Montana Comprehensive Assessment System

Usability, Accessibility, and Accommodations Guidelines

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Grade 3–8 ELA and Mathematics
Smarter Balanced Assessments

Table of Contents

Table of Tables

INTRODUCTION

This document is intended to provide guidance for Montana school district personnel who must make decisions about testing all students, including special student populations, on the Smarter Balanced Assessment for English Language Arts/Literacy (ELA) and Mathematics (Math). All students, including students with disabilities and English Learners, are required by state and federal law to take part in the state assessments with or without accommodations. Generally, if a student can receive instruction, then they are also able to participate in state assessments. All students enrolled in accredited schools are expected to take part in state assessments in one of three ways:

1. Participate in general population assessments **without** accommodations.
2. Participate in general population assessments **with** accommodations.
3. Participate in **alternate assessments** when the participation criteria are met.

Special student populations include students identified as eligible for special education services under the Individuals with Disabilities Education Act (IDEA), students identified as disabled under Section 504 of the Rehabilitation Act of 1973, and students who are identified as English learners (EL). This document also provides information regarding general education students who may require additional supports when taking standardized assessments.

These *Guidelines* describe the universal tools, designated supports, and accommodations available for the following assessments:

- Smarter Balanced Interim Assessments for ELA and Math
- Smarter Balanced Summative Assessments for ELA and Math

The guidelines available for special student populations eligible to participate in the Montana Science Assessment (MSA) and student with significant cognitive disabilities eligible for the Alternate Montana Science Assessment (AMSA) and can be found on the Montana Testing Portal under the *Accessibility and Accommodations* resources. The guidelines available for student with significant cognitive disabilities eligible for the Alternate Math and ELA can be found in the Multi-State Alternate Assessment (MSAA) Test Administration Manual.

The specific accessibility features (i.e., universal tools, designated supports, and accommodations) approved by the Montana Office of Public Instruction (OPI) are subject to change in the future if additional tools, supports or accommodations are identified for the assessments based on experience and research findings.

Student eligibility for accessibility features is added through the state student information system known as Achievement In Montana (AIM)/Infinite Campus by District-Level users. The AIM/Infinite Campus system is designed to collect demographic, enrollment, program participation, and assessment data for each student.

The OPI uploads the student data file from AIM/Infinite Campus into the Test Information Distribution Engine (TIDE) (see TIDE OPI Student File Upload Schedule). TIDE then distributes this information to the appropriate system**.** To protect student data privacy, districts are responsible for turning on any accessibility tools within the Montana Testing Portal. Specific data within an IEP is not transferred from AIM into TIDE. In addition to this document, OPI continues to prepare teachers to administer the Grades 3–8 ELA and Math [Smarter Balanced] statewide assessments to all students. Resources related to student supports and accessibility needs are available on the Montana Testing Portal.

