LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

TITLE:	LAUSD Accessibility Resources Guidelines for the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC)
NUMBER:	REF-133914.2
ISSUER:	William R. Johnston, Executive Director Office of Data and Accountability
DATE:	January 27, 2025
DUE DATE:	Not Applicable

ROUTING
All Schools
Region Administration
Region Special Ed. Administrators
Principals
Assistant Principals
ELPAC Coordinators
CAASPP Coordinators
Special Education Teachers
Related Services Staff
District/School Nurses

PURPOSE: This Reference Guide provides guidance for schools regarding accessibility resources for the English Language Proficiency Assessments for California (ELPAC) and the California Assessment of Student Performance and Progress (CAASPP).

MAJOR CHANGES: This Reference Guide replaces REF-133914.1, released on December 18, 2023

The current version of the [California Assessment Accessibility Resources Matrix](#) was revised in November 2024. The new Accessibility Matrix includes the following major changes:

- Color contrast with print-on-demand is no longer listed as a non-embedded designated support.

- The use of non-embedded read aloud for CSA items was redesignated from an accommodation to a designated support.

- The use of non-embedded read aloud in Spanish was updated to specify that this resource is not applicable to the CSA.

- The definition of non-embedded alternate response options was expanded to include augmentative and alternative communication (AAC) devices.

- The definition of speech-to-text was expanded to note that embedded speech-to-text for Spanish is available for the Smarter Balanced for Mathematics and CAST, and that non-embedded

speech-to-text for Spanish can be used for the Smarter Balanced for Mathematics and CAST.

Please read the current version of the Accessibility Matrix for a complete list of updates.

BACKGROUND: Students with specific learning needs may require accessibility resources to fully engage and demonstrate mastery of content during instruction and on assessments. To better serve them, the CAASPP and ELPAC systems provide a full range of assessment resources for all students, including those who are English learners and students with disabilities.

Students benefit most from these resources when they are given multiple opportunities to explore and use accessibility resources. Hence, teachers are encouraged to review these resources early in the school year and give students multiple opportunities to experience these resources during daily instruction, classroom assessments, administration of Interim Assessments, and practice and training tests.

If it is determined that the use of the resources is appropriate for individual students, the teacher must follow the procedures indicated in this publication to make the resource available to the student for state summative assessments.

INSTRUCTIONS: I. ACCESSIBILITY RESOURCES

The LAUSD Accessibility and Accommodations Guidelines described in this publication are to be used in conjunction with the Accessibility Matrix. The accessibility resources in the Accessibility Matrix are available for the listed, approved assessments.

The Accessibility Matrix contains six parts. Parts 1-3 address the three different levels of accessibility resources: Universal Tools, Designated Supports, and Accommodations. Part 4 addresses the Instructional Supports and Resources for Alternate Assessments and Part 5 addresses Unlisted Resources. Part 6 addresses permissive mode, a complementary technical resource that is not listed as a universal tool, designated support, or accommodation.

The guidelines outlined below provide information for classroom teachers, special education teachers, Individualized Education Program (IEP) teams, Section 504 Plan designees, school nurses,

administrators, and related services personnel to use in selecting accessibility tools and accommodations for students who need them.

Part 1: Universal Tools

Part 1 of the [Accessibility Matrix](#) lists the universal tools that are available to all students on the basis of student preference and selection. Universal tools are available either as an embedded tool (contained within the computer testing platform) or as a non-embedded tool (student uses a tangible tool such as blank scratch paper provided by the school) or both. The use of these tools may result in the student needing additional overall time to complete the assessments. These universal accessibility tools are provided regardless of whether the student has a disability or a documented need in an IEP or Section 504 Plan.

Part 2: Designated Supports

Part 2 of the [Accessibility Matrix](#) lists the designated supports that are available to all students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's IEP or Section 504 Plan. Designated supports are available either as an embedded tool, a non-embedded tool, or both. The use of these tools may result in the student needing additional overall time to complete the assessments.

To provide a student with a designated support, the state requires that the decision be documented in one of the following ways:

1. Documentation for Students with IEPs

   IEP Case Managers are responsible for reviewing all recommended testing supports on their students' IEPs prior to the onset of summative CAASPP or ELPAC testing. If the listed tests and supports need to be updated, the IEP must be updated before the student logs into any summative CAASPP or ELPAC tests. The Welligent IEP management system allows IEP teams to document designated supports and accommodations in Section K—Participation in State and District-wide Assessments. In preparation for CAASPP and ELPAC test administrations, the IEP Case Managers will communicate with the CAASPP and ELPAC Coordinator, Test Examiners (TE), and/or Test Administrators (TA) to ensure students with disabilities have

access to all documented designated supports and/or accommodations.

