** For the CAASPP System, eligible pupils shall be permitted to take the tests with accommodations if specified in the pupil's individualized education program (IEP) or Section 504 plan.

| Universal Tool (U) Designated Support (D) Accommodation (A) | English Language Arts Reading | English Language Arts Writing | English Language Arts Listening | Mathematics | Science (CST and CMA) | Primary Language (STS for Reading Language Arts) |
|--|-------------------------------|-------------------------------|---------------------------------|-------------|-----------------------|--|
| Administration of the test to the pupil at the most beneficial time of day | D | D | D | D | D | D |
| Abacus | N/A | N/A | N/A | A | A | N/A |
| Alternate Response Options (Includes adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.) | A | A | A | A | N/A | N/A |

| | | | | | | |
|---|--|--|-----|---------------------------|-----|--------------------------------|
| (previously known as "Assistive device that does not interfere with the independent work of the student on the multiple choice and/or essay responses [writing portion of the test]") | | | | | | |
| American Sign Language | D (for items, not passages) | A | A | A | A | A (for items, not passages) |
| American Sign Language | A (for ELA reading passages, grades 6-8 and 11) | A | A | A | A | A (for items, not passages) |
| Bilingual Dictionary | N/A | D (for ELA-performance task-long essay[s], not short paragraph responses) | N/A | N/A | N/A | N/A |
| Breaks (previously known as "Extended Time" or "Test over more than one day for a test or test part to be administered in a single sitting" or "supervised breaks within a section of the test") | U | U | U | U | U | U |
| Braille (paper-pencil tests) | A | A | A | A | A | A |
| Calculator | N/A | N/A | N/A | A (for specific items) | N/A | N/A |
| Color Contrast | D | D | D | D | N/A | N/A |
| Color Overlay (previously known as "Colored overlay, mask, or other means to maintain visual attention") | D | D | D | D | U | U |
| English Dictionary | N/A | U (for ELA-performance task-long essay[s], not short paragraph responses) | N/A | N/A | N/A | N/A |
| Large-print versions of paper-pencil test (as available) | A | A | A | A | A | A |
| Magnification (previously known as "Visual magnifying equipment") | D | D | D | D | D | D |
| Math Tools (i.e., non-embedded ruler, non-embedded protractor) | N/A | N/A | N/A | U (for specific items) | N/A | N/A |

| Multiplication Table | N/A | N/A | N/A | A (beginning in grade 4) | N/A | N/A |
|--|--|-----|-----|-----------------------------|-----|-----|
| Noise buffers (e.g., individual carrel or study enclosure or noise-cancelling headphones) | D | D | D | D | D | D |
| Print on Demand | A | A | A | A | N/A | N/A |
| Pupil marks in paper-pencil test booklet (other than responses including highlighting) | U | U | U | U | U | U |
| Read Aloud (previously known as "Test questions and answer options read aloud to pupil or used audio CD presentation – excluding passages") | D (for items, not passages) | D | D | D | A | A |
| Read Aloud (previously known as "Test questions and answer options read aloud to pupil or used audio CD presentation – excluding passages") | A (for ELA reading passages, grades 6-8 and 11; visually impaired in grades 3-8 and 11 who do not yet have adequate braille skills) | D | D | D | A | A |
| Scratch Paper | U | U | U | U | U | U |
| Scribe (previously known as "Essay responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe, audio recorder, or speech-to-text converter" or "Student marks responses in test booklet and responses are transferred to a scorable answer document by an employee of the school, district, or non public school" or "Student dictates multiple-choice question responses orally, or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter for selected-response items") | D | A | D | D | A | A |
| Separate Setting (previously known as "Test individual student separately, provided that a test examiner directly supervises the student" or "Test student in a small group setting" or "Test administered at home or in hospital by test examiner") | D | D | D | D | D | D |