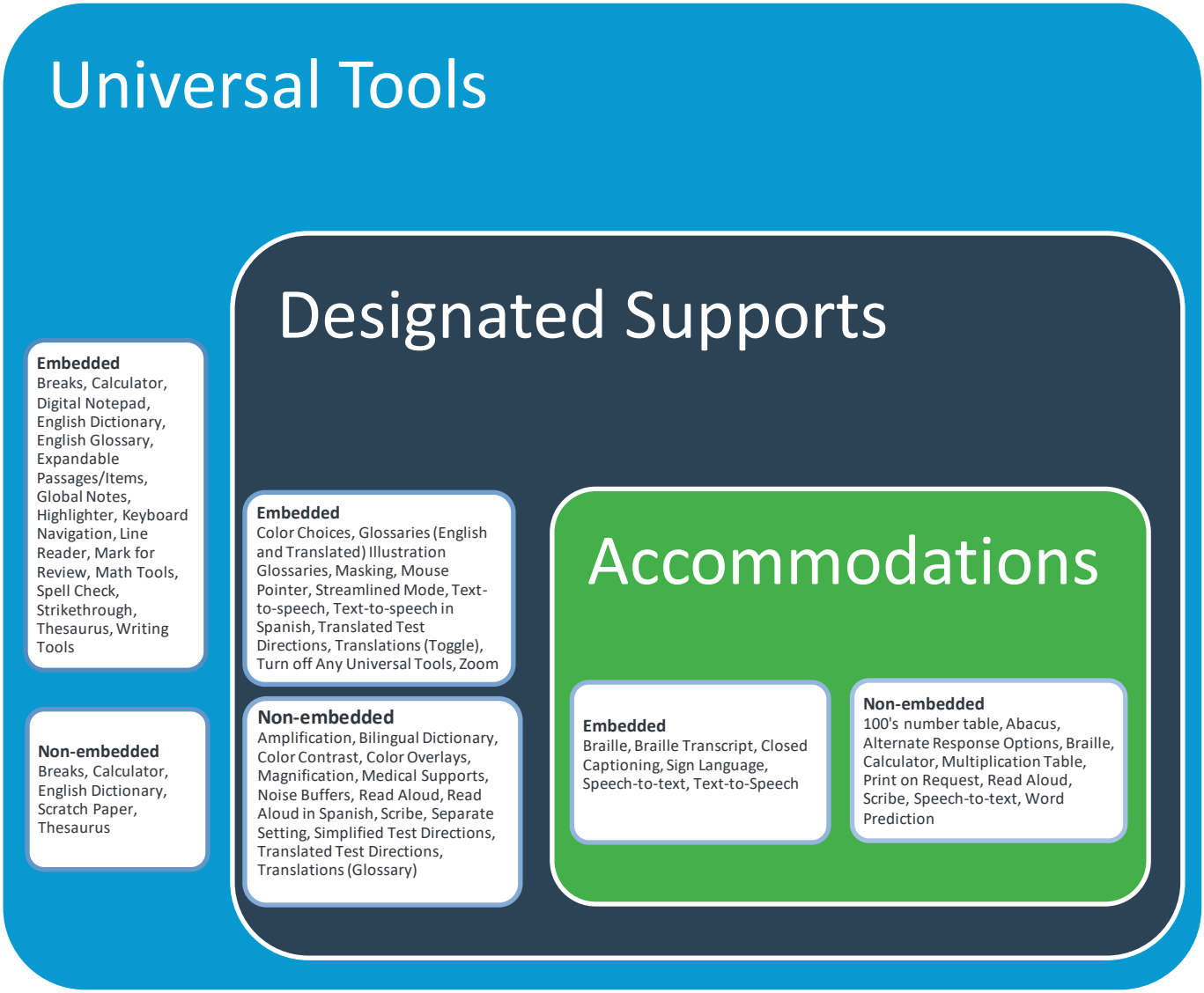
Intended Audience and Recommended Use

This document is 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 accessibility features for the content assessments of ELA and Math. At the same time, it supports important instructional decisions about accessibility features for students who participate in the Montana Testing Portal assessments. It recognizes the critical connection between accessibility in instruction and accessibility during assessment.

The selection of accessibility features (e.g., universal tools, designated supports, and accommodations) is a systematic, data-based, needs-based process that is made by educators familiar with individual student needs. For students being served with English learner plans, IEPs or 504 plans, supports should be discussed at plan meetings. For at-risk students who would benefit from designated supports, a team of educators familiar with the student should make accessibility support decisions. The supports that are provided on state assessments must be familiar to the student and match those supports and accommodations that are provided for classroom instruction and assessments throughout the school year. For additional guidance, please refer to Montana's Three Tiers of Accessibility.

Figure 1. Conceptual Model of Montana Accessibility Features



Note: Not all tools are available on all assessments. Review each section and tool carefully to determine if it is applicable to the assessment being administered. If you have any questions regarding tool availability, refer to the OPI Assessment Help Desk at 1-844-867-2569.

The Conceptual Model recognizes that all students should be held to the same expectations for instruction in Montana Content Standards 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 when they participate in the Smarter Balanced assessments.

These *Guidelines* present the current universal tools, designated supports, and accommodations adopted by the OPI to ensure valid assessment results for all students taking its assessments.

SECTION I: 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 and yield valid scores that count as participation in assessments that meet the requirements of the Every Student Succeeds Act (ESSA) when used in a manner consistent with the *Guidelines*.

EMBEDDED UNIVERSAL TOOLS

The Smarter Balanced digitally delivered assessments 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 computer-administered Smarter Balanced 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 Designated Supports). Universal Tools are turned enabled by default but can be turned OFF locally in the Test Administrator Interface prior to administering tests or by the student. Note: Universal Tools cannot be set in the TIDE > Test Settings. Test Administrators (TA) and Proctors can check a student's test settings in the Test Settings screen in the TA Interface and update them as required.

Table 1. Embedded Universal Tools Available to All Students

Universal Tool	Description	Default Setting	ELA/Math
Breaks (Embedded)	The number of items per session can be flexible based on the student's need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment.	Pause Button available within test interface	Yes
Calculator *(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	ON	Math calculator-items only Grades 6-8

Universal Tool	Description	Default Setting	ELA/Math
	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 the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).		
Digital Notepad	This tool is used for taking 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 or after a break of more than 20 minutes.	ON	Yes
English Dictionary	An English dictionary is available for the ELA Performance Task (PT) in the Interim Comprehensive Assessments (ICAs).	ON	Only for use in the ELA ICA Performance Task.
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 accommodation may result in the student needing additional overall time to complete the assessment.	ON	Yes
Expandable Passages/Items	Each passage/stimulus and/or associated item(s) can be expanded so that it takes up a larger portion of the screen.	ON	Yes
Global Notes	The global notes feature is a notepad that is available for the ELA Performance Task (PT) in the Interim Comprehensive Assessments (ICAs). The student clicks on the notepad icon for the notepad to appear. During the ELA performance tasks, the notes are retained from segment to segment.	ON	Only for use in the ELA ICA Performance Task.
Highlighter (Embedded)	A digital tool for marking desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment.	ON	Yes
Keyboard Navigation (Embedded)	Navigation throughout text can be accomplished by using a keyboard.	ON	Yes

Universal Tool	Description	Default Setting	ELA/Math
Line Reader (Embedded)	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.	ON	Yes
Mark for Review (Embedded)	Allows students to flag items for future review during the assessment. Markings are not saved when the student moves on to the next segment or after a break of more than 20 minutes.	ON	Yes
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.	ON	Math only
Spell Check	Writing tool for checking the spelling of words in student-generated responses. Spell check only gives an indication that a word is misspelled; it does not provide the correct spelling. This tool is available only with the specific items for which the Smarter Balanced Item Specifications indicated that it would be appropriate. Spell check is bundled with other embedded writing tools for math and ELA items with open-ended student responses.	ON	Yes
Strikethrough	Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.	ON	Yes
Thesaurus	A thesaurus is available for the ELA Performance Task (PT) in the Interim Comprehensive Assessments (ICAs). A thesaurus contains synonyms of terms while a student interacts with text included in the assessment.	ON	Only for use in the ELA ICA Performance Task.
Writing Tools	Selected writing tools (i.e., bold, italic, bullets, undo/redo) are available for all student-generated responses. (Also see Spell check.)	ON	Yes

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 [i.e., by the district] for students. They can be made available to any student.