2. Documentation for Students with Section 504 Plans

Required designated supports and/or accommodations should be documented on the LAUSD Section 504 Plan. For more information on the LAUSD Section 504 Policy, see BUL-4692.10, *Section 504 of the Rehabilitation Act of 1973,* dated August 26, 2024. After the Section 504 Plan meeting, a copy of the Section 504 Plan must be provided to the school's coordinator for the appropriate testing program (CAASPP or ELPAC). The CAASPP/ELPAC coordinator will enter the supports in Test Operations Management System (TOMS).

3. Documentation of Designated Supports for Students <u>without</u> an IEP or Section 504 Plan

Students without an IEP or Section 504 Plan, including those with a temporary or recent injury, may need access to certain designated supports to participate in CAASPP and/or ELPAC assessments. The recommendation for the supports must be made by an educator who is familiar with the student's learning and physical needs and the supports the student uses during classroom instruction and for assessments. In LAUSD, supports for state assessments are documented in Attachments A and B of this document:

- Attachment A is used to document supports for use in the Initial and Summative ELPAC.

- Attachment B is used to document supports for use in CAASPP Assessments.

Completed Attachments A and B are collected by the CAASPP and ELPAC coordinators prior to testing—Note that each attachment must be signed by both the recommending teacher and the school administrator. <u>The CAASPP and ELPAC coordinators must enter the supports in TOMS as early as possible, but no later than two (2) days prior to the onset of testing for each testing program at the school</u>. After entering the supports in TOMS, the CAASPP and ELPAC coordinators must store Attachments A and B in a secure location at the school site for two (2) years. Note that Attachments A and B must be

completed on a yearly basis and each form may be revised during the year if a student's needs change.

Part 3: Accommodations

Part 3 of the [Accessibility Matrix](#) lists accommodations. Accommodations are allowed for eligible students to be used on the CAASPP and ELPAC if specified in the student's IEP or Section 504 Plan. Accommodations are available either as an embedded tool, a non-embedded tool or both and the use of these tools may require the student to be provided with extended time to make use of the tool.

To provide students with disabilities with the accommodations allowed by the state, the district requires that the decision be documented either in the students' IEP or in the students' Section 504 Plan prior to testing.

IEP and Section 504 Plan teams must adhere to the following guidelines and procedures when designating accommodations:

1. IEP teams select accommodations in Section K of the IEP. For CAASPP and ELPAC testing, if an accommodation is not listed as an option in Section K, IEP teams must note the need for the accommodation in FAPE Page 2 Part 4. The CAASPP and ELPAC coordinators must be informed of any accommodations not listed in Section K as the Section K Report is used by each coordinator to enter the supports in TOMS.

2. If an IEP team or Section 504 Plan team does not see a specific accommodation listed in the Matrix but the accommodation was recommended by an earlier IEP or Section 504 team for use during state assessments, that accommodation is no longer allowable. The IEP team or Section 504 Plan team should consider the use of designated supports and accommodations that are listed in the current Accessibility Matrix. If it is determined that none of the currently listed designated supports and accommodations make the test accessible to the student, the IEP team or Section 504 Plan team may consider the use of unlisted resources (See Part 5 of this document). <u>IEP teams and Section 504 Plan teams should be aware that the use of unlisted resources may invalidate a test</u>.

3. Assigning Embedded and Non-Embedded versions of the same accommodation:

   i. By listing the accommodation on the IEP or Section 504 Plan, the school staff understands that the student may need access to both the embedded and non-embedded version of accommodation if it is available in both forms. Both types of accommodations (embedded and non-embedded) should be enabled in TOMS.

   ii. The student may switch between the embedded and the non-embedded versions during the testing if one is not assisting the student to the degree for which it is intended.

   iii. If by using a non-embedded version of the accommodation the student will need to be moved to a separate testing location/setting, the school Test Coordinator must make the necessary arrangements.

4. Documentation for Accommodations for Students with Recent Injuries

   Students with recent injuries (e.g., broken arm, eye injury, etc.) may need access to one or more accommodations or Designated Supports to participate in the CAASPP and/or ELPAC assessments.