| | | | | | | |
|---|-----|--|-----|--|-----|-----|
| Simplified or clarified test administration directions (does not apply to test questions) | U | U | U | U | U | U |
| Special lighting or acoustics, assistive devices (specific devices may require CAASPP contractor certification), and/or special or adaptive furniture | D | D | D | D | D | D |
| Speech-to-Text (previously known as "Essay responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe, audio recorder, or speech-to-text converter" or "Student dictates multiple-choice question responses orally, or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter for selected-response items") | A | A | A | A | A | A |
| Thesaurus | N/A | U (for ELA-performance task-long essay(s), not short paragraph responses) | N/A | N/A | N/A | N/A |
| Translated Test Directions | N/A | N/A | N/A | D | D | D |
| Translations (Glossary) (previously known as "Access to translation glossaries/word lists (English-to-primary language). Glossaries/word lists shall not include definitions or formulas.) | N/A | N/A | N/A | ⁱⁱ D (for only the 10 languages supported by the Smarter Balanced Assessment Consortium) | D | D |
| The use of individualized aids can be requested. | * | * | * | * | * | * |

ⁱ The LEA may submit a request in writing to the California Department of Education (CDE), prior to the administration of a CAASPP test, for approval for the use of an individualized aid. The LEA CAASPP Coordinator or CAASPP Test Site Coordinator shall make the request ten business days prior to the pupil's first day of CAASPP testing.

ⁱⁱ For 2014-15 the Smarter Balanced consortium will provide translations (glossaries) in the following ten languages: Cantonese; Mandarin, Spanish; Arabic; Filipino; Ukrainian; Vietnamese; Punjabi; Korean; and Russian.

Part 3: Individualized Aids

Individualized Aids are not universal tools, designated supports, or accommodations. Accessibility supports shall be available if specified in the eligible pupil's Individualized education program (IEP) or Section 504 Plan. Accessibility supports may or may not have been previously identified (see page 10 for a list of identified non-embedded accessibility supports.)

If an IEP team or Section 504 plan identifies and designates a resource not identified in Matrix One the LEA CAASPP Coordinator or the CAASPP Test Site Coordinator may submit the CAASPP Individualized Aid Request Form.

Approval will be granted by the CDE for use of this unidentified individualized aid based on the IEP team's and/or Section 504 plan's designation and if the individualized aid does not compromise the test's integrity or security. Smarter Balanced Assessment Consortium, in concert with the CDE, shall make a determination of whether the requested individualized aid changes the construct being measured (outside of this approval process.) This determination will be done after all testing has been completed.

CCR Section 853.5(h) states that the use of "individualized aids that change the construct being measured by a CAASPP test invalidate the test score and results in a score that cannot be compared with other CAASPP results. Scores for pupils' tests with individualized aids that change the construct being measured by a CAASPP test will not be counted as participating in statewide testing (and impacts the accountability participation rate indicator) but pupils will receive an individual score report with their actual score [raw score]." IEP teams should be made aware of this regulation when writing the IEP but should not allow the impact of a LEA's accountability to outweigh the needs of the students.

Information about the purpose and use of the CAASPP Individualized Aid Request Form and the online submission is available on the [CAASPP Test Administration Forms Web page](#). The form must be submitted ten business days prior to the pupil's first day of testing. The CDE will reply to the request within four business days.

CCR Section 853.5(h) has identified the following non-embedded Individualized aids for English-language arts, mathematics, science and primary language (see page 10 for a list of identified non-embedded individualized aids.). The LEA shall use the CAASPP Individualized Aid Request Form to request the use of these identified accessibility supports as well as any unlisted individualized aid(s).

Identified Non-embedded Accessibility Supports that Change the Construct Being Measured:

| Item | English Language Arts Reading | English Language Arts Writing | English Language Arts Listening | Mathematics | Science (CST and CMA) | Primary Language Test (STS for Reading/Language Arts) |
|---|---|-------------------------------|---------------------------------|--------------------------------|-----------------------|---|
| American Sign Language | X (for ELA passages, grades 3, 4, and 5) | N/A | N/A | N/A | N/A | X (for reading passages) |
| Bilingual Dictionary | X | N/A | X | X | X | X |
| Calculator | N/A | N/A | N/A | X (for non-specified items) | X | N/A |
| English Dictionary | X | N/A | X | X | X | X |
| Math Tools (i.e., non-embedded ruler, non-embedded protractor) | N/A | N/A | N/A | X (for non-specified items) | N/A | N/A |
| Multiplication Table | N/A | N/A | N/A | X (for grade 3) | N/A | N/A |
| Read Aloud (previously known as "Test questions and answer options read aloud to student or used audio CD presentation – excluding passages") | X (for ELA passages, grades 3, 4, and 5) | N/A | N/A | N/A | N/A | N/A |
| Thesaurus | X | N/A | X | X | X | X |
| Translated Test Directions | X | X | X | N/A | N/A | N/A |

