ACCESSIBILITY RESOURCES PLANNING TOOL

Accessibility resources are tools to help students overcome barriers to learning. They should be provided to students based on need and personal preference. These resources have been developed using the principles of Universal Design for Learning and should be provided to students on a **daily basis during classroom instruction** and **on assessments** to help students validly demonstrate their skills and knowledge. Various accessibility resources may benefit students in more than one category of need. For the purposes of this planning resource, each accessibility resource is listed only once. Students may also use these resources on statewide assessments, depending on various factors, including the construct being assessed and individual student identified needs. Refer to the key in the following list for availability of resources on statewide assessments based on need.

Key to Accessibility Resource Type:

- U—Universal Tool: Available to *all* students
- DS—Designated Support: Available to *all* students for whom a need has been determined
- A—Accommodation: Available to students with an active individualized education program or Section 504 plan and who have a documented need

Unless otherwise noted, the accessibility resource type applies to California Assessment of Student Performance and Progress (CAASPP) English language arts/literacy (ELA) and mathematics assessments; the California Science Test (CAST); the computer-based English Language Proficiency Assessments for California (ELPAC); and the Alternate ELPAC. For additional descriptions of each resource, please refer to the California Assessment Accessibility Resources Matrix, which is linked on the CA Assessment Accessibility Resources Matrix web page on the California Department of Education website.

Many of the digital tools provided require *Read&Write for Google*. For instructions on installing and using *Read&Write for Google*, select the Getting Started with Read&Write for Google Chrome web page. For additional descriptions and a demonstration video of each resource, please refer to the *CAASPP and ELPAC Accessibility Guide*. *Kern County Superintendent of Schools Office Revised 8/21/22*

ACCESSIBILITY RESOURCES PLANNING TOOL

Provide Multiple Means of ENGAGEMENT	Provide Multiple Means of REPRESENTATION	Provide Multiple Means of ACTION & EXPRESSION
Resources to address barriers related to: ● Recruiting Interest ● Sustaining Effort & Persistence ● Self Regulation	Resources to address barriers related to: ● Perception ● Language & Symbols ● Comprehension	Resources to address barriers related to: ● Physical Action ● Expression & Communication ● Executive Functions
Breaks (U) **Extended Breaks (A) for ELPAC**	**English dictionary (U) for ELA (full-write performance tasks [PTs])**	**Scratch paper (U)**
Classroom Practice: Students pace themselves while completing work. Students may take a break outside to refocus.	**Classroom Practice:** Students use an electronic or paper English dictionary to look up word meanings. **Digital Tool:** ● Dictionaries with Read&Write for Google	**Classroom Practice:** Students create notes or work out computations. Students may create two-column notes to record main ideas and make connections with previous knowledge, or to ask questions.
Noise buffers (DS)	**Bilingual dictionary (DS) for ELA (full-write PTs)**	**Digital notepad (U)**
Classroom Practice: Students regularly wear equipment to reduce environmental noise during regular instruction and on assessments.	**Classroom Practice:** Students use electronic or paper bilingual or dual language dictionaries to look up word meanings during instruction. **Digital Tool:** ● Supporting Vocabulary with Read&Write for Google	**Classroom Practice:** Students create notes or work out computations. Students may create two-column notes to record main ideas and make connections with previous knowledge, or to ask questions. **Digital Tools:** ● Online Notepad ● Chrome Notepad

ACCESSIBILITY RESOURCES PLANNING TOOL

Accessibility Resource Planning Tool *(continuation one)*

Provide Multiple Means of ENGAGEMENT	Provide Multiple Means of REPRESENTATION	Provide Multiple Means of ACTION & EXPRESSION
Resources to address barriers related to: ● Recruiting Interest ● Sustaining Effort & Persistence ● Self Regulation	Resources to address barriers related to: ● Perception ● Language & Symbols ● Comprehension	Resources to address barriers related to: ● Physical Action ● Expression & Communication ● Executive Functions
Separate Setting (DS)	**English glossary (U) for ELA, Mathematics, CAST**	**Global notes (U) for ELA (full-write PTs)**
Classroom Practice: Students who are easily distracted are provided with alternate seating within the classroom to improve focus. Students can work in the classroom during off periods when the classroom has only a few students.	**Classroom Practice:** Students use embedded definitions in textbooks and glossaries in the rear of textbooks to clarify word meanings. **Digital Tools:** ● Supporting Vocabulary with Read&Write for Google ● Explore function for Google	**Classroom Practice:** Students create notes or work out computations. Students may create two-column notes to record main ideas and make connections with previous knowledge, or to ask questions. **Digital Tools:** ● Online Notepad ● Chrome Notepad
Strikethrough (U) (ELPAC grades 3–12 only)	**Illustration glossaries (DS) for mathematics**	**Writing tools (U) for ELA, mathematics, CAST, and ELPAC (grades 3–12 only)**
Classroom Practice: Students cross out the answers to multiple-choice items that are obviously wrong. Students can cross out incorrect words in sentences. **Digital Tool:** ● How to use strikethrough in Google Docs	**Classroom Practice:** Students use picture glossaries to determine the meaning of content-specific words. **Digital Tool:** ● Supporting Vocabulary with Read&Write for Google	**Classroom Practice:** Students use writing tools in desktop publishing software (e.g., Microsoft Word) when typing up a story or article during instruction.