   For students with disabilities who have an IEP or Section 504 Plan and also have a recent injury that is unrelated to the primary disability, the need for an accommodation will need to be documented in a Section 504 Plan or amended IEP.

   If the student does not have an IEP or Section 504 Plan in place, the Section 504 Plan team will need to convene and discuss the need for a Section 504 Plan for CAASPP and/or ELPAC. The documented need on the Section 504 Plan and test setting in TOMS will allow the student to access the embedded or non-embedded accommodation.

Part 4: Instructional Supports and Resources for Alternate Assessments

Part 4 of the [Accessibility Matrix](#) addresses the use of instructional supports and resources for students with the most significant cognitive disabilities. The document outlines their use in the administration of the California Alternate Assessments (CAA) for ELA, the CAA for Mathematics, the CAA for Science, and the Alternate ELPAC.

Alternate assessments are designed for students with the most significant cognitive disabilities. The [Alternate Assessment Decision-Making Tool for California](#) can help guide IEP teams in determining whether the Alternate Assessments are the most appropriate assessments for a student with the most significant cognitive disabilities. While an updated decision-making tool exists, the Special Education Division recommends that schools continue using the tool linked above.

Although most universal tools, designated supports, and accommodations listed in this matrix are available for the CAAs and the Alternate ELPAC through the computer-based testing interface, a student taking the CAAs and Alternate ELPAC may also need additional instructional supports such as:

- the administration of the alternate assessments in the language of instruction,

- physical supports, and

- resources documented in the student's IEP or Section 504 Plan.

Because of the test format, there are some embedded supports that are not available for alternate assessments. However, there are additional instructional and physical supports that are available to students. See Part 4 of the Accessibility Matrix for additional information and for a list of supports available for Alternate Assessments.

Part 5: Unlisted Resources

An unlisted resource is an instructional resource that a student regularly uses in daily instruction, assessment, or both, that has not been previously identified as a universal tool, designated support, or

accommodation. The CAASPP or ELPAC coordinator may submit a request in TOMS for the use of unlisted resources required by a student's IEP or Section 504 plan. The request must be made a minimum of 10 business days before the student's first day of testing. Part 5 of the Accessibility Matrix includes a list of pre-identified unlisted resources that have been determined by the CDE to change the construct being measured.

Approval of an unlisted resource that has not been pre-identified will be granted by the CDE on the basis of the IEP or Section 504 Plan's designation and if the unlisted resource does not compromise the test's security. The CDE shall determine whether the requested unlisted resource changes the construct being measured.

For unlisted resources that do not change the measured construct, a student who receives these accessibility resources will receive a valid score.

For unlisted resources that change the construct of what was being tested, the score is impacted as follows:

- CAASPP—The student will receive a score with a footnote indicating that the test was administered under conditions that resulted in a score that may not be an accurate representation of the student's achievement. These are not considered valid for aggregation of scores for accountability.

- ELPAC—The student will receive the lowest obtainable scale score for the affected domain when an approved unlisted resource changed the construct of what was being tested. However, the student's test results will still be used for aggregation of scores.

Part 6: Technical Resources

Part 6 of the Accessibility Matrix addresses use of non-embedded assistive technology resources that can be used to help students who require access to approved accessibility software, devices, or both to interact with the assessment (for example, screen readers, magnifiers, braille screen readers, RBDs, etc.) can be assigned **permissive mode**. This resource should only be selected when using an approved, non-embedded accessibility software or device and is not for stand-alone use.

For additional information about universal tools, designated supports, accommodations and test settings used in the California assessment system please refer to the [CAASPP and ELPAC Accessibility Guide](). The information in the manual complements the Accessibility Matrix.

II. ENTER DESIGNATED SUPPORTS AND ACCOMMODATIONS IN THE TEST OPERATIONS MANAGEMENT SYSTEM (TOMS)

TOMS is the overarching registration system used by the CAASPP and ELPAC assessments systems. TOMS receives student demographic and program participation data from the California Longitudinal Pupil Achievement Data System (CALPADS). Once the students are in TOMS, ELPAC and CAASPP Coordinators can activate designated supports and accommodations for eligible students.

