

Oxford Preparatory Academy Scholar Academy Parent Social

Topic: Changes in State Testing

May 4, 5, and 6, 2015

From STAR to CAASPP

2014–15 California Assessment of Student Performance and Progress (CAASPP)

Content	Test	Type	Participants	Grade Level(s)	Window
English–Language Arts (ELA) and Mathematics	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⁾ Required	Grades 3–8: 12-week window beginning at 66% of instructional days Grade 11: 7-week window beginning at 80% of instructional days
	Alternate Assessment	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 Required	April 15 to June 10, 2015
Science	CST	MC	All students unless their individualized education program indicates assessment with CMA or CAPA	5, 8, and 10 Required	25-day window that includes 12 instructional days before and after completion of 85% of instructional days
	CMA	MC	Students whose individualized education program indicates assessment with CMA		
	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	

⁽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.

Legend:

Test

CAPA – California Alternate Performance Assessment
 CAT – Computer adaptive test
 CMA – California Modified Assessment
 CST – California Standards Test
 STS – Standards-based Tests in Spanish

Type

CR – Constructed response
 MC – Multiple choice
 PA – Performance assessment
 PT – Performance task
 SR – Selected response



ABOUT	SMARTER BALANCED ASSESSMENTS	K-12 EDUCATION	HIGHER EDUCATION	PARENTS & STUDENTS	RESOURCES & EVENTS
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Sample Items and Performance Tasks

Smarter Balanced sample items illustrate the rigor and complexity of the English language arts/literacy and mathematics items and performance tasks students will encounter on the Consortium's next-generation assessments.

The sample items and performance tasks are intended to help teachers, administrators, and policymakers implementing the Common Core State Standards (CCSS) and preparing for next-generation assessments. They provide an early look into the depth of understanding of the CCSS that will be measured by the Smarter Balanced assessment system. While the items and tasks are not intended to be used as sample tests, educators can use them to begin planning the shifts in instruction that will be required to help students meet the demands of the new assessments.

The sample items and tasks can be viewed by grade band (grades 3-5, 6-8, and high school) or content focus. They showcase the variety of item types—including technology-enhanced items and performance tasks—that will be included in the Smarter Balanced assessment system. In addition, items illustrating the connections across grades within the CCSS—as well as the range of student achievement within a [computer adaptive test](#)—are also available. Most constructed-response and technology-enhanced items can be scored automatically, and many items include downloadable scoring rubrics.

TWITTER

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Smarter Balanced Item and Task Types

- **Selected-response items** prompt students to select one or more responses for a set of options.
- **Technology-enhanced items** take advantage of computer-based administration to assess a deeper understanding of content and skills than would otherwise be possible with traditional item types. Technology-enhanced items capitalize on technology to collect evidence through a non-traditional response type, such as editing text or drawing an object. Selected-response and technology-enhanced items can be scored automatically.
- **Constructed-response items** prompt students to produce a text or numerical response in order to collect evidence about their knowledge or understanding of a given assessment target.
- **Performance tasks** measure a student's ability to integrate knowledge and skills across multiple standards—a key component of college and career readiness. Performance tasks will be used to better measure capacities such as depth of understanding, research skills, and complex analysis, which cannot be adequately assessed with selected- or constructed-response items. Some constructed-response items and performance tasks can be scored automatically; many will be hand-scored by professionally trained readers. These tasks will be delivered as part of the interim and summative components of the assessment system, with more extended tasks available in the digital library as part of the Smarter Balanced-developed exemplar instructional modules and inventory of currently available resources. The time and resource constraints for each performance task will be guided by its placement in the overall assessment system. Smarter Balanced has a comprehensive research agenda. During the spring 2013 pilot, the Consortium will research the effects of including a brief classroom interaction phase in the summative performance task on accessibility and standardization. The classroom interaction phase will then be appropriately constrained for performance tasks depending on the intended use and placement within the overall Smarter Balanced assessment system.

Smarter Balanced Interim Assessments



Interim Assessment Statement of Purpose

Statement of Purpose for the Smarter Balanced Interim Assessment

The Smarter Balanced Assessment System has three major components: end-of-year **summative** assessments designed for accountability purposes; a suite of tools and resources that support classroom-based **formative** assessment practices; and **interim** assessments designed to support teaching and learning throughout the year.