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

Universal Tool	Description	ELA/Math
Breaks (Non-Embedded)	Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. 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.	Yes
Calculator [Items Only Grades 6-8]	When the embedded Desmos Calculator is not suitable for a student participating in the Smarter Balanced Math assessments, the provision of a battery-operated hand-held calculator may be appropriate. If a calculator is provided, proctors must ensure that the device is functional, has working batteries, and that the student is familiar and comfortable with how to use it. Students may not use calculators available on their phones, iPads, or other electronic devices. Students may not share calculators. Depending on the student's grade, the following calculator types are permissible: • Grade 6 – basic calculator • Grade 7-8 – scientific calculator • Grade 11 – graphing calculator	Math only (for calculator allowed items only; grades 6-8)
English Dictionary	An English dictionary can be provided for the ELA Performance Task (PT) in the Interim Comprehensive Assessments (ICAs). for the full write portion of an ELA performance task. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.	Only for use in the ELA ICA Performance Task.
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 for math 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.	Yes

Universal Tool	Description	ELA/Math
	CAT: All scratch paper must be collected and securely destroyed at the end of each CAT assessment session to maintain test security. All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session. **Performance Tasks**: For mathematics 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	A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.	Only for use in the ELA ICA Performance Task.

SECTION II: 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 the 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 available designated supports. The OPI has 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 into TIDE under student test settings as no accessibility features automatically transfer from AIM/Infinite Campus. Any non-embedded designated supports must be arranged for prior to testing and provided during testing.

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 and parent/guardian input to the decision, 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

Designated Support	Description	Recommendations for Use	ELA/Math
Color Choices	Enable 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. Available options include: Blue, Light blue, Black on cream, Gray, Light	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	Yes

Designated Support	Description	Recommendations for Use	ELA/Math
	gray, Medium Gray on Light Gray Green, Light green, Magenta, Light magenta, White on navy, White on red, Red on white, Yellow, Light yellow, Yellow on Blue; Yellow on black, and Reverse Contrast.	selections meet the student's needs.	
Illustration Glossaries	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 adjust the size of the illustration and move it around the screen. Illustration glossaries can be combined with additional English and translated glossaries under the tool Glossaries (English and Translated) in TIDE.	Illustration glossaries for specific items are available for students who are: • advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities), • deaf or hard of hearing, but who are not proficient in American Sign Language (ASL). The use of this support may result in the student needing additional overall time to complete the assessment.	Math items only
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, as well as all navigational buttons and menus.	Yes
Mouse Pointer (Size and Color)	This embedded support allows the mouse pointer to be set to a larger size or a different	Students who are visually impaired and need additional enlargement or	Yes

Designated Support	Description	Recommendations for Use	ELA/Math
	color. A test administrator sets the size and color of the mouse pointer prior to testing.	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 practice during daily instruction with the size and color to determine student preference. The mouse pointer can be used with the zoom designated support. If students are using a magnification program (See Designated Support, magnification), the enlarged mouse pointer is built into magnification programs and mouse pointer may not be needed. It is recommended that students requiring this support test on a device with an external mouse including a scroll wheel.	
Streamlined 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.	Yes

Designated Support	Description	Recommendations for Use	ELA/Math
Text-to-Speech *Text-to-Speech - Spanish (Items Only)* *Text-to-Speech (Items and Stimuli)* *Text-to-Speech (Items Only)* *Text-to-Speech (Stimuli Only)* (See Embedded Accommodations for ELA reading passages)	Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.	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.	Math: items and stimuli ELA: items only, not for reading passages
Text-to-Speech in Spanish	Text in Spanish is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. Students must qualify for and have both Spanish and TTS enabled in TIDE to receive this combined designated support.	Students who are struggling readers, whose primary language is Spanish, and who use dual language supports in the classroom 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 advancing toward English braille proficiency. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech in Spanish will need headphones unless tested individually in a separate setting.	Math only

Designated Support	Description	Recommendations for Use	ELA/Math
Translated Test Directions (Embedded)	Translation of test directions is a language support available prior to beginning the actual test items. Students can see test directions in Spanish. As an embedded designated support, translated test directions are automatically a part of the toggle translations designated support.	Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translated directions support. This support should only be used for students who are proficient readers in Spanish and not proficient in English.	Math only
Glossaries (English and Translated) (Embedded)	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 glossary. Students can also select the audio icon next to the glossary term and listen to the audio recording of the glossary.	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.	Math only
Translations (Toggle)	Toggle language translations are a linguistic support that is available for some students; Toggle switches the entire page over from Spanish to English, but both are not simultaneously presented.	For students whose primary language is not English and who use dual language supports in the classroom, use of the toggle language translation may be appropriate. Students participate in the assessment regardless of the language. This support will increase reading and cognitive load. The use of this support may result in the student needing additional overall time to complete the assessment.	Math only
Turn Off Any Universal Tools	Disabling any universal tools that might be distracting or	Students who are easily distracted (whether or not designated as having	Yes

