

Guidelines for Selecting English Glossaries, Illustration Glossaries, and Translated Glossaries on Smarter Balanced Math Assessments

Goal of This Document

Smarter Balanced offers three types of glossaries on its mathematics assessments to serve as a language support: English glossaries, illustration glossaries, and translated glossaries. English glossaries are a universal tool available for any student based on the student's preference and selection. Illustration glossaries and translated glossaries are designated supports—they are available for use by any student for whom the need has been indicated by an informed educator or team of educators with input from parents/guardians as well as the student, when appropriate. These three types of glossaries can be embedded (built in the assessment platform) or non-embedded (included in paper-pencil supplements that are provided locally). Some items do not contain any terms that meet glossing criteria and, therefore, do not include any glossaries. This document is intended to provide descriptions of English glossaries, illustration glossaries, and translated glossaries as well as offer guidance on the decision-making process of selecting these three types of resources for students.

What Are English Glossaries?

English glossaries include grade- and context-appropriate definitions of specific construct-irrelevant terms shown in English on the screen via a pop-up window. Students can access the embedded glossary by navigating to any of the pre-selected terms. For paper-pencil forms, English glossaries are available in paper-based supplements. In addition to mathematics, English glossaries are available for English Language Arts (ELA) items. The use of this universal tool may result in students needing additional overall time to complete the assessment.

Which Students Can Benefit from Using English Glossaries?

English glossaries are available by default to all participating students as part of the assessment platform, unless they are previously turned off because they are distracting or overwhelming for students.

What Are Illustration Glossaries?

Illustration glossaries are a language support. The illustration glossaries are provided for select construct-irrelevant terms for mathematics that are possible to illustrate. Illustrations for these terms appear on the computer screen when students select the terms. Students with the illustration glossary setting enabled can view the illustration glossary. Students can also adjust the size of the illustration and move it around the screen. For paper-pencil forms, illustration glossaries are available in paper-based supplements.

Which Students Can Benefit from Using Illustration Glossaries?

Illustration glossaries for specific items are available for students who are advancing toward English language proficiency (including non-English learners, English learners, and English learners with disabilities) as well as students who are deaf or hard of hearing, but who are not proficient in American Sign Language (ASL). The use of this designated support may result in students needing additional overall time to complete the assessment.

What Are Translated Glossaries?

Translated glossaries are a language support. Translated glossaries are provided for selected construct-irrelevant terms for mathematics. Translations for these terms appear on the computer screen when

students select them. Students with the language glossary setting enabled can view the translated glossary. Students can also select the audio icon next to the glossary term and listen to the audio recording of the glossary. For paper-pencil forms, translated glossaries are available in paper-based supplements.

Which Students Can Benefit from Using Translated Glossaries?

Students who are advancing toward English language proficiency (including non-English learners, English learners, and English learners with disabilities) can use the translated glossary for specific items and performance tasks. The use of this support may result in students needing additional overall time to complete the assessment. Translated glossaries are available in the following languages and related varieties and dialects:

- Arabic (standard and Egyptian)
- Burmese
- Cantonese (traditional and simplified)
- Filipino (Ilokano and Tagalog)
- Hmong (White and Green)
- Korean
- Mandarin (traditional and simplified)
- Punjabi (Indian and Pakistani)
- Russian
- Somali
- Spanish (El Salvadorian, Mexican, and Puerto Rican)
- Ukrainian
- Vietnamese (North and South)

Selection Considerations

When selecting these types of glossaries for their students, educators should ensure that students are familiar with these resources through the use of sample test items and classroom instruction, which might include other similar interpretation and translation resources and strategies and will enable students to benefit meaningfully from glossary use on assessments. They should also consider the following:

- Students' needs: students have language needs related to these designated supports that can be met by either type of glossaries (and in rare cases by both types of glossaries).
- Students' preferences: students are familiar with these designated supports through practice test items or other assessment or instructional resources and prefer to use glossaries.
- Distraction and cognitive load considerations: students do not get distracted by glossary pop-up boxes, and their cognitive load involving the process of attending to multiple representations of the same term does not increase when using these designated supports.

Combining Glossaries

Educators should keep in mind that those students who have English glossaries available to them by default and also have illustration glossaries or translated glossaries assigned to them will have to toggle between two types of glossaries. When receiving English glossaries by default and assigned translated and illustration glossaries, students are expected to toggle among English, illustration, and translated glossaries. Selecting all three types of glossaries needs to be treated with extra caution. Educators should ensure that students' needs and preferences for glossaries are addressed and that by using all three types of glossaries simultaneously, students are not distracted, and their cognitive load is not unduly increased. It is also important to provide different types of glossaries consistently on assessments and in instruction. Table 1 highlights selection guidelines for the three types of glossaries.

Table 1. Illustration Glossary and Translated Glossary Selection Guidelines

	The student needs the resource.	The student prefers the resource.	The resource is not distracting/ does not increase cognitive load for the student.	Recommended resource
The student benefits from accessing grade- and context-appropriate definitions in English and does not need to have this tool turned off prior to the assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	English glossaries
The student is fluent or proficient in one of the languages available for translated glossaries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Translated glossaries
The student is fluent or proficient in other languages than those available for translated glossaries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Illustration glossaries
The student is not proficient in ASL or uses other sign languages than ASL, including international sign languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Illustration glossaries
The student benefits from accessing grade- and context-appropriate definitions in English, is fluent or proficient in one of the languages available for translated glossaries and meets need/preference/no distraction or cognitive overload considerations when also using illustration glossaries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	English glossaries, illustration glossaries, and translated glossaries