The items on the interim assessments are developed under the same conditions, protocols, and review procedures as those used in the summative assessments. Therefore, they assess the same Common Core State Standards, adhere to the same principles of Universal Design in order to be accessible to all students, and provide evidence to support Smarter Balanced claims in mathematics and English language arts/literacy. However, the items for the interim assessments are stored in an item bank that is separate from the item bank that supports the summative assessments. Although the items are not released to the public, the interim assessment items are not secure and are not designed for accountability purposes.



Computer Adaptive Testing

The Smarter Balanced assessment system will capitalize on the precision and efficiency of computer adaptive testing (CAT) for both the mandatory summative assessment and the optional interim assessments.

Based on student responses, the computer program adjusts the difficulty of questions throughout the assessment. For example, a student who answers a question correctly will receive a more challenging item, while an incorrect answer generates an easier question. By adapting to the student as the assessment is taking place, these assessments present an individually tailored set of questions to each student and can quickly identify which skills students have mastered. This approach represents a significant improvement over traditional paper-and-pencil assessments used in many states today, providing more accurate scores for all students across the full range of the achievement continuum.

- **Better information for teachers:** Optional computer adaptive interim assessments will provide a more detailed picture of where students excel or need additional support, helping teachers to differentiate instruction. The interim assessments will be reported on the same scale as the summative assessment, and schools will have the flexibility to assess small elements of content or the full breadth of the Common Core State Standards at locally-determined times throughout the year.
- **More efficient and more secure:** Computer adaptive tests are typically shorter than paper-and-pencil assessments because fewer questions are required to accurately determine each student's achievement level. The assessments draw from a large bank of questions, and since students receive different questions based on their responses, test items are more secure and can be used for a longer period of time.
- **More accurate:** CAT offers teachers and schools a more accurate way to evaluate student achievement, readiness for college and careers, and to measure growth over time.

Computerized assessments allow teachers, principals, and parents to receive results in weeks, not months. Faster results mean that teachers can use the information from optional interim assessments throughout the school year to differentiate instruction and better meet the unique needs of their students.

OPA CAASPP Timeline for 2015

- SBAC has 12 week window beginning at 66% of our instructional days
- 119 days—we will participate close to the end of the 12 week period allowed: 3rd through 8th graders will begin the SBAC next week (Week of May 11th—No testing on Mondays)
- CST for Science—12 days before or after 153rd day of school: 5th and 8th graders are taking this paper-pencil test this week.

Practice Test Opportunity

<http://www.californiatac.org/practice-and-training/index.html>



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Smarter Balanced Practice and Training Tests

To access the Smarter Balanced Practice and Training Tests, please select a button below.



**Test Administrator
Practice and Training
Site**

If you are a Test Administrator (TA), select this button to access the online Smarter Balanced Practice and Training Site for TAs.



**Test Administrator
Resources**

If you are a Test Administrator (TA), select this button to access resources.



**Student Interface
Practice and Training
Tests**

If you are a student, select this button to access the Practice and Training Tests for the online Smarter Balanced tests.

Guest Guest

Please Sign In

Guest User

State-SSID:
(ex: CA-9999999123)

First Name:

Guest Session

Session ID: - -

[Sign In](#)

For Students:

1. Uncheck the Guest User and Guest Session checkboxes.
2. Enter your first name into the First Name box.
3. Enter your two-digit state code and your SSID into the State-SSID box.
4. Enter the Session ID that your TA gave you.
5. Click [Sign In].

Guest Users:

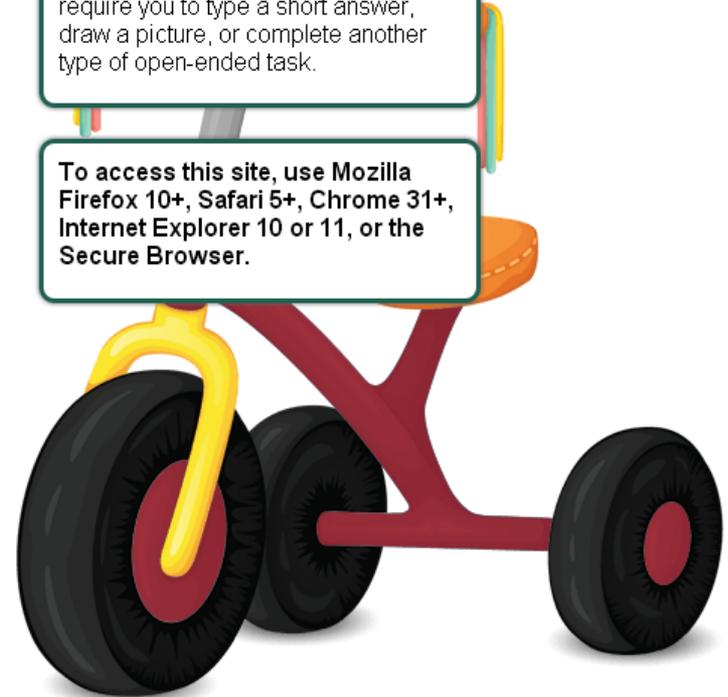
To log in to the Practice and Training Tests, simply select [Sign In], then navigate through the login screens.