The CAASPP and ELPAC coordinator must assign the designated supports and accommodations a minimum of two (2) days prior to the administration of any CAASPP or ELPAC tests. For ELPAC, the accessibility resources are set in TOMS by domain (Listening, Speaking, Reading, and Writing). For CAASPP, the supports are designated by specific subject area (ELA, mathematics, CAST, CAAs, and CSA).

For Interim Assessments, users with a TA, TE, or IA Administrator Only role may enable or disable embedded accessibility resources for individual students prior to approving students for assessments within the Test Administrator Interface. For CAASPP and ELPAC summative assessments TAs and TEs do not have the option to enable or disable accessibility resources. Students are only allowed to use the accessibility resources assigned in TOMS by the CAASPP or ELPAC Coordinator. Coordinators should be strategic in deciding the appropriate timeline prior to the summative assessments testing windows. Included in the decision should be consideration of any IEP and 504 Plan updates.

III. SPECIAL CONSIDERATIONS FOR STUDENTS WITH LOW INCIDENCE DISABILITIES

Students with low incidence disabilities (e.g., deaf, blind, visually impaired, hard of hearing, physical/orthopedic impairments) may experience some difficulty participating in the assessments due to the students' unfamiliarity with the embedded tools. TAs or TEs should support those students, but they should also be aware that

some accessibility features may not be fully functioning or that students may not be aware of how to utilize them. In these situations, the TA or TE may switch to using the non-embedded form of the same designated support or accommodation. For example, students who cannot enlarge the text enough on the screen to make it accessible may need to have a printed version of the test that is enlarged. This necessitates the turning on of the "Print on Demand" function. The IEP does not need to be amended to switch between the embedded and non-embedded versions of the same designated support and/or accommodation.

Some students with low incidence disabilities may have additional requirements that are documented in the IEP but outside of Section K. For students with specific physical, sight, hearing, and/or mobility needs that are not documented in Section K, it is the responsibility of the IEP case manager to communicate those needs to the principal and the school testing coordinator so that they can be provided to the student during testing.

For students who will require the embedded accommodation of Braille, testing administrators should factor in additional time to ensure proper set-up of the embosser with the testing administrator's laptop and additional time for students to access the test. For example, when administering the mathematics section of the CAASPP test, it may require multiple sessions and scheduling adjustments by the CAASPP Coordinator to complete the assessment.

Please contact the Student Testing Branch Help Desk at 213-241-4104 for support with providing access to students who require CAASPP and/or ELPAC braille or large-print tests per their IEP or Section 504 plan.

IV. STUDENTS ENROLLED IN VIRTUAL ACADEMIES, LEARNING REMOTELY

Virtual Academies are responsible for implementing accommodations for students who are learning remotely and have an IEP or a Section 504 Plan. For State testing, TAs and TEs must have a good understanding of the accessibility tools that are available to students and how those tools can be used by students when they are tested remotely.

It is equally important that students be familiar with the supports and accommodations that are available to them. Hence, it is recommended that TAs and TEs run practice sessions with students so that students and TAs/TEs become comfortable with logging into the test session remotely and students have multiple opportunities to use the accessibility resources available to them.

V. INDIVIDUALIZED STUDENT ASSESSMENT ACCESSIBILITY PROFILE (ISAAP) TOOL

The web based Individual Student Assessment Accessibility Profile (ISAAP) Tool may be used to ensure that each student receives the accessibility resources necessary to provide fair and valid testing. The ISAAP Tool can be used to identify accessibility resources for CAASPP and ELPAC. The ISAAP Tool can also generate a file to be uploaded to TOMS when assigning test settings for groups of students prior to testing.

The ISAAP process includes the following:

- Suggested preparatory steps for teachers or school teams (e.g., IEP, Section 504, SSPT, etc.),

- A Microsoft Excel (2010 or later) worksheet for creating the ISAAP itself, and

- Steps for use with IEP Section K or for Section 504 plans for students with disabilities, or with Attachments A or B of this reference guide.

The ISAAP Tool is not required but can be useful for school staff who are unfamiliar with the designated supports and accommodations. For students with an IEP or Section 504 Plan, ISAAP decisions are determined by the IEP or Section 504 Plan teams and the tool can be used during IEP or Section 504 Plan activities. Refer to the About ISAAP web page for more information about the ISAAP process and instructions on how to access and use the web based ISAAP Tool.

