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| **Smarter Balanced Terminology** | **State’s Previous Terminology****[example entries]** | **Differences to Note** |
| **Universal Tools:** access features of the assessment; these are available to all students based on student preference and selection**Embedded**Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes,Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom**Non-embedded**Breaks, English Dictionary, Scratch Paper, Thesaurus | These may be provided to all students:* Test administration directions that are simplified or clarified (does not apply to test questions)
* Student marks in test booklet (other than responses) including highlighting
* Test students in a small group setting
* Extra time on a test within a testing day
 | * Were often NOT implemented for all students in administration of prior STAR tests
* Were often written into IEPs/504s as accommodations
* New tools are more specific and allow more access for students without identified disabilities
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| **Designated Supports:** features that are available for use by any student for whom the need for support(s) has been indicated by an educator (or team of educators with parent/guardian and student)**Embedded**Color Contrast, Masking, Text-to-speech, Translated Test Directions, Translations (Glossary),Translations (Stacked), Turn off Any Universal Tools**Non-embedded**Bilingual Dictionary, Color Contrast, Color Overlay,Magnification, Read Aloud, Scribe, Separate Setting, Translation (Glossary) | **Testing Variations:** Students may have these testing variations if regularly used in the classroom:* Test individual student separately, provided that a test examiner directly supervises the student
* Visual magnifying equipment
* Audio amplification equipment
* Noise buffers (e.g., individual carrel or study enclosure)
* Special lighting or acoustics; special or adaptive furniture
* Colored overlay, mask, or other means to maintain visual attention
* Manually Coded English or American Sign Language to present directions for administration (does not apply to test questions)
 | * Were rarely used/provided for students
* Were often only considered for students with identified disabilities or English Language Learners
* New supports are very similar to prior variations
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| **Smarter Balanced Terminology** | **State’s Previous Terminology****[example entries]** | **Differences to Note** |
| **Accommodations:** changes in procedures or materials that increase equitable access during the assessment for students who need them and for whom there is documentation on an IEP or 504 plan**Embedded**American Sign Language, Braille, Closed Captioning, Text-to-speech**Non-embedded**Abacus, Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud,Scribe, Speech-to-text | **Accommodations:** Eligible students shall be permitted to take the examination/test with accommodations if specified in the eligible student’s IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.* Student marks responses in test booklet and responses are transferred to a scorable answer document by an employee of the school, district, or nonpublic school
* Student dictates multiple-choice question responses orally, or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter for selected-response items
* Word processing software with spell and grammar check tools turned off for the essay responses (writing portion of the test)
* Essay responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter and the student provides all spelling and language conventions
* Assistive device that does not interfere with the independent work of the student on the multiple-choice and/or essay responses (writing portion of the test)
* Braille transcriptions provided by the test contractor
* Large-print versions or test items enlarged (not duplicated) to a font size larger than that used on large print versions
* Test over more than one day for a test or test part to be administered in a single sitting
* Supervised breaks within a section of the test
* Administration of the test at the most beneficial time of day to the student
* Test administered at home or in hospital by a test examiner
 | * Were rarely used/provided for students
* Still only considered for students with identified disabilities
* New supports and accommodations are very similar to prior accommodations
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| **Smarter Balanced Terminology** | **State’s Previous Terminology****[example entries]** | **Differences to Note** |
| [no similar term in *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*] | **Modifications:** For the **STAR** Program (CST and STS only) and **CELDT**, eligible students shall be permitted to take the tests with **modifications** if specified in the eligible student’s IEP or Section 504 plan. Eligible students shall be permitted to take the **CAHSEE** with **modifications** if specified in the eligible student’s IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.* Manually Coded English or American Sign Language to present test questions and answer options for ELA
* Test questions and answer options read aloud to student or used audio CD presentation for ELA
* Calculator on the mathematics tests
* Calculator on the science tests
* Arithmetic table or formulas (not provided) on the mathematics tests
* Dictionary
* Arithmetic table or formulas (not provided) on the science tests
* Math manipulatives on the mathematics tests
* Math manipulatives on the science tests
* Word processing software with spell and grammar check tools enabled on the essay responses writing portion of test
* Essay responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe audio recorder, or speech-to-text converter (scribe provides spelling, grammar, and language conventions)
* Assistive device that interferes with the independent work of the student on the multiple-choice and/or essay responses
 | * Were rarely used/provided for students
* Were only considered for students with identified disabilities
* New supports and accommodations are very similar to prior modifications
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