| | | | | | | |
|--|---|---|---|-----|-----|-----|
| Translations (Glossary) (previously known as "Access to translation glossaries/word lists (English-to-primary language). Glossaries/word lists shall not include definitions or formulas.) | X | X | X | N/A | N/A | N/A |
|--|---|---|---|-----|-----|-----|

Related Content

- Matrix Two: CAHSEE, CELDT, and PFT - Matrix of Variations, Accommodations, and Modifications for Administration of the California High School Exit Examination, California English Language Development Test and the Physical Fitness Test.
- Matrix Three: CAHSEE and PFT - Matrix of Test Variations for Administration of the California High School Exit Examination and the Physical Fitness Test and Designated Supports on the California Assessment of Student Performance and Progress for English Learners.

Questions: Assessment Development and Administration Office | accessibility@cde.ca.gov | 916-319-0784

California Department of Education
 1430 N Street
 Sacramento, CA 95814

Last Reviewed: Tuesday, October 21, 2014

Matrix Two: CAHSEE, CELDT, and PFT

Matrix of Variations, Accommodations, and Modifications for Administration of the California High School Exit Examination, California English Language Development Test and the Physical Fitness Test.

Matrix Two (PDF) also available for download in Portable Document Format.

Note: Refer to the *California Code of Regulations*, Title 5, Education (Sections 1200-1225, 11510-11517.5, and 1040-1048) for each specific assessment program for more detail.

| Test Variation (1) Accommodation (2) Modification (3) | California High School Exit Examination (CAHSEE) | California English Language Development Test (CELDT) | Physical Fitness Test (PFT) |
|--|--|--|-----------------------------|
| Administration of the test at the most beneficial time of day to the student | 2 | 2 | 2 |
| Arithmetic table or formulas (not provided) on the mathematics tests | 3 | Not Applicable | Not Applicable |
| Arithmetic table or formulas (not provided) on the science tests | Not Applicable | Not Applicable | Not Applicable |
| Assistive device that does not interfere with the independent work of the student on the multiple-choice and/or essay responses (writing portion of the test) | 2 | 2 | Not Applicable |
| Assistive device that interferes with the independent work of the student on the multiple-choice and/or essay responses | 3 | 3 | Not Applicable |
| Audio amplification equipment | 1 | 1 | 1 |
| Braille transcriptions provided by the test contractor | 2 | 2 | Not Applicable |
| Calculator on the mathematics tests | 3 | Not Applicable | Not Applicable |
| Calculator on the science tests | Not Applicable | Not Applicable | Not Applicable |
| Colored overlay, mask, or other means to maintain visual attention | 1 | 1 | Not Applicable |
| Dictionary | 3 | 3 | Not Applicable |
| Essay responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter and the student provides all spelling and language conventions | 2 | 2 | Not Applicable |
| Essay responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe audio recorder, or speech-to-text converter (scribe provides spelling, grammar, and language conventions) | 3 | 3 | Not Applicable |
| Extra time on a test within a testing day | ALL | ALL | ALL |
| Large-print versions or test items | | | |