Designated Support	Description	Recommendations for Use	ELA/Math
	that students do not need to use or are unable to use.	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.	
Zoom	Setting the default text size or other graphics in a window or frame to appear larger on the screen. The default font size for all tests is 14 pt. To increase the default print size of the entire test, the print size must be set for the student in TIDE or set by the test administrator prior to the start of the test. The use of this tool may result in the student needing additional overall time to complete the assessment. Students can still have the ability to alter the print size on individual test pages, by utilizing the *Zoom In* and *Zoom Out* buttons as a universal tool.	Students used to viewing enlarged text or graphics, or navigation buttons, with or without changes to color contrast, may need zoom to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities. The use of this designated support may result in the student needing additional overall time to complete the assessment.	Yes

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

Designated Support	Description	Recommendations for Use	ELA/Math
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, noise buffers, white noise machines) 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.	Yes
Bilingual Dictionary	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 ELA Performance Task (PT) in the Interim Comprehensive Assessments (ICAs).	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.	Only for use in the ELA ICA Performance Task
Color Contrast	Test content of online items may be printed with different colors.	Students with attention difficulties may need this support to view test content. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by evidence of those colors that meet the student's needs.	Yes

Designated Support	Description	Recommendations for Use	ELA/Math
Color Overlay	Color transparencies are placed over a paper-based assessment.	Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs.	Yes
Magnification (Non-Embedded)	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, navigation buttons, and mouse pointer) may be adjusted by the student with an assistive technology device or software. Magnification allows increasing the size and changing of the color contrast, including the size and color of the mouse pointer, to a level not provided for by the zoom universal tool, color contrast designated support, and/or mouse pointer designated support.	Students used to viewing enlarged text or graphics, or navigation buttons, with or without changes to color contrast, may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities. The use of this designated support may result in the student needing additional overall time to complete the assessment.	Yes
Medical Supports	Students may have access to medical supports for medical purposes (e.g., Glucose Monitor). 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.	Yes
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	Yes

Designated Support	Description	Recommendations for Use	ELA/Math
		regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.	
Read Aloud Items/Stimuli (See Non-Embedded Accommodations for 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 Guidelines* (see Appendix B). 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.	Math: items and stimuli ELA: items only
Read Aloud – Spanish Items/Stimuli	Spanish 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 the *Read Aloud Guidelines* (See Appendix B). All or portions of the content may be read aloud.	Students receiving the dual language translations designated support and 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. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the	Math only: Items and stimuli

Designated Support	Description	Recommendations for Use	ELA/Math
		assessment and/or the use of a separate setting.	
Scribe Items (Non-Writing) (See Non-Embedded Accommodations for writing 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 *Scribing Guidelines* [see Appendix C].	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.	Yes, Scribe Items (Non-Writing)
Separate Setting	Test location is altered so that the student is tested in a setting different from that made available for most students.	Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows 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 Administrator Manual	Yes

Designated Support	Description	Recommendations for Use	ELA/Math
		(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*.	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.	Yes
Translated Test Directions (Non-Embedded)	PDF of directions translated in each of the languages currently supported. Bilingual adult can read to student. The PDFs can be downloaded from the Resources section on the Montana Testing Portal.	Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translated test directions. In addition, a biliterate adult trained in the *Test Administration Manual* can read the test directions to the student. The use of this support may result in the student needing additional overall time to complete the assessment.	Yes
Translations (Glossaries) (Non-Embedded)	Translated glossaries are a language support. Translated glossaries are provided for selected construct-irrelevant terms for math. Glossary terms are listed by item and include the English term and its translated equivalent. PDFs of appropriate glossary terms in supported translated languages can be downloaded from the Resources section on the Montana Testing Portal.	Students who have limited English language skills 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.	Math only

SECTION III: 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. The OPI has identified digitally embedded and non-embedded accommodations for students with disabilities. Accommodations must be documented in an Individualized Education Plan (IEP) or 504 Plan. If an accommodation is not visible to select from or an emergency need has risen, requests for **Non-routine accommodations** must be submitted to the OPI from the System Test Coordinator (STC) through the MontCAS Application > Non-Routine Request Process. The OPI must approve all non-routine accommodations used in the state assessments **before** a student can receive them as any accommodation not listed has the risk to change what is being measured and may make the student score invalid.

Accommodations help certain students access the general education curriculum and should be used in instruction and assessment throughout the year and at least 3 months before the assessment. Supports that are provided on state assessments must be familiar to the student and must match those supports and accommodations that are provided for classroom instruction and assessments throughout the school year. Student's parents/guardians must be knowledgeable about the supports and accommodations planned for their child so they are aware of the conditions under which their child will participate in the assessment.

WHO MAKES DECISIONS ABOUT ACCOMMODATIONS?