Federal law, the Family Educational Rights and Privacy Act, prohibits the release of any student's personally identifiable information. Any printed or electronic materials with student information must be securely stored.
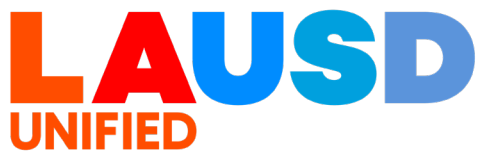
**RELATED
RESOURCES:**

- REF-152112.0, 2024-25 State and National Mandated Testing Calendars, dated May 20, 2024.

- BUL-4692.10, Section 504 of the Rehabilitation Act of 1973, dated August 26, 2024.

- BUL-6730.1, *A Multi-Tiered System of Support Framework for the Student Support and Progress Team*, dated July 13, 2017. This document is published by the Division of Instruction.

- The California Assessment Accessibility Resources Matrix (DOCX) displays the embedded and non-embedded universal tools, designated supports, and accommodations (UDAs) allowed as part of CAASPP ELPAC for 2024–25.

- CDE website is http://www.cde.ca.gov.

- CDE ELPAC website is https://www.cde.ca.gov/ta/tg/ep/index.asp

- CDE Student Accessibility Resources web page at https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp.

ASSISTANCE: For assistance or further information, please contact the Student Testing Branch, at (213) 241-4104.

For assistance regarding special education students' access to online assessments, please contact Special Education Division at (213) 241-6701.

For assistance regarding English Learners' access to online assessments, please contact Multilingual and Multicultural Education Department (MMED) at (213) 241-5582.

LAUSD UNIFIED

LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

ELPAC **Designated** **Supports**	**School:** _____ **Location Code:** _____
	ELPAC designated supports are available to all eligible students with an identified need. In LAUSD, the use of designated supports must be officially documented using this attachment which must be signed by the recommending educator and the school site administrator. Keep in mind that decisions about the use of designated supports must be made by educators who are familiar with the student's learning needs and the student should be given multiple opportunities to use the supports prior taking any Summative ELPAC tests. The signed attachment must be provided to the school's ELPAC coordinator to enter in the Test Operations Management System (TOMS) at least 2 days prior to the start of testing. The ELPAC Coordinator must securely store the form at the school for two years. (A fillable is available at https://www.lausd.org/Page/7670.)

Student Name: _____ SSID: _____ Grade: _____

Select Reason for Designated Support: ☐ EL Support   ☐ Temporary/Recent Injury   ☐ IEP/Section 504 Plan

EMBEDDED	**Color Contrast**		**Mouse Pointer**	**Print Size**	**Other**
	☐ Reverse Contrast	☐ Green	☐ Large, black	☐ 1.5 X	☐ Masking
	☐ Black on Rose	☐ Light Green	☐ Large, green	☐ 1.75 X	☐ Pause or Replay Audio – Listening Domain
	☐ Medium Gray on Light gray	☐ Light Magenta	☐ Large red	☐ 2.5 X	
	☐ Yellow on Blue	☐ White on Navy	☐ Large, white	☐ 3 X	☐ Pause or Replay Audio – Speaking Domain
	☐ Blue	☐ Yellow	☐ Large, yellow		
	☐ Light Blue	☐ Light Yellow	☐ XL, black		☐ Permissive Mode
	☐ Black on Cream	☐ Red on White	☐ XL, green		☐ Streamline
	☐ Gray	☐ White on Red	☐ XL, red		☐ Turn Off any Universal Tool(s)
	☐ Light Gray	☐ Yellow on Black	☐ XL, white		
			☐ XL, yellow		

NON EMBEDDED			
	☐ Amplification	☐ Masking	☐ Read-Aloud (Writing domain)
	☐ Color Contrast	☐ Medical Supports	☐ Separate Setting
	☐ Color Overlay	☐ Noise Buffers	☐ Simplified Test Directions
	☐ Designated Interface Assistant (DIA)	☐ Print-on-Demand (Items, Stimuli, or Stimuli and Items)	☐ Translated Test Directions (Including ASL Or Manually Coded English)
	☐ Magnification		

Recommending Educator's Name: _____ Signature: _____ Date: _____

School Administrator's Name: _____ Signature: _____ Date: _____

ELPAC Coordinator's Name: _____ Date ELPAC Coordinator Entered in TOMS: _____

LAUSD UNIFIED

CAASPP Designated Supports

School: _____ Loc. Code: _____

CAASPP designated supports are available to all eligible students with an identified need. In LAUSD, the use of designated supports must be officially documented using this attachment which must be signed by the recommending educator and the school site administrator. Keep in mind that decisions about the use of designated supports must be made by educators who are familiar with the student's learning needs and the student should be given multiple opportunities to use the supports prior taking any Summative CAASPP tests. The signed attachment must be provided to the school's CAASPP coordinator to enter in the Test Operations Management System (TOMS) at least 2 days prior to the start of testing. The ELPAC Coordinator must securely store the form at the school for two years. (A fillable is available at https://www.lausd.org/Page/7670.)