| | | | |
|---|-------------------|--------------------------------------|----------------|
| enlarged (not duplicated) to a font size larger than that used on large print versions | 2 | 2 | Not Applicable |
| Manually Coded English or American Sign Language to present directions for administration (does not apply to test questions) | 1 | 1 | 1 |
| Math manipulatives on the mathematics tests | 3 | Not Applicable | Not Applicable |
| Manually Coded English or American Sign Language to present test questions and answer options | 2 Math | 2 Writing | Not Applicable |
| Manually Coded English or American Sign Language to present test questions and answer options | 3 ELA | 3 Reading, Listening, Speaking | Not Applicable |
| Manually Coded English or American Sign Language to present test questions and answer options | 2 Writing Task | 3 Reading, Listening, Speaking | Not Applicable |
| Math manipulatives on the science tests | Not Applicable | Not Applicable | Not Applicable |
| Noise buffers (e.g., individual carrel or study enclosure) | 1 | 1 | Not Applicable |
| Special lighting or acoustics; special or adaptive furniture | 1 | 1 | Not Applicable |
| Student dictates multiple-choice question responses orally, or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter for selected-response items | 2 | 2 | Not Applicable |
| Student marks in test booklet (other than responses) including highlighting | ALL | ALL | Not Applicable |
| Student marks responses in test booklet and responses are transferred to a scorable answer document by an employee of the school, district, or non public school | 2 | 2 | Not Applicable |
| Supervised breaks within a section of the test | 2 | 2 | Not Applicable |
| Test administered at home or in hospital by a test examiner | 2 | 2 | 2 |
| Test administration directions that are simplified or clarified (does not apply to test questions) | ALL | ALL | ALL |
| Test individual student separately, provided that a test examiner directly supervises the student | 1 | 1 | 1 |
| Test over more than one day for a test or test part to be administered in a single sitting | 2 | 2 | Not Applicable |
| Test questions and answer options read aloud to student or used audio CD presentation | 2 Math | 2 Writing | Not Applicable |

| | | | |
|---|---|--------------------------------------|---|
| Test questions and answer options read aloud to student or used audio CD presentation | 3 ELA | 3 Reading | Not Applicable |
| Test questions and answer options read aloud to student or used audio CD presentation | 2 Writing Task | 3 Reading | Not Applicable |
| Test students in a small group setting | ALL | ALL | ALL |
| Visual magnifying equipment | 1 | 1 | Not Applicable |
| Word processing software with spell and grammar check tools enabled on the essay responses writing portion of test | 3 | 3 | Not Applicable |
| Word processing software with spell and grammar check tools turned off on the essay responses (writing portion of the test) | 2 | 2 | Not Applicable |
| Unlisted Accommodation | Check with CAHSEE/PFT Office prior to use | Check with CELDT Office prior to use | Check with CAHSEE/PFT Office prior to use |
| Unlisted Modification | Check with CAHSEE/PFT Office prior to use | Check with CELDT Office prior to use | Check with CAHSEE/PFT Office prior to use |

ALL: All pupils may be provided these test variations.

- Test Variation (1): Pupils may have these testing variations if regularly used in the classroom.
- Accommodation (2): Eligible pupils shall be permitted to take the examination/test with accommodations if specified in the eligible pupil's IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
- Modification (3): For the CELDT, eligible pupils shall be permitted to take the tests with modifications if specified in the eligible pupil's IEP or Section 504 plan. Eligible pupils shall be permitted to take the CAHSEE with modifications if specified in the eligible pupil's IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

Related Content

- **Matrix One: CAASPP** - This matrix displays the universal tools, designated supports, and accommodations allowed as part of the 2013-14 CAASPP.
- **Matrix Three: CAHSEE and PFT** - Matrix of Test Variations for Administration of the California High School Exit Examination and the Physical Fitness Test and Designated Supports on the California Assessment of Student Performance and Progress for English Learners.

Questions: Assessment Development and Administration Office | accessibility@cde.ca.gov | 916-319-0784

Last Reviewed: Monday, September 29, 2014



English Learner Test Variations and Designated Supports

Matrix Three:

Matrix of Test Variations for Administration of the California High School Exit Examination and the Physical Fitness Test and Designated Supports on the California Assessment of Student Performance and Progress for English Learners

Part 1:

Because the CELDT test is specifically for English learners (ELs), there are not separate guidelines for administering the CELDT to this population. Please refer to the Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments, the first table in this section, for additional variations for all students, including English learners.