Decisions about accommodations are made by the IEP teams and educators. These teams (or educators for 504 plans) provide evidence of the need for accommodations and ensure they are noted on the IEP or 504 plan for students with disabilities who require accommodations. Members of these teams always include the parent and/or guardian of the student. Individuals with Disabilities Education Act (IDEA) requires specific members of the IEP team. These may include the student, an administrator, special education teachers, related service providers, a school psychologist, and general education teachers of the student or teachers with grade level content knowledge.

The IEP team (or educator developing the 504 plan) is responsible for ensuring that the IEP is created in the local Student Information System (SIS), which syncs into AIM/Infinite Campus. The district's STC or designated user roles with permissions above "BC" (see User Roles and Access Document) is responsible for making sure that the accommodations and supports that are in the IEP or the 504 plan are entered into TIDE in the Test Settings module. A student without a documented IEP/504 in AIM/Infinite Campus is unable to have any accommodations turned on for them in the Montana Testing Portal [i.e., TIDE]. All embedded accommodations must be activated prior to testing. Note: accessibility features do not automatically transfer

from AIM/infinite Campus into TIDE. This is a school district responsibility to ensure the test settings are properly configured on an annual basis per each child's education plan. Any embedded test setting modification MUST be present in the TIDE test settings module in order to render within the student testing interface.

Determination of which accommodations an individual student will have available for them to meaningfully participate in must be determined before the assessment and locally turned ON in the TIDE > Test Setting module to enable embedded accommodations. Students requiring non-embedded accommodations must also have these determinations made in advance of participating in the assessment.

EMBEDDED ACCOMMODATIONS

Table 5 lists the embedded accommodations available for the 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

Accommodation	Description	Recommendations for Use	ELA/Math
Braille (Embedded)	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and non-contracted braille is available; Nemeth and UEB Math code(s) are available for math.	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. Due to limitations with refreshable braille technology and math braille codes, refreshable braille is available only for ELA. For math, braille will be presented via embosser; embosser-created braille can be used for ELA also. Alternative text descriptions are embedded in the assessment for all graphics. The type of braille presented to the student (contracted or non-contracted) is set in TIDE. The use of this accommodation may result in the student needing additional overall time to complete the assessment.	Yes

Accommodation	Description	Recommendations for Use	ELA/Math
Braille Transcript	A braille transcript of the closed captioning created for the listening passages. The braille transcripts are available in the following braille codes: ELA • UEB uncontracted • UEB contracted	Students may have difficulty hearing the listening portion of the passage and do not have enough functional vision to read the closed captioning provided for the passage. These students who are visually impaired or blind and deaf or hard of hearing AND who use braille may have access to braille transcripts. These students must be registered in TIDE, for both braille and closed captioning. The use of this accommodation may result in the student needing additional overall time to complete the assessment.	ELA listening passages
Closed Captioning	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 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.	ELA listening items
Sign Language	Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may	Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when	ELA: Listening items

Accommodation	Description	Recommendations for Use	ELA/Math
	view portions of the ASL video as often as needed.	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. TAs should refer to the *Considerations for Administering Translated Test Directions in American Sign Language* guide to ensure appropriate support to deaf or hard-of-hearing students who use ASL.	Math: Items
Speech-to-Text (Embedded)	Embedded voice recognition allows students to use their voices as input devices to the computer to dictate responses. Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices instead of embedded speech-to-text (see Non-Embedded Speech-to-Text).	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 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. For many of these students, using voice recognition software is the only way to	Yes

Accommodation	Description	Recommendations for Use	ELA/Math
		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.	
Text-to-Speech (Passages only)	Text is read aloud to the student via embedded text-to-speech technology. 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 and the use must be written into a student's IEP/504 plan. Undocumented use results in invalidation. 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.	ELA passages only, all grades (For ELA/math Items and Stimuli see Embedded Designated Supports)

NON-EMBEDDED ACCOMMODATIONS

Table 6 lists the non-embedded accommodations available for the 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

Accommodation	Description	Recommendations for Use	ELA/Math
100s Number Table	A paper-based table listing numbers from 1 – 100 available from Smarter Balanced for reference [available in the Resources section of the Montana Testing Portal].	Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 plan.	Math only
Abacus (Non-Embedded)	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.	Math only
Alternate Response Options	Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, Filter Keys, adapted mouse, touch screen, head wand, and switches.	Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.	Yes
Braille **(Non-Embedded)**	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:	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 use of this accommodation may result in the student	Yes

Accommodation	Description	Recommendations for Use	ELA/Math
	• UEB Contracted (with Nemeth Math)	needing additional overall time to complete the assessment.	
Specialized Calculator	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.	Math only: For calculator allowed items only in grades 6-8
Multiplication Table	A paper-based multiplication table containing 1-12 will be available from Smarter Balanced for reference.	For students with a documented and persistent calculation disability (i.e., dyscalculia).	Math only
Print on Request Items *Print on Request (Items)* *Print on Request (Stimuli)* *Print on Request (Stimuli and Items)*	Paper copies of either passages/stimuli and/or items are printed for students. For those students needing a paper copy of a passage or stimulus, permission for the students to request printing must first be set in TIDE.	Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment. Please note that Print on Request is the only printed form of accommodation available for students needing paper copy of items.	Yes