ACCESSIBILITY RESOURCES PLANNING TOOL

Accessibility Resources Planning Tool *(continuation two)*

Provide Multiple Means of ENGAGEMENT Resources to address barriers related to: • Recruiting Interest • Sustaining Effort & Persistence • Self Regulation	Provide Multiple Means of REPRESENTATION Resources to address barriers related to: • Perception • Language & Symbols • Comprehension	Provide Multiple Means of ACTION & EXPRESSION Resources to address barriers related to: • Physical Action • Expression & Communication • Executive Functions
Expandable items and passages (U)	**Translation (glossaries) (DS) for mathematics and CAST**	**Highlighter (U)**
Classroom Practice: Teachers create a document for students to work from in which a passage, stimulus, or items take up a large portion of the paper. **Digital Tool:** • Expandable Items/Split Screen	**Classroom Practice:** Students use a translation glossary to facilitate transferring knowledge or skills from their primary language. Students use bilingual glossaries to find the meanings of content-specific words (e.g., mathematics, science, history). **Digital Tool:** • Support for ELs in Google Docs	**Classroom Practice:** Students are provided with digital or physical tools for marking desired text with a color. Students use highlighters to distinguish useful or meaningful text when completing an assignment; or to denote main ideas, supporting details, and a conclusion. **Digital Tool:** • Highlighting Tool and Extracting Notes
Masking (DS)	**Stacked translations (DS) for mathematics and CAST**	**Designated interface assistant (DS) for ELPAC**
Classroom Practice: Students use a masking device that covers up sections of text, test questions, or a combination of these to maintain visual attention and decrease distractions. Teachers block off text on classroom boards or visual media devices to focus students on topics during instruction. Teachers create a clean document for students to work on that is not too "busy" or crowded with distracting information. **Digital Tool:** • Google Chrome- Read and Write (Masking)	**Classroom Practice:** Students use bilingual glossaries in the rear of textbooks to find the meaning of unknown words. Students use bilingual translations during instruction. **Digital Tool:** • Support for ELs in Google Doc	**Classroom Practice:** Students who are technology novices and have limited keyboarding skills are supported to interact with, or type, handwritten responses on a computer.

ACCESSIBILITY RESOURCES PLANNING TOOL

Accessibility Resources Planning Tool *(continuation three)*

Provide Multiple Means of ENGAGEMENT Resources to address barriers related to: ● Recruiting Interest ● Sustaining Effort & Persistence ● Self Regulation	Provide Multiple Means of REPRESENTATION Resources to address barriers related to: ● Perception ● Language & Symbols ● Comprehension	Provide Multiple Means of ACTION & EXPRESSION Resources to address barriers related to: ● Physical Action ● Expression & Communication ● Executive Functions
Turn off any universal tools (DS)	**Text to speech (DS) for ELA items, mathematics, CAST, and ELPAC (all domains except Reading); (A) for ELA reading passages**	**Mark for review (U)**
Classroom Practice: Students might not need or prefer to use some accessibility resources during instruction or find some resources distracting, in which case the use of these resources can be minimized or eliminated.	**Classroom Practice:** Listening skills are taught using read-aloud material, and then students are checked for understanding. Students listen to audio versions of a text or a book. **Digital Tool:** ● Using text-to-speech with Read&Write for Google	**Classroom Practice:** Students use test-taking strategies by circling, staring, or placing a check mark by an item about which the student is unsure, so they can proceed to the next item. Students also may use paper sticky flags to notate areas for review or rereading or circle steps within a mathematics problem to revisit a location or note where to ask questions.
Medical Supports (DS)	**Read aloud (DS) for ELA items, mathematics, and CAST; (DS) for ELPAC (Writing domain); (A) for ELA passages**	**Mouse pointer (size and color) (DS)**
Classroom Practice: Students have access to medical supports for medical purposes during daily instruction and during assessments.	**Classroom Practice:** Listening skills are taught using read-aloud material, and then students are checked for understanding. Students listen to audio versions of a text or a book. **Digital Tool:** ● Using text to speech with Read&Write for Google	**Classroom Practice:** Students change the size and color of their mouse to more readily find their mouse pointer on the screen during regular instruction and classwork.