| Test Variation | CAHSEE | PFT |
|---|-------------------|-------------------|
| Access to translation glossaries/word lists (English-to-primary language). Glossaries/word lists shall not include definitions or formulas. | Variation Allowed | Not Applicable |
| Additional supervised breaks within a testing day or following each section within a test part provided that the test section is completed within a testing day. A test section is identified by a "STOP" at the end of it. | Variation Allowed | Not Applicable |
| English learners (ELs) may have the opportunity to be tested separately with other ELs provided that the student is directly supervised by an employee of the school who has signed the test security affidavit and the student has been provided such a flexible setting as part of his/her regular instruction or assessment. | Variation Allowed | Variation Allowed |
| Hear the test directions printed in the test administration manual translated into the student's primary language. Ask clarifying questions about the test directions in the student's primary language. | Variation Allowed | Variation Allowed |

Part 2: Embedded Designated Supports for English Learners

Embedded supports are digitally-delivered features or settings available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured. "An English learner shall be permitted the following embedded designated supports, when determined for use by an educator or group of educators, who may seek input from a parent(s) or guardian(s), on the CAASPP test for English language arts (including the components of reading, writing, and listening) and mathematics as specified below." (Title 5 of the California Code of Regulations (CCR), Section 853.7(a))

| Designated Support (D) | English-Language Arts | | | Mathematics |
|-----------------------------|--|---------|-----------|-------------|
| | Reading | Writing | Listening | |
| Color Contrast | D | D | D | D |
| Masking | D | D | D | D |
| Text-to-Speech | D (for items, not passages) | | | |
| | A (for ELA reading passages, grades 6-8 and 11) | D | D | D |
| Translated Test Directions | - | - | - | D |
| Translations (Glossary) | - | - | - | D |
| Translations (Stacked) | - | - | - | D |
| Turn off Any Universal Tool | D | D | D | D |

Part 3: Non-Embedded Designated Supports for English Learners

Non-embedded supports are available, when provided by the local educational agency (LEA), for either computer-administered or paper-pencil CAASPP tests. These supports are not part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured. "An English learner shall be permitted the following embedded designated supports, when determined for use by an educator or group of educators, who may seek input from a parent(s) or guardian(s), on the CAASPP test for English language arts (including the components of reading, writing, and listening), mathematics, science, and primary language test as specified below." (Title 5 of the *California Code of Regulations (CCR)*, Section 853.7(b))

| Designated Support (D) | English-Language Arts | | | Mathematics | Science California Standards Test (CST) and California Modified Assessment (CMA) | Primary Language Standards Test in Spanish (STS) for Reading/Language Arts |
|---|--------------------------------|--|-----------|-------------|---|---|
| | Reading | Writing | Listening | | | |
| Administration of the test to the pupil at the most beneficial time of day | D | D | D | D | D | D |
| American Sign Language | D (for items, not passages) | – | – | – | – | – |
| Bilingual Dictionary | – | D (for ELA-performance task-long essay(s), not short paragraph responses) | – | – | – | – |
| Color Contrast | D | D | D | D | – | – |
| Color Overlay (previously known as "Colored overlay, mask, or other means to maintain visual attention") | D | D | D | D | – | – |
| Magnification (previously known as "Visual magnifying equipment") | D | D | D | D | D | D |
| Noise buffers (e.g., individual carrel or study enclosure or noise-cancelling headphones) | D | D | D | D | D | D |

| Designated Support (D) | English-Language Arts | | | Mathematics | Science California Standards Test (CST) and California Modified Assessment (CMA) | Primary Language Standards Test in Spanish (STS) for Reading/Language Arts |
|--|--------------------------------|---------|-----------|-------------|---|---|
| | Reading | Writing | Listening | | | |
| <p>Read Aloud (previously known as "Test questions and answer options read aloud to pupil or used audio CD presentation – excluding passages")</p> | D (for items, not passages) | D | D | D | - | - |
| <p>Scribe (previously known as "Essay responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe, audio recorder, or speech-to-text converter" or "Student marks responses in test booklet and responses are transferred to a scorable answer document by an employee of the school, district, or nonpublic school" or "Student dictates multiple-choice question responses orally, or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter for selected-response items")</p> | D | - | D | D | - | - |
| <p>Separate Setting (previously known as "Test individual student separately, provided that a test examiner directly supervises the student" or "Test student in a small group setting" or "Test administered at home or in hospital by test examiner")</p> | D | D | D | D | D | D |