Accommodation	Description	Recommendations for Use	ELA/Math
Read Aloud Passages (See Designated Supports for ELA/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 *Read Aloud Guidelines* (See Appendix B) 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.	ELA: Passages only in all grades
Scribe Items **(Writing)** (See Designated Supports for ELA/math 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 *Scribing Guidelines* (See Appendix C).	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 Brief Writes. The use of this accommodation may result in the student needing overall additional time to 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.	ELA Scribe Items (Writing) (Includes the ELA CAT Brief Writes in the summative test)
Speech-to-Text Embedded STT is also available within the testing portal (see Embedded Accommodations).	Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software	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.	Yes

Accommodation	Description	Recommendations for Use	ELA/Math
	generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices.	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 words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary.	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 need to be familiar with the software and have had many opportunities	Yes

Accommodation	Description	Recommendations for Use	ELA/Math
	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. Students may use their own assistive technology devices.	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. SUMMARY OF TOOL DESIGNATION FOR STUDENTS

	All Students	English learners (ELs)	Students with disabilities	ELs with disabilities
Universal Tools	✓	✓	✓	✓
Designated Supports	✓[1]	✓[1]	✓	✓
Accommodations			✓	✓

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

APPENDIX B. READ ALOUD GUIDELINES

When a student cannot access text-to-speech, which is an embedded resource available on Montana's Testing Portal, 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 *Read Aloud Guidelines* presented here. The guiding principle in reading aloud is to ensure that the student has access to test content.

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).

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 OPI 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 Montana Testing Portal administration, as well as security policies and procedures as articulated in Smarter Balanced 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 Montana 's Testing Portal's online 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 7 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 the 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 Montana's Testing Portal 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.

Table 7. 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"	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{4}{5}$ $\frac{14}{25}$ $\frac{487}{6972}$	"one half, one fourth, two thirds, four fifths" Other common fractions include "sixths, eighths, tenths" "fourteen over twenty five" "four hundred eighty seven over six thousand nine hundred seventy two"
Mixed numbers - read with "and" between whole number and fraction	$3\frac{1}{2}$ $57\frac{3}{4}$	"three and one-half" "fifty seven and three fourths"
Percents	62% 7.5% 0.23%	"sixty two percent" "seven point five percent" "zero point two three percent"

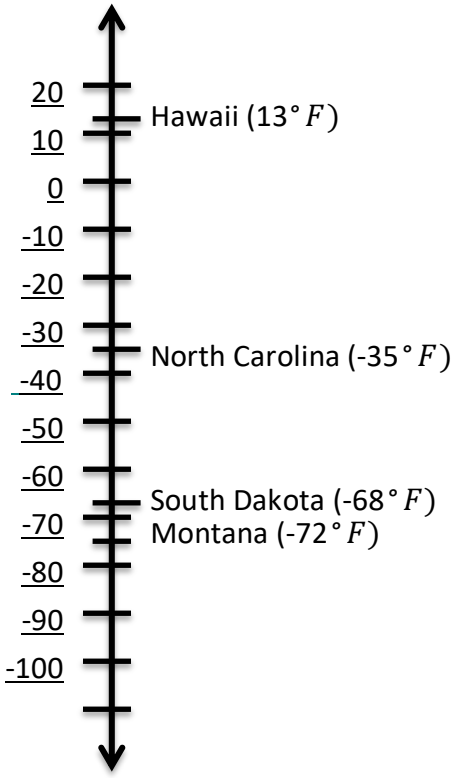
Money - if contains a decimal point, read as "dollars AND cents"	$4.98 $0.33 $5368.00	"four dollars and ninety eight cents" "thirty three cents" "five thousand three hundred sixty eight dollars"
Negative numbers - do NOT read negative sign as "minus"	- 3 $-\frac{5}{8}$ -7.56	"negative three" "negative five eighths" "negative seven point five six"
Dates (years)	1987 2005	"nineteen eighty seven" "two thousand five"
Roman Numerals	I II III IV	"Roman Numeral one" "Roman Numeral two" "Roman Numeral three" "Roman Numeral four"
Ratios	$x: y$	"x to y"
Square roots and cube roots	$\sqrt{6}$ $\sqrt[3]{16}$	"the square root of six" "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 x 49 = 63 x 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"
	$V = \frac{4}{3}\pi r^3$	"'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)	$f(x)$ $f(x + 2)$ $f(g(x))$	"F of x" "F of x plus 2" "F of g of x"
Coordinate pairs	the point (-1, 2)	"the point (pause) negative one comma two"

Answer choices with no other text	the point A is at (6, 3) A. (-3, -4)	"the point 'A' is at (pause) six comma three" "'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	$\Delta ABC \sim \Delta DEF$ $\angle ABC \cong \angle DEF$	"triangle A B C is similar to triangle D E F" "angle A B C is congruent to angle D E F"
Lines, line segments, rays, arcs	$\overleftrightarrow{BC}$ $\overline{CD}$ $\overrightarrow{BC}$ $\overset{\frown}{BC}$	"line B C" "line segment C D" "ray B C" "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"