[Run Diagnostics](#)

Browser: Chrome v42

Welcome to the Training Test site. You can use this site to take practice and training tests. Some questions require you to select one answer; others require you to type a short answer, draw a picture, or complete another type of open-ended task.

To access this site, use Mozilla Firefox 10+, Safari 5+, Chrome 31+, Internet Explorer 10 or 11, or the Secure Browser.



Select a Grade

(State-SSID: GUEST)



Is This You?

Please review the information below. If all of the information is correct, click [Yes]. If not, click [No].

SSID: GUEST 0

First Name: GUEST

Grade:

School: GUEST School

State: GUEST State



You must select a Grade.

Selecting a Test

Your Tests

Select a test.



[Start Math Grades 3-5 Training Test](#)

This is opportunity 1 of 99



[Start ELA Grades 3-5 Training Test](#)

This is opportunity 1 of 99



[Start G3 Math Practice Test](#)

This is opportunity 1 of 99



[Start G3 ELA Practice Test](#)

This is opportunity 1 of 99



[Start G3 Math Performance Task](#)

This is opportunity 1 of 99



[Start G3 ELA Performance Task](#)

This is opportunity 1 of 99

[Back to Login](#)

Practice Time

- Select a math Practice Test to complete.
- Select an ELA Practice Test to complete.
- Select a math Performance Task to complete.
- Select an ELA Performance Task to complete.

Participation Rates are IMPORTANT

- Minimum Criteria for Participation:

Schools and local educational agencies (LEAs) must meet the 95 percent participation rate for both English-language arts/Literacy (ELA) and mathematics. For students to be considered as participating, at a minimum they must log onto both the computer-adaptive test (CAT) and the performance task (PT) in the same content area. For example, if a student logs onto the ELA CAT and does not log onto the ELA PT, the student would be counted as not participating in the ELA assessment. Similarly, if a student logs onto both the ELA and mathematics PT, but not onto the ELA and mathematics CAT, the student would not be counted as participating in either ELA or mathematics.

Participation Rates Continued

- Parent/Guardian Waivers and Individualized Aid:
It is important to remember that the U.S. Department of Education (ED) does not recognize California's law which allows parents/guardians to opt their children out of testing. Therefore, students who are opted out of the Smarter Balanced Summative Assessments by their parents will be counted as not participating.
- In addition, any student using an individualized aid that changes the construct of the assessment will also be counted as not participating.

Questions and/or Comments?



Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress for 2014–15

(Revised: March 12, 2015)

Matrix One:

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 at <http://www.cde.ca.gov/ta/tg/sa/access.asp>, and the *California Code of Regulations*, Title 5, (CCR) sections 850 to 868 available at <http://www.cde.ca.gov/ta/tg/ca/>, 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 Tool (U) Designated Support (D) Accommodation (A)	English-Language Arts			Mathematics
	Reading	Writing	Listening	
American Sign Language	–	–	A	A
Breaks	U	U	U	U
Braille	A	A	A	A

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 assessment system, eligible pupils shall be permitted to take the tests with accommodations if specified in the pupil's individualized educational program (IEP) or Section 504 plan.

Universal Tool (U) Designated Support (D) Accommodation (A)	English-Language Arts			Mathematics
	Reading	Writing	Listening	
Calculator	–	–	–	U (for specific items)
Closed Captioning	–	–	A	–
Color Contrast	D	D	D	D
Digital Notepad	U	U	U	U
English Dictionary	–	U (for ELA- performance task- long essay[s], not short paragraph responses)	–	–
English Glossary	U	U	U	U
Expandable Passages	U	U	U	U
Global Notes	–	U (for ELA- performance task- long essay[s], not short paragraph responses)	–	–
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)	–	–	–	U (for specific items)
Spell Check	–	U (for specific items)	–	–

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 assessment system, eligible pupils shall be permitted to take the tests with accommodations if specified in the pupil's individualized educational program (IEP) or Section 504 plan.