| Designated Support (D) | English-Language Arts | | | Mathematics | Science | Primary Language |
|--|-----------------------|---------|-----------|--|---------|------------------|
| | Reading | Writing | Listening | | | |
| Special lighting or acoustics, assistive devices (specific devices may require CAASPP contractor certification), and/or special or adaptive furniture | D | D | D | D | D | D |
| Translated Test Directions | - | - | - | D | D | D |
| Translations (Glossary) (previously known as "Access to translation glossaries/word lists (English-to-primary language). Glossaries/word lists shall not include definitions or formulas.) | - | - | - | D (for only the 10 languages supported by the Smarter Balanced Assessment Consortium) | D | D |
| <p>The LEA may submit a request in writing to the California Department of Education (CDE), prior to the administration of a CAASPP test, for approval for the use of an individualized aid. The LEA CAASPP Coordinator or CAASPP Test Site Coordinator shall make the request ten business days prior to the pupil's first day of CAASPP testing.</p> | | | | | | |
| <p>The use of additional individualized aids can be requested.</p> | | | | | | |

¹ For 2014-15 the Smarter Balanced consortium will provide translations (glossaries) in the following ten languages: Cantonese; Mandarin; Spanish; Arabic; Filipino; Ukranian; Vietnamese; Punjabi; Korean; and Russian.

Appendix M: Allowable Testing Variations and Accommodations for the 2011 California Modified Assessment

Appropriate testing variations and accommodations for the 2011 administration of the California Modified Assessment¹ are based on the study of item format and delivery mode from the California Modified Assessment Pilot Test.

Allowable Variations

- Test administration directions that are simplified or clarified (does not apply to test questions)
- Student marks in test booklet (other than responses) including highlighting
- Test students in a small group setting
- Extra time on a test within a testing day
- Test individual student separately, provided that a test examiner directly supervises the student
- Visual magnifying equipment
- Audio amplification equipment
- Noise buffers (e.g., individual carrel or study enclosure)
- Special lighting or acoustics; special or adaptive furniture
- Colored overlay, mask, or other means to maintain visual attention
- Manually Coded English or American Sign Language to present directions for administration (does not apply to test questions)

Allowable Accommodations

- Student marks responses in test booklet and responses are transferred to a scorable answer document by an employee of the school, district, or nonpublic school
- Responses dictated (orally, or in Manually Coded English or American Sign Language) to a scribe for selected-response items (multiple-choice questions)
- Word processing software with spell and grammar check tools turned off for the essay responses (writing portion of the test)
- Essay responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter and the student provides all spelling and language conventions
- Assistive device that does not interfere with the independent work of the student on the multiple-

choice and/or essay responses (writing portion of the test)

- Braille transcriptions provided by the test contractor
- Large-print versions
- Test items enlarged if font larger than required on large-print versions
- Test over more than one day for a test or test part to be administered in a single sitting
- Supervised breaks within a section of the test
- Administration of the test at the most beneficial time of day to the student
- Test administered at home or in hospital by a test examiner
- Manually Coded English or American Sign Language to present test questions
- Answer options read aloud to student
- Test questions read aloud to student or used audio CD presentation
- Calculator on the grade five mathematics test
- Math manipulatives on the mathematics tests
- Math manipulatives on the science tests
- Unlisted Accommodation

Allowable English Learner (EL) Variations

- Hear the test directions printed in the test administration manual translated into the student's primary language. Ask clarifying questions about the test directions in the student's primary language.
 - Additional supervised breaks within a testing day or within a test part provided that the test part is completed within the day of testing. The end of a test part is identified by a "STOP" sign.
 - English learners (ELs) may have the opportunity to be tested separately with other ELs provided that the student is directly supervised by an employee of the school who has signed the test security affidavit and the student has been provided such a flexible setting as part of his/her regular instruction or assessment.
- CMA for Math and Science ONLY***
- Access to translation glossaries/word lists (English-to-primary language). Glossaries/word lists shall not include definitions or formulas.

¹ The California Modified Assessment is a new assessment in the Standardized Testing and Reporting Program. Regulations are in the development process and will be publicly heard at a future State Board of Education meeting.

Desired Results Developmental Profile (DRDP)

What is the DRDP?