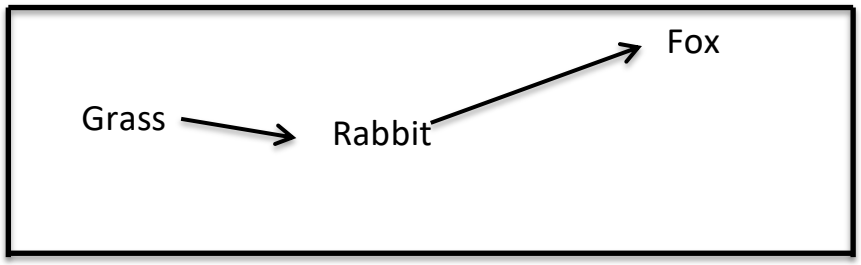
IMAGES/GRAPHICS/DIAGRAMS/TABLES

From top to bottom



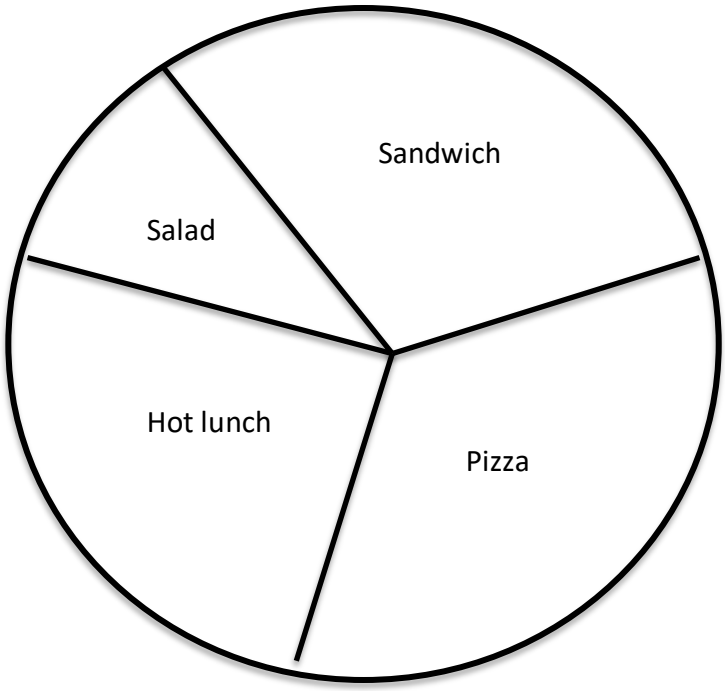
"From top to bottom the figure is labeled: Hawaii thirteen degrees Fahrenheit, North Carolina negative thirty five degrees Fahrenheit, South Dakota negative sixty eight degrees Fahrenheit, Montana negative seventy two degrees Fahrenheit"

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 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.[1]
- 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 [**or on your booklet if braille or print on request], 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?

[1] 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.

APPENDIX C. SCRIBING GUIDELINES

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 Assessment for English Language Arts/Literacy (ELA) and Mathematics (Math), as a **documented accommodation** for ELA Brief Writes, and a **designated support** for Math and ELA items. For information on documentation requirements and decision-making criteria for use of scribes and all other supports please see the *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 administration as well as security policies and procedures as articulated in Montana Office of Public Instruction 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 assessments.
- Scribes should review the *Scribing Protocol* 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, etc.).
- 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 his or her 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	Guidelines
English Language Arts	<u>Selected Response Items (Single and Multiple Answer)</u> • The student must point to or otherwise indicate his/her 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 he/she is ready to move to the next item. <u>Constructed Response Items (Short-Text)</u>

	• The scribe will write verbatim student responses on paper or 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 he/she is ready to move to the next item. <u>Long Essay (Full Write)</u> <u>*Applicable only to the ELA ICA performance task.</u> • The scribe will write verbatim student responses on paper or 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 he/she is ready to move 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	<u>Selected Response Items (Single and Multiple Answer)</u>

	• The student must point to or otherwise indicate his/her selection from the options provided. • 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 his/her selections and indicate to the scribe when he/she is ready to move to the next item. <u>Constructed/Equation Response Items</u> • The student must point or otherwise direct the scribe in developing his/her 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 he/she is ready to move to the next item.

CONSIDERATIONS FOR STUDENTS ALSO USING ASL OR OTHER SIGNSYSTEM

- 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 OPI.
- 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 OPI.
- The scribe should enter the responses on paper or online exactly as the student has brailed. 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 brailed responses for clarification if the brailed response is difficult to read due to student corrections.
- Students may review the written or typed response on paper or 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 or paper-based 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 Montana Office of Public Instruction policies and procedures.

APPENDIX D. FREQUENTLY ASKED QUESTIONS

Educators may use these FAQs to assist districts and schools to understand the universal tools, designated supports, and accommodations available for the Smarter Balanced assessments.

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* (UAAG) 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.

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. It is important to note that although print on request is a non-embedded accommodation, permission for students to request printing must first be set in TIDE.

4. *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 items/stimuli, including embossed braille 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 Interim Comprehensive Assessment (ICA) 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 test items or stimuli.

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

5. *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.

6. *Is the digital notepad universal tool fully available for ELA and math? Will a student's notes be saved if the student takes a 20-minute break?*

   The digital notepad is available on all items across both content areas. As long as a student or test administrator activates the test within the 20-minute break window, the notes will still be there. There is no limit on the number of pauses that a student can take in one test sitting.

7. *For the global notes universal tool, if a student takes a break of 20 minutes, do the notes disappear?*

   Global notes, which are used for the ELA Interim Comprehensive Assessment (ICA) performance task only, will always be available until the student submits the test, regardless of how long a break lasts or how many breaks are taken.