Student Name: _____ SSID: _____ Grade: _____

Select Reason for Designated Support: ☐ EL Support   ☐ Temporary/Recent Injury   ☐ IEP/Section 504 Plan

EMBEDED

Color Contrast		Mouse Pointer	Text To Speech	Translation Glossaries (Math)		Translation Glossaries (Science)	
☐ Reverse Contrast	☐ Green	☐ Large, black	☐ ELA (Items)	☐ English	☐ Spanish & English	☐ English	☐ Spanish & English
☐ Black on Rose	☐ Light Green	☐ Large, green	☐ Math (Stimuli and Items)	☐ Spanish	☐ Arabic & English	☐ Spanish	☐ Arabic & English
☐ Medium Gray on Light gray	☐ Light Magenta	☐ Large, red	☐ Science (Stimuli and Items)	☐ Arabic	☐ Burmese & English	☐ Arabic	☐ Cantonese & English
☐ Yellow on Blue	☐ White on Navy	☐ Large, white	☐ CSA (Items)	☐ Burmese	☐ Cantonese & English	☐ Cantonese	☐ Hmong & English
☐ Blue	☐ Yellow	☐ Large, yellow	**Stacked Translation/Translated Test Directions**	☐ Cantonese	☐ Filipino & English	☐ Hmong	☐ Korean & English
☐ Light Blue	☐ Light Yellow	☐ XL, Black	☐ Math (Spanish Only)	☐ Filipino	☐ Hmong & English	☐ Korean	☐ Mandarin & English
☐ Black on Cream	☐ Red on White	☐ XL, Green	☐ Science (Spanish Only)	☐ Hmong	☐ Korean & English	☐ Mandarin	☐ Punjabi & English
☐ Gray	☐ White on Red	☐ XL, Red	**Text to Speech in Spanish**	☐ Illustration	☐ Mandarin & English	☐ Punjabi	☐ Russian & English
☐ Light Gray	☐ Yellow on Black	☐ XL, White	☐ Math (Items)	☐ Korean	☐ Punjabi & English	☐ Russian	☐ Tagalog & English
		☐ XL, Yellow		☐ Mandarin	☐ Somali & English	☐ Tagalog	☐ Vietnamese & English
			Other	☐ Punjabi	☐ Russian & English	☐ Vietnamese	
		Print Size:	☐ Masking	☐ Russian	☐ Ukrainian & English		
		☐ 1.5 X	☐ Permissible Mode	☐ Somali	☐ Vietnamese & English		
		☐ 1.75 X	☐ Streamline	☐ Ukranian	☐ Illustration & English		
		☐ 2.5 X	☐ Turn Off any Universal Tool(s)	☐ Vietnamese			
		☐ 3 X					

NON EMBEDDED

☐ 100s Number Table (Science) ☐ Amplification ☐ Bilingual Dictionary (PT Full Write) ☐Calculator (Science Gr. 5 Four-Function, Gr. 8-HS Scientific) ☐ Color Contrast	☐ Color Overlay ☐ Magnification ☐ Medical Supports ☐ Multiplication Table (Science) ☐ Noise Buffers	☐ Printed Test Directions in English (Math and ELA) ☐ Read-Aloud ☐ Read-Aloud in Spanish (Math and Science) ☐ Science Charts (Science-State Approved) ☐ Scribe Items (ELA Except PT Full Write; Math and Science; CSA Non-writing)	☐ Separate Setting (i.e. Time, Lighting, Space, & Furniture) ☐ Simplified Test Directions ☐ Translation Glossaries (PPT-Math Only) ☐ Translated Test Directions in American Sign Language

Recommending Educator's Name: _____ Signature: _____ Date: _____

School Administrator's Name: _____ Signature: _____ Date: _____

ELPAC Coordinator's Name: _____ Date CAASPP Coordinator Entered in TOMS: _____