- The Desired Results Developmental Profile (DRDP) is the current required assessment instrument, as directed by the California Department of Education Special Education Division, for all students aged birth to five years with an IFSP or IEP. The DRDP is given twice per year, in order to determine overall growth and development. The DRDP is an observation tool for teachers to record individual progress toward the achievement of four Desired Results for children:
 - ✓ Children are personally and socially competent.
 - ✓ Children are effective learners.
 - ✓ Children show physical and motor competence.
 - ✓ Children are safe and healthy.
- The DRDP lists behaviors that, when fully mastered, would indicate the achievement of these desired results for children. The assessment of children drives the curriculum, which in turn, supports the learning and acquisition of skills in preparation for Kindergarten. Teachers may share DRDP information during IEP's and scheduled parent-teacher conferences.

Where can I find information on the DRDP?

- All DRDP information including assessment forms, timelines, instructional videos and manuals are available at no charge at www.draccess.org.

Which children should be assessed?

- **Are five-year old children with disabilities included in the DRDP *access* Assessment System?**
Yes, if they have an IEP and have not yet entered Kindergarten.
- **Are children in Transitional Kindergarten included in the DRDP *access* Assessment System?**
No, children who are in Transitional Kindergarten will not be assessed with the DRDP *access* at this time.
- **For a child who has a signed IEP but who has not yet begun to receive services during the current assessment period, is the provider required to complete a DRDP *access* for this child?**
Services are to start as soon as possible after the IEP is signed, but if for some reason a child has not received services, then a DRDP *access* is not required for the current assessment period if the child is not in the program and has not received services by October 1 for fall and March 1 for spring.

When is the DRDP given?

- **Are there scheduled testing dates?**

Students are assessed during designated dates in October-November (for Fall assessment) and March-April (for Spring assessment).

- **On what dates do children need to enter early childhood special education services to be included in the DRDP *access* Assessment System?**
Children must enter special education with a signed IFSP or IEP and have received services before October 1 to be included in the Fall assessment and before March 1 to be included in the Spring assessment.

Who completes the DRDP *access*?

- **I'm a service provider who sees a child for less than 10 hours per week. Do I need to complete a DRDP *access* for this child?**
If you are the primary service provider, then you are responsible for completing a DRDP *access* assessment twice a year for this child. All children with IFSPs or IEPs are assessed regardless of type or level of service and regardless of educational setting.
- **On the DRDP *access* Information Page: "Name of person completing the assessment," whose name goes in this box?**
The primary special education service provider should complete the DRDP *access* assessment for each child served with an IFSP or IEP, so the special educator's name is filled in. This could be an early childhood special education teacher or related service provider such as a Speech and Language Pathologist (SLP).
- **Who should complete the assessment for a child who attends a private preschool, and is only receiving speech and language therapy services?**
The primary service provider should complete the assessment. In this case, it would be the SLP. The SLP may complete the assessment with input from others and she is responsible for reviewing input, making sure the assessment is complete and turning the assessment in as directed to the appropriate Special Education personnel. The SLP should work with the individuals who know the child well in order to gather the observations for all of the Measures.

Can I adapt the DRDP *access* for my student?

- There are seven categories of adaptations, which can be used with the DRDP. Any adaptations used, must be noted on the students IFSP/IEP and DRDP *access* information page. Please see the attached adaptation chart.

Using Adaptations with the DRDP *access*

The Seven Categories of Adaptations



1. Augmentative or alternative communication system

Methods of communication other than speech that allow a child who is unable to use spoken language to communicate with others.



2. Alternative mode for written language

Methods of reading or writing used by a child who cannot see well enough to read or write or cannot hold and manipulate a writing utensil (e.g., pencil, pen) well enough to produce written symbols.



3. Visual support

Adjustments to the environment that provide additional information to a child who has limited or reduced visual input.



4. Assistive equipment or device

Tools that make it possible or easier for a child to perform a task.



5. Functional positioning

Strategic positioning and postural support that allow a child to have increased control of his body.



6. Sensory support

Increasing or decreasing sensory input to facilitate a child's attention and interaction in the environment.



7. Alternative response mode

Recognition that a child might demonstrate mastery of a skill in a unique way that differs from the child's typically developing peers.