Universal Tool (U) Designated Support (D) Accommodation (A)	English-Language Arts			Mathematics
	Reading	Writing	Listening	
Streamlining	A	A	A	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	–	–	–	D
Translations (Glossary)	–	–	–	D
Translations (Stacked)	–	–	–	D
Turn off Any Universal Tool	D	D	D	D
Writing Tools (i.e., bold, italic, bullets, undo/redo)	–	U (for specific items)	–	–
Zoom (in/out)	U	U	U	U

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 assessment system, eligible pupils shall be permitted to take the tests with accommodations if specified in the pupil's individualized educational program (IEP) or Section 504 plan.

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 Tool (U) Designated Support (D) Accommodation (A)	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
Abacus	–	–	–	A	A	–
Alternate Response Options Includes adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. (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]”)	A	A	A	A	–	–
American Sign Language	D (for items, not passages)	A	A	A	A	A (for items, not passages)
	iA (for ELA reading passages, grades 6–8 and 11)					

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 assessment system, eligible pupils shall be permitted to take the tests with accommodations if specified in the pupil’s individualized educational program (IEP) or Section 504 plan.

Universal Tool (U) Designated Support (D) Accommodation (A)	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			
Bilingual Dictionary	–	D (for ELA-performance task-long essay[s], not short paragraph responses)	–	–	–	–
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	–	–	–	A (for specific items)	–	–
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	U	U
English Dictionary	–	U (for ELA-performance task-long essay[s], not short paragraph responses)	–	–	–	–
Large-print versions of a paper-pencil test (as available)	A	A	A	A	A	A
Magnification (previously known as “Visual magnifying equipment”)	D	D	D	D	D	D

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 assessment system, eligible pupils shall be permitted to take the tests with accommodations if specified in the pupil’s individualized educational program (IEP) or Section 504 plan.

Universal Tool (U) Designated Support (D) Accommodation (A)	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			
Math Tools (i.e., non-embedded ruler, non-embedded protractor)	–	–	–	U (for specific items)	–	–
Multiplication Table	–	–	–	A (beginning in grade 4)	–	–
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	–	–
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
	A (for ELA reading passages)					
Scratch Paper	U	U	U	U	U	U

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 assessment system, eligible pupils shall be permitted to take the tests with accommodations if specified in the pupil’s individualized educational program (IEP) or Section 504 plan.

Universal Tool (U) Designated Support (D) Accommodation (A)	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			
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”)	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

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 assessment system, eligible pupils shall be permitted to take the tests with accommodations if specified in the pupil’s individualized educational program (IEP) or Section 504 plan.

Universal Tool (U) Designated Support (D) Accommodation (A)	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			
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	–	U (for ELA-performance task-long essay[s], not short paragraph responses)	–	–	–	–
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.)	–	–	–	iD (for only the 10 languages supported by the Smarter Balanced Assessment Consortium)	D	D
The use of additional individualized aids can be requested.	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.					

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 assessment system, eligible pupils shall be permitted to take the tests with accommodations if specified in the pupil’s individualized educational program (IEP) or Section 504 plan.

Part 3: Individualized Aids

Individualized aids are not universal tools, designated supports, or accommodations. Individualized aids shall be available if specified in the eligible pupil’s individualized education program (IEP) or Section 504 plan.

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 at <http://californiatac.org/administration/forms/index.html>. 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 individualized aids as well as any unlisted individualized aid(s).

Identified Non-embedded Individualized Aids that Change the Construct Being Measured:						
	English-Language Arts			Mathematics	Science (CST and CMA)	Primary Language Test (STS for Reading/ Language Arts)
	Reading	Writing	Listening			
American Sign Language	X (for ELA passages, grades 3, 4, and 5)					X (for reading passages)
Bilingual Dictionary	X		X	X	X	X
Calculator				X (for non-specified items)	X	
English Dictionary	X		X	X	X	X
Math Tools (i.e., non-embedded ruler, non-embedded protractor)				X (for non-specified items)		
Multiplication Table				X (for grade 3)		
Thesaurus	X		X	X	X	X
Translated Test Directions	X	X	X			
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			

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