ACCESSIBILITY RESOURCES PLANNING TOOL

Accessibility Resources Planning Tool *(continuation four)*

Provide Multiple Means of ENGAGEMENT Resources to address barriers related to: ● Recruiting Interest ● Sustaining Effort & Persistence ● Self Regulation	Provide Multiple Means of REPRESENTATION Resources to address barriers related to: ● Perception ● Language & Symbols ● Comprehension	Provide Multiple Means of ACTION & EXPRESSION Resources to address barriers related to: ● Physical Action ● Expression & Communication ● Executive Functions
Intentionally left blank	**Read aloud in Spanish (DS) for mathematics and CAST**	**Keyboard navigation (U)**
Intentionally left blank	**Classroom Practice:** Listening skills are taught using read-aloud material in Spanish and then students are checked for understanding. Students listen to a Spanish audio version of a text or a book. **Digital Tool:** ● [Support for ELs in Google Doc](#)	**Classroom Practice:** Students use keystrokes or key commands in place of, or in addition to, using a mouse to navigate the computer.
Intentionally left blank	**Simplified test directions (DS)**	**Spell check (U)**
Intentionally left blank	**Classroom Practice:** Teachers routinely rephrase or simplify the directions for students during instruction.	**Classroom Practice:** Students proofread other students' work using a dictionary or an automated spell check device.
Intentionally left blank	**Translated test directions (DS) for mathematics, ELPAC, CAST**	**Thesaurus (U) for ELA (full-write PTs)**
Intentionally left blank	**Classroom Practice:** Written translated test directions or translated instructions on assignments are provided on the page, board, or a classroom visual media device. Students are provided both English and native-language directions to build skill and understanding in classroom directions.	**Classroom Practice:** Students use a thesaurus to enrich their writing vocabulary and hone their knowledge of nuances in the English language.

ACCESSIBILITY RESOURCES PLANNING TOOL

Accessibility Resources Planning Tool *(continuation five)*

Provide Multiple Means of ENGAGEMENT Resources to address barriers related to: • Recruiting Interest • Sustaining Effort & Persistence • Self Regulation	Provide Multiple Means of REPRESENTATION Resources to address barriers related to: • Perception • Language & Symbols • Comprehension	Provide Multiple Means of ACTION & EXPRESSION Resources to address barriers related to: • Physical Action • Expression & Communication • Executive Functions
Intentionally left blank	**Line reader (U), (ELPAC grades 3-12 only)**	**Word Processor (A) ELPAC paper test**
Intentionally left blank	**Classroom Practice:** Students use a computer application or manipulative (e.g., a ruler or sheet of paper) to track instructional texts line-by-line as they progress through reading.	**Classroom Practice:** Students use word processing software to type their written responses instead of writing them out.
Intentionally left blank	**Streamline (DS)**	**Word prediction (A) for ELA, mathematics, and CAST**
Intentionally left blank	**Classroom Practice:** Students regularly have access to documents in which the text is presented in sequential format with items displayed below the text.	**Classroom Practice:** Students begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules as part of instructional activities and to complete classwork. **Digital Tool:** • Quick Guide: Word Prediction

ACCESSIBILITY RESOURCES PLANNING TOOL

Accessibility Resources Planning Tool *(continuation six)*

Provide Multiple Means of ENGAGEMENT Resources to address barriers related: • Recruiting Interest • Sustaining Effort & Persistence • Self Regulation	Provide Multiple Means of REPRESENTATION Resources to address barriers related to: • Perception • Language & Symbols • Comprehension	Provide Multiple Means of ACTION & EXPRESSION Resources to address barriers related to: • Physical Action • Expression & Communication • Executive Functions
Intentionally left blank	**Print on demand (DS) for ELPAC**	**Speech to text (A)**
Intentionally left blank	**Classroom Practice:** Paper copies of passages, questions, or a combination of these are used instead of textbooks so that students can write and highlight text.	**Classroom Practice:** Students use an audio recording device or scribe as an alternative to writing when a processing or physical challenge is present. A trained adult then transcribes the student's response word-for-word on the student's test or assignment. **Digital Tool:** • Speech-to-text in the Chrome Browser
Intentionally left blank	**Zoom (U)**	**Scribe (DS) for ELA (except full-write PTs), mathematics, and CAST; (A) for ELA full-write PTs and ELPAC**
Intentionally left blank	**Classroom Practice:** Students receive large-print versions of textbooks or other text to enable access to curriculum. Students have access to enlarged mathematics problems to make sure all steps are completed. Students use two-finger zoom on their tablet or touch-screen device.	**Classroom Practice:** Students use a scribe as an alternative to writing when a processing or physical challenge is present. A trained adult then transcribes the student's response word-for-word on the student's test or assignment.
Intentionally left blank	**Magnification (DS)**	**Alternate response options (A)**
Intentionally left blank	**Classroom Practice:** Students receive large-print versions of textbooks to enable access to curriculum. Students use two-finger zoom on their tablet or touch-screen device.	**Classroom Practice:** Students dictate responses to a teacher or assistant who records them. Students use communication boards, picture representations, or other individual expressive communication devices.

ACCESSIBILITY RESOURCES PLANNING TOOL

Accessibility Resources Planning Tool *(continuation seven)*

Provide Multiple Means of ENGAGEMENT Resources to address barriers related to: ● Recruiting Interest ● Sustaining Effort & Persistence ● Self Regulation	Provide Multiple Means of REPRESENTATION Resources to address barriers related to: ● Perception ● Language & Symbols ● Comprehension	Provide Multiple Means of ACTION & EXPRESSION Resources to address barriers related to: ● Physical Action ● Expression & Communication ● Executive Functions
Intentionally left blank	**Color contrast (DS)**	**Calculator (U) for mathematics (on calculator-allowed items) and CAST (grades six and up)**
Intentionally left blank	**Classroom Practice:** Students have instructional materials that have different font or background paper color. Students use a built-in accessibility feature to reverse contrast of the computer screen and text.	**Classroom Practice:** Calculators are used for doing basic calculation in multistep mathematics processes that are not being assessed.
Intentionally left blank	**Color overlays (DS)**	**Math tools (U) for mathematics and CAST**
Intentionally left blank	**Classroom Practice:** Color transparencies are placed over a paper-based assessment.	**Classroom Practice:** Students use rulers, protractors, number lines, and manipulatives.
Intentionally left blank	**Amplification (DS)**	**Abacus (A)**
Intentionally left blank	**Classroom Practice:** Students use amplification assistive technology in the classroom to increase the volume provided in the instructional content.	**Classroom Practice:** Students use items to count during instruction. Students use an abacus to add, subtract, multiply, and divide during instruction.

ACCESSIBILITY RESOURCES PLANNING TOOL

Accessibility Resources Planning Tool *(continuation eight)*

Provide Multiple Means of ENGAGEMENT Resources to address barriers related to: ● Recruiting Interest ● Sustaining Effort & Persistence ● Self Regulation	Provide Multiple Means of REPRESENTATION Resources to address barriers related to: ● Perception ● Language & Symbols ● Comprehension	Provide Multiple Means of ACTION & EXPRESSION Resources to address barriers related to: ● Physical Action ● Expression & Communication ● Executive Functions
Intentionally left blank	Pause or replay audio- (DS) ELPAC listening domain	Intentionally left blank
Intentionally left blank	**Classroom Practice:** Students are provided with opportunities to listen to audio texts and use the pause and replay features. For CAASPP, when audio is present in an item, the ability to pause or replay audio is automatically provided.	Intentionally left blank
Intentionally left blank	Closed captioning (A) for ELA (listening items) and ELPAC	Intentionally left blank
Intentionally left blank	**Classroom Practice:** In-class videos and films are used that contain closed captioning. Closed captioning is used in foreign-language classes.	13
Intentionally left blank	American Sign Language (ASL) (A)	Intentionally left blank
Intentionally left blank	**Classroom Practice:** An ASL interpreter or ASL-certified instructor signs during instruction.	Intentionally left blank
Intentionally left blank	Braille (A)	Intentionally left blank
Intentionally left blank	**Classroom Practice:** Instructional materials and assignments are completed in braille.	Intentionally left blank

ACCESSIBILITY RESOURCES PLANNING TOOL

Accessibility Resources Planning Tool *(continuation nine)*

Provide Multiple Means of ENGAGEMENT Resources to address barriers related to: • Recruiting Interest • Sustaining Effort & Persistence • Self Regulation	Provide Multiple Means of REPRESENTATION Resources to address barriers related to: • Perception • Language & Symbols • Comprehension	Provide Multiple Means of ACTION & EXPRESSION Resources to address barriers related to: • Physical Action • Expression & Communication • Executive Functions
Intentionally left blank	**100s Number Table (DS) for CAST; (A) for mathematics (grades four and up)**	**Intentionally left blank**
Intentionally left blank	**Classroom Practice:** Students use a 100s number table during instruction and on assessments.	Intentionally left blank
Intentionally left blank	**Multiplication table (DS) for CAST; (A) for mathematics (grades four and up)**	**Intentionally left blank**
Intentionally left blank	**Classroom Practice:** Students use a multiplication table during regular instruction and assessments.	Intentionally left blank
Intentionally left blank	**Braille transcript (A) for ELA (listening passages)**	**Intentionally left blank**
Intentionally left blank	**Classroom Practice:** Instructional materials and assignments are completed in braille.	Intentionally left blank
Intentionally left blank	**Science charts (state-approved) (U) for CAST (grades eight and up)**	**Intentionally left blank**
Intentionally left blank	**Classroom Practice:** Students use a formulas reference sheet during science instruction.	Intentionally left blank