8. *For the highlighter universal tool, if a student pauses a test for 20 minutes, do the highlighter marks disappear?*

   If a student is working on a passage or stimulus on a screen and pauses the test for 20 minutes to take a break, the student will still have access to the

information visible on that particular screen. However, students do lose access to any information highlighted on a previous screen.

9. *How are students made aware that the spell check universal tool is available when moving from item to item?*

   When appropriate, items include universal tools available for students to use. For the spell check tool, a line will appear under misspelled words.

10. *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. Information on how to use the zoom universal tool is included in the directions at the beginning of each test. Please note that in addition to zoom, students may have access to magnification and an enlarged mouse pointer, which are non-embedded designated supports.

11. *For the mark for review universal tool, will selections remain visible after a 20-minute break?*

    If a student takes a break for longer than 20 minutes, the student will not be able to access items from previous screens.

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

    Yes. If a TA 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. This information must be noted in the Testing Portal prior to test administration.

13. *For text-to-speech designated support and text-to-speech accommodation, can the student have their responses read back to them?*

    Text-to-speech is available as a designated support to all students for whom an adult or team has indicated it is needed for math items and for ELA items (but not ELA reading passages). Text-to-speech for ELA reading passages is available for students in all grades only if the student has an IEP or 504 plan. Both policies allow text to be read to the student, including student responses. For text-to-speech (designated support or accommodation) and text-to-speech student responses to be available for a student, they must be entered into TIDE.

14. *Does the student have a reading-based disability? Does the disability affect the student's decoding skills, fluency skills, or comprehension skills?*

A reading-based disability may affect a student's ability to decode, read with fluency, understand text that is decoded, or a combination of these. Determining the nature of the student's reading challenges can help determine the appropriate intervention approaches, as well as needed accommodations during classroom instruction and during assessments. Having a reading-based disability means that there is strong evidence of the persistence of the disability despite intensive, targeted instruction. There should be documentation of the interventions used and formative assessment data on the effect of each intervention. Evidence of a reading-based disability should have been documented in grades K–2, and reflected in such challenges as difficulty learning letters or letter sounds, difficulty in learning sight words, and difficulty in phoneme blending. These and other data (for example, student work) should be reviewed by the IEP/504 team to consider the access effects of the use of the accommodation. The text-to-speech or read aloud accommodations are meant to provide access to the text, not to make up for being a slow reader. Being a slow reader does not mean that the student should receive the text-to-speech or read aloud accommodation for the Smarter Balanced ELA assessment in grades 3–5.

15. *Does the student have other needs that might be accommodated by the provision of the text-to speech or read aloud accommodation?*

    In the past, some educators attempted to monitor the pace at which a student went through an assessment by providing the read aloud accommodation. Pacing involved adjusting how fast the administrator read an item, the punctuation used as he or she read, and how much time was provided between each item to allow the student to respond. This is not an appropriate reason to provide the text-to-speech or read aloud accommodation because it masks what the assessment is assessing. Sometimes a student who is not blind or does not have a significant visual impairment, or does not have a reading-based disability, has a disability that may have produced a situation where the child ended up lagging in his or her reading skills. This should be addressed through instruction rather than the assessment. It is important that students with other learning needs not be provided the text-to-speech or read aloud accommodation for the ELA reading passages. IEP/504 teams should recognize that beginning readers struggle for a variety of reasons. Thus, the team must use student data on the effect of the accommodation during instruction to decide whether the child's struggles are due to the disability. By only offering the text-to-speech and read aloud accommodations to those students with true reading-based disabilities or blindness (for those who have not learned braille) and not providing to students with other learning needs, the system has documentation of the need to address the student's missing skills.

16. *Does the student use text-to-speech or receive a read aloud accommodation during instruction?*

Students with significant disability-related barriers to accessing text usually have demonstrated these barriers over an extended period of time. As a result, for instructional purposes, they have used the text-to-speech or read aloud accommodation during instruction to gain access to text. They also may have membership in an organization such as Bookshare, or regularly use assistive technology software to provide them access to text. If the student has not been provided these types of accommodations during instruction, he or she should not be provided during the assessment.

17. *Does someone (e.g., teacher, paraprofessional, another student, parent) regularly read aloud to the student in school?*

    A possible supporting indicator of the need for text-to-speech or the read aloud accommodation is that the student typically is read to instead of the student reading for himself or herself. This indicator should be used with caution. It should not just be considered because students with disabilities are typically provided the text-to-speech or read aloud accommodation. Instead, the fact that someone else reads aloud to the student, rather than the student reading for himself or herself, is because it has been determined that the student will lack access to important information due to significant barriers to decoding, fluency, or comprehension. Even when this is the case, it does not necessarily mean that the student should receive the text-to-speech or read aloud accommodation for grade 3-5 ELA reading passages. There is a risk that some students who are regularly read aloud to in school may not have had appropriate access to high-quality reading instruction; this needs to be ruled out when using read aloud in school as a supporting indicator. Further, instruction should always strive to increase the student's independent reading.

CHANGE LOG

Date	Item	Description
2023-2024	Toggle Translation	Smarter Balanced now allows for the support of Toggle Spanish/English for Math, instead of the stacked